NIEER

The State of Preschool 2017

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education

THE STATE OF PRESCHOOL 2017

STATE PRESCHOOL YEARBOOK

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Executive Summary

GROWING DISPARITIES IN ENROLLMENT, INVESTMENTS, AND QUALITY: 2002 TO 2017

The State of Preschool 2017 is the 15th edition of NIEER's annual report tracking state-funded preschool access, resources, and quality. Since 2002, many states have made progress, a few have fallen behind, and a handful have emerged as leaders. As a result, disparities in access to high-quality state-funded preschool have grown over the intervening years.

The 2016-2017 school year saw both progress and regression for state-funded preschool over the past year. Enrollment continued to increase, but growth slowed. And much of the growth that did occur can be attributed to federal Preschool Development Grants (PDG), a program with an uncertain future. States invested more money than ever before in preschool, but state spending per child fell for the first time since 2014 (adjusting for inflation). More programs met NIEER's new quality standards benchmarks than last year, with notable progress on the new staff professional development standards—although it remains the most challenging for states to meet.

ENROLLMENT

When NIEER began tracking state preschool enrollment, spending, and policies in 2002, just three states and the District of Columbia* served more than one-third of their 4-year-olds. In 2017, that is the national average, with 16 states serving more than one-third of 4-year-olds. In 2002, only two states enrolled more than 50% of their 4-year-olds in public preschool. Fifteen years later in 2017, 10 states enrolled 50% or more of their 4-year-olds, and 5 states surpassed 70% enrollment of 4-year-olds.

In 2002, 13 states had no state-funded preschool program; in 2017 six of those now do—some are far-reaching, such as Florida where enrollment of 4-year-olds surpasses 77%, while others are small and just starting out, such as Hawaii, Indiana, and Mississippi.

But progress has been uneven. Four states served a smaller percentage of 4-year-olds in 2017 than they did in 2002. And 19 states, including seven with no state-funded preschool program, enroll less than 10 percent of 4-year-olds in state-funded preschool.

Research has found larger benefits from attending two years (compared to one year) of quality preschool.[1] But eight states decreased the percent of 3-year-olds served since 2002, and overall progress in access for 3-year-olds has been a slow crawl from less than 3% in 2002 to just 5% in 2017. Only 29 states serve 3-year-olds in 2017, up from 26 states in 2002.

*Consistent with U.S. government statistical reporting practices, the District of Columbia will be referred to as a "state" throughout this report.

RESOURCES

States did spend more on preschool in 2017 than in 2002: state spending on preschool surged from just $2.4 billion in 2002 to over $7.6 billion in 2017. Adjusting for inflation, this represents an increase of almost $4 billion, far more than doubling states' investments. California alone increased spending by more than $1.1 billion. At the other extreme, five states decreased their spending on preschool over this time, adjusting for inflation.

Despite the overall increase in funding, data on states' preschool investment *per child* paint a very different, much more negative, picture. In 2002, states spent an average of $3,458 per child, the equivalent of $5,395 in 2017 dollars. In 2017, average state preschool spending per child was $5,008, a substantial decrease in real dollars. Most states have failed to keep pace with inflation, and five states actually decreased their spending per child when considering unadjusted dollars. Spending per child is directly related to program quality, as it determines what resources are available, including the likelihood of retaining qualified teachers.

Interstate inequality in spending per child is extreme in 2017. New Jersey spends more than $12,000 per child, and seven states spend at least $7,000 per child. Local contributions raise some of these figures even higher. At the same time, seven states now spend less than $3,000 per child, and some of these require no local share. As a result, some state programs spend three or four times (or more) what others spend per child. This inequality has only gotten worse since 2002.

QUALITY

Regarding policies to support program quality, states have made progress—albeit uneven—on adopting policies that support high-quality classroom practices. In 2002, no state met all ten of NIEER's minimum quality standards benchmarks and only three programs met nine (Arkansas, New Jersey Abbott, and North Carolina). Ten programs met fewer than half. In 2017, five programs met all ten of NIEER's original quality standards benchmarks (Alabama, Louisiana NSECD, Mississippi, Rhode Island, and West Virginia). An additional 15 programs met nine benchmarks. Nine programs met less than half. Unfortunately, some of the programs that still meet few quality standards benchmarks are those serving large numbers of children (e.g., California TK, Florida, and Texas).

Not every state improved their policies for quality standards over the last 15 years. Four states met nine or ten benchmarks in 2002 and remained the same in 2017. Six states who met eight or fewer benchmarks in 2002 made no gains against the benchmarks by 2017. Six other programs made policy changes that led them to meet fewer benchmarks.

Figures 1–4 demonstrate changes in enrollment, spending, and the number of quality standards benchmarks met between 2002 and 2017. Table 1 summarizes findings from 2016-2017 for enrollment, quality standards benchmarks, and funding of state preschool. Last year NIEER introduced a new and improved set of quality standard benchmarks. States have had limited time to respond to these changes. Moving forward, data from the survey will show progress in new areas that include policies to support curriculum adoption and implementation, staff professional development, and continuous quality improvement systems. Therefore, like last year, we include two sets of quality standard benchmarks—the original set and the new set introduced last year. Our new benchmarks reflect more current research, and focus on policies that more directly influence children's classroom experiences.

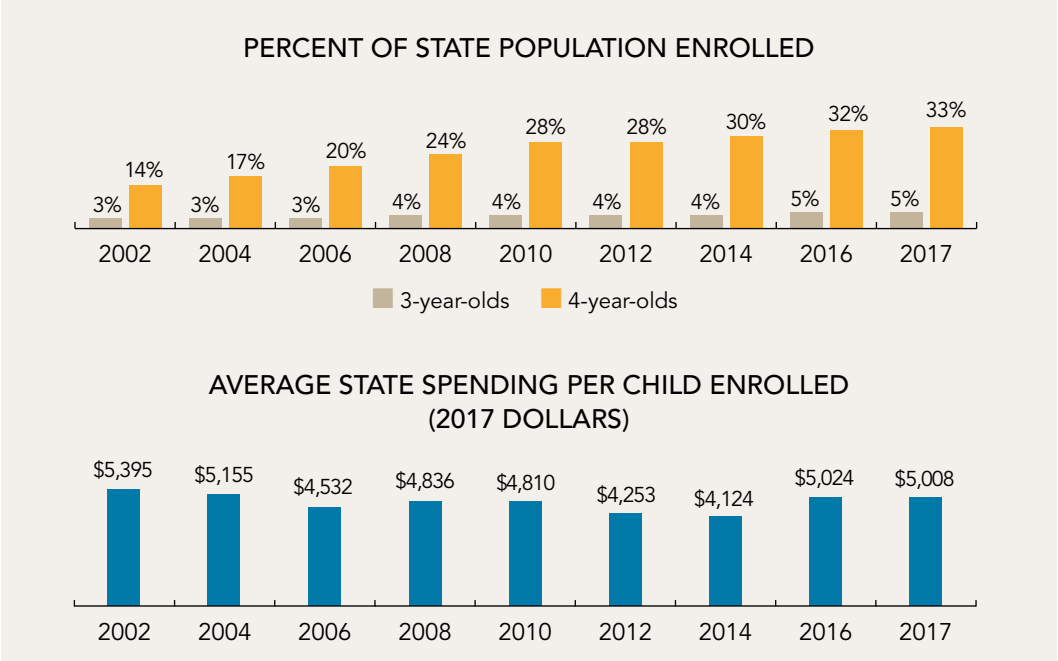


FIGURE 1: PERCENT OF 4-YEAR-OLDS ENROLLED IN STATE PRESCHOOL: CHANGE FROM 2002 TO 2017

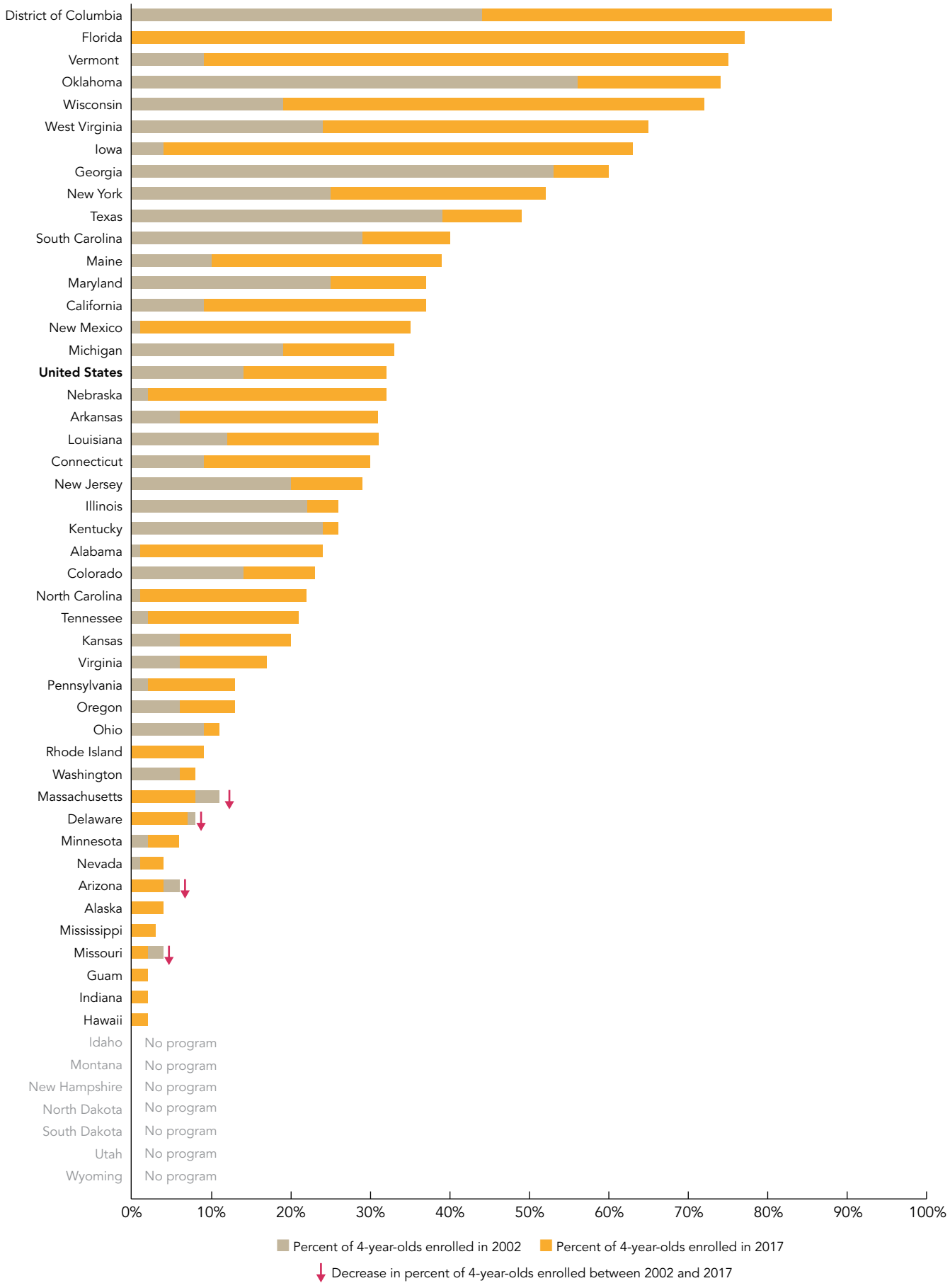


FIGURE 2: PERCENT OF 3-YEAR-OLDS ENROLLED IN STATE PRESCHOOL: CHANGE FROM 2002 TO 2017

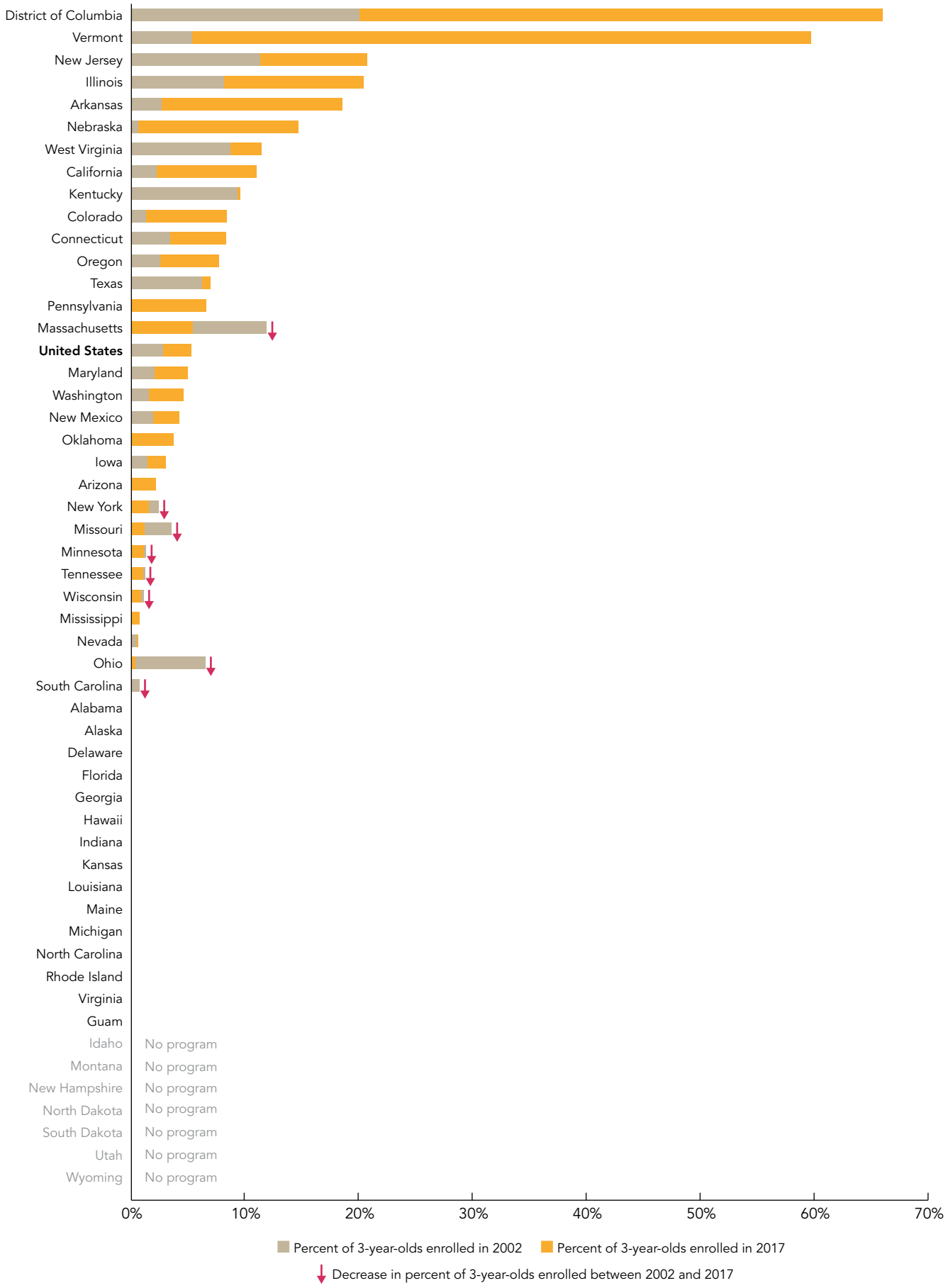


FIGURE 3: STATE PRESCHOOL SPENDING PER CHILD: CHANGE FROM 2002 TO 2017

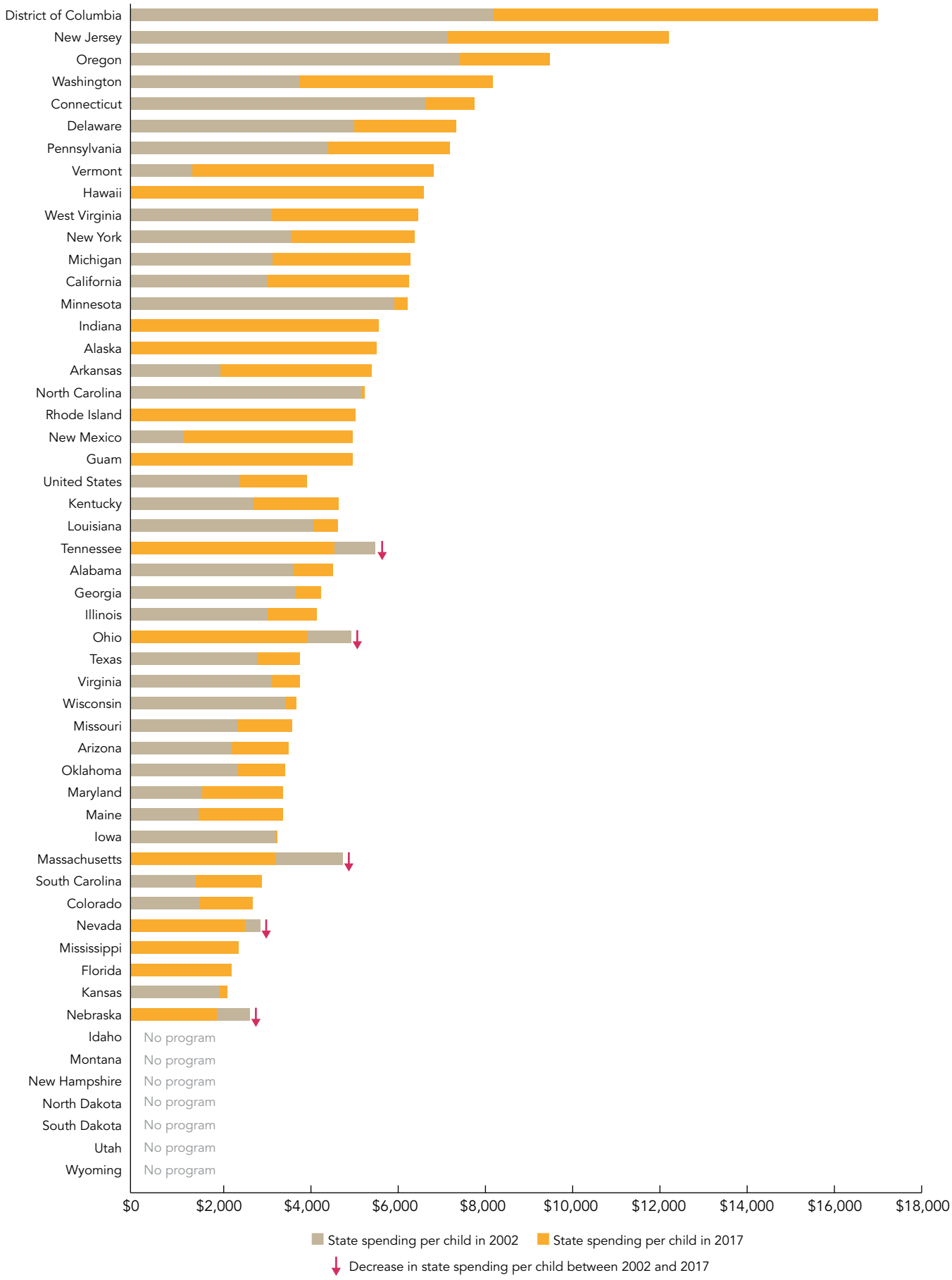
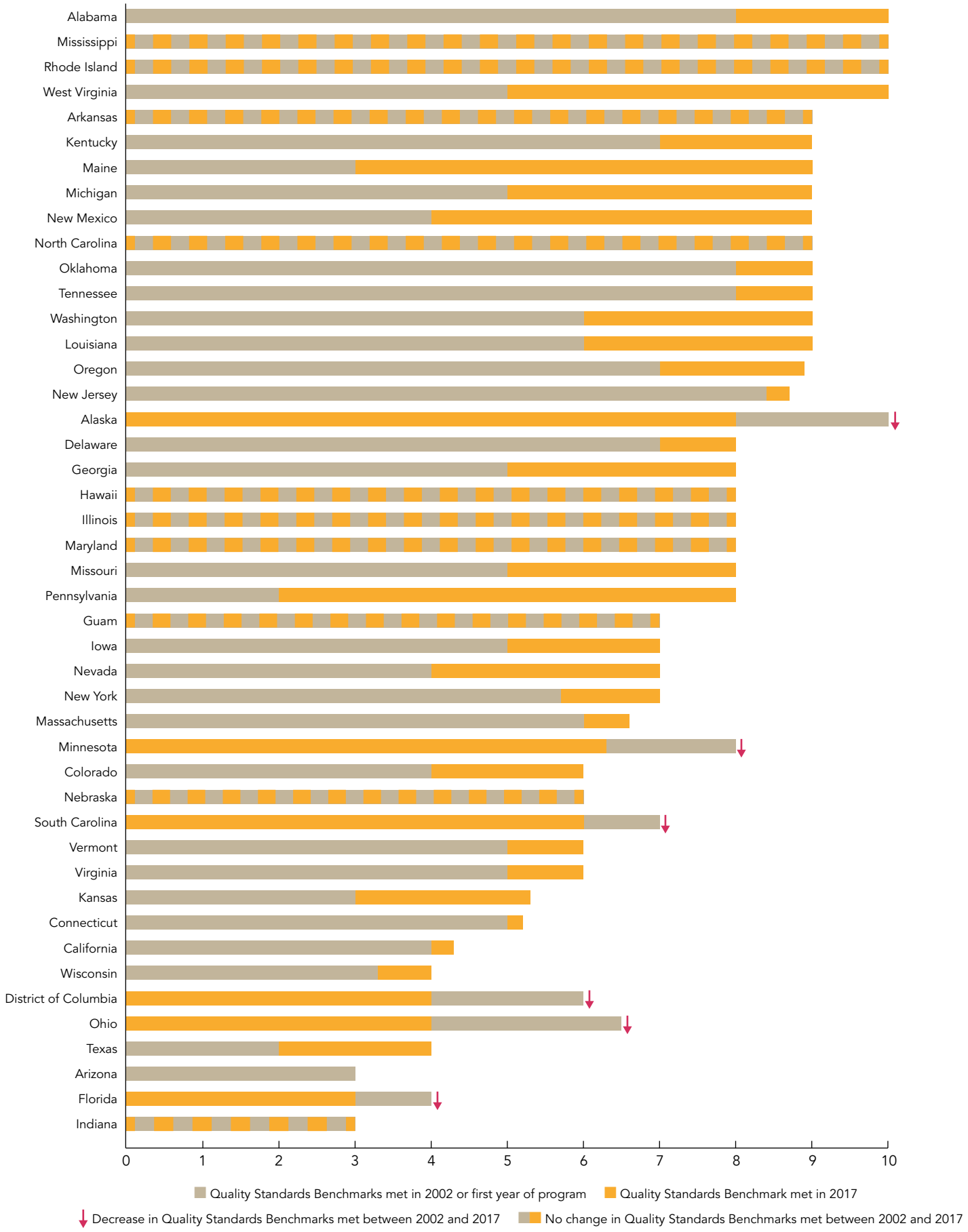


FIGURE 4: NUMBER OF QUALITY STANDARDS BENCHMARKS MET: CHANGE FROM 2002 TO 2017



WHAT'S NEW?

Resources

- Total state funding for preschool programs exceeded $7.6 billion, an inflation-adjusted two percent increase of almost $155 million across the 43 states and D.C.* that offered preschool during the 2016-2017 school year. This increase in state funding for preschool is less than one-third the size of the prior year's increase.
- State preschool funding per child was $5,008 in 2016-2017. Although there was a small increase ($33) in nominal spending per child, spending per child *decreased* by $16 after adjusting for inflation.
- Seven states reported an increase in total state preschool spending (inflation-adjusted) of more than $10 million. Eighteen states increased spending per child.
- Eighteen states received competitive federal Preschool Development Grants (PDG) that provided more than $230 million in 2016-2017. Approximately $91 million of the federal PDG supported increased enrollment or quality enhancement in state preschool, while the remaining funds supported children in preschool programs outside state-funded preschool.

Enrollment

- State-funded preschool enrollment topped 1.5 million children, including more than 1.3 million 4-year-olds—nearly one-third of all 4-year-olds in the country. Enrollment of 3-year-olds surpassed 5 percent, just under 210,000 children.
- Nearly 31,000 of these 4-year-old children were enrolled in state-funded preschool and supported either entirely or partially by federal PDG, an increase of almost 12,000 children from last year.
- Enrollment in state-funded preschool nationwide increased by only 26,603 four-year-olds and 14,258 three-year-olds from 2015-2016. Approximately one-third of the increase in 4-year-olds enrolled can be attributed to additional seats funded by federal PDG. Eleven states reduced enrollment of 3- and 4-year-olds.
- Ten states served nearly 50% or more of 4-year-olds in their states. Five states served more than 70%. Only D.C. and Vermont served more than 50% of 3-year-olds.
- Across all public programs—preschool general and special education enrollment plus federal and state-funded Head Start—nearly 44% of 4-year-olds and 16% of 3-year-olds were served. Since NIEER began tracking enrollment in 2002, enrollment of 4-year-olds across these programs has increased by 13 percentage points, and enrollment of 3-year-olds has increased by only 2 percentage points.

* Consistent with U.S. government statistical reporting practices, the District of Columbia will be referred to as a "state" throughout this report. Hence, there is a total of 44 states providing state-funded preschool.

Quality

- For the second year, NIEER assessed state preschool policies using an updated set of minimum quality standards benchmarks focusing on process quality and reflecting recent research on effective early childhood education.
- We made one change this year to the Continuous Quality Improvement System (CQIS) benchmark to better capture using data for systematic improvement at the state and local levels. As a result, 34 programs were found to meet the CQIS quality standard benchmark, compared to 22 last year.
- Three states (Alabama, Michigan, and Rhode Island) met all 10 of NIEER's new benchmarks for minimum state preschool quality standards. These three programs have led on quality standards while also expanding enrollment.
- As a result of policy changes, four additional programs met the new Professional Development quality standards benchmark this year (Georgia, Michigan, Minnesota Head Start, and Oregon Head Start). New Jersey's three programs no longer meet this benchmark.
- Ten programs met fewer than half of the new quality standards benchmarks, including states with the largest numbers of children in poverty.

Important Developments

- Minnesota and Oregon each began a second state-funded preschool program in 2016-2017 in addition to existing state programs supplementing federal Head Start.
- Minnesota's Voluntary Pre-Kindergarten served 3,106 four-year-olds (4.5% of Minnesota's 4-year-old population) in 2016-2017 and met six quality standards benchmarks.
- Oregon's Preschool Promise funded slots for 1,300 children in 2016-2017. The program met six quality standards benchmarks during its first year of operation.
- For the second time, NIEER included a supplemental survey about preschool policies to support Dual Language Learners (DLLs). Responses showed little progress since 2015 and the lack of state support for preschool DLLs continues to be a serious concern.
- Only 26 state-funded preschool programs (including Guam) can report the home languages of children enrolled, but this list includes Texas and one program in California, two states with large DLL populations.
- Thirty-five programs reported having some state policies to regulate services for preschool DLLs. However, only six programs require lead teachers to have qualifications or training related to educating preschool DLLs, and no programs have similar requirements for assistant teachers.
- Eighteen states received federal PDG funding to support enrollment of low-income 4-year-olds in high-quality preschool. More than $230 million was used to support about 48,600 four-year-olds and to raise quality. About 40% of that funding was used to support more than 30,000 four-year-olds enrolled in state-funded preschool programs. PDG contributed to the progress in enrollment of 4-year-olds this year.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Current Quality Standards Checklist Sum (Maximum of 10)	**New Quality Standards Checklist Sum (Maximum of 10)**
Alabama	24	None served	24	18	10	10
Alaska	40	None served	16	28	8	7
Arizona	39	21	32	39	3	3
Arkansas	18	5	17	11	9	8
California	14	8	13	21	4.3	4.3
Colorado	25	10	39	35	6	5
Connecticut*	20	11	5	3	5.2	4.9
Delaware	36	None served	6	14	8	7
District of Columbia	1	1	1	1	4	4
Florida†	2	None served	42	43	3	2
Georgia	8	None served	25	34	8	8
Hawaii	44	None served	9	19	8	7
Illinois	22	4	26	32	8	8
Indiana	43	None served	15	23	3	3
Iowa	7	20	36	41	7	7.9
Kansas	28	None served	43	44	5.3	5.3
Kentucky	23	9	21	9	9	7
Louisiana	19	None served	22	33	9	8
Maine	12	None served	35	7	9	9
Maryland	13	16	34	12	8	7
Massachusetts	35	15	37	40	6.6	6.3
Michigan	16	None served	12	22	9	10
Minnesota*	37	24	14	15	6.3	6.6
Mississippi	41	27	41	27	10	9
Missouri	42	23	31	38	8	8
Nebraska	17	6	44	29	6	8
Nevada	38	28	40	30	7	6
New Jersey	21	3	2	2	8.7	7.8
New Mexico	15	18	20	31	9	9
New York	9	22	11	20	7	7
North Carolina	26	None served	18	10	9	8
Ohio	32	29	27	36	4	5
Oklahoma	4	19	33	13	9	7
Oregon*	31	12	3	5	8.9	7.7
Pennsylvania*	30	14	7	16	8	6.9
Rhode Island	33	None served	19	4	10	10
South Carolina	11	None served	38	42	6	7
Tennessee	27	25	23	25	9	5
Texas	10	13	28	37	4	4
Vermont	3	2	8	17	6	5
Virginia	29	None served	29	24	6	6
Washington	34	17	4	8	9	8
West Virginia	6	7	10	6	10	9
Wisconsin*	5	26	30	26	4.1	3
Idaho	No program	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program	No program

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

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

NATIONAL ACCESS

Total state pre-K enrollment, all ages 1,523,410

State-funded preschool programs... 60 programs in 43 states and D.C.[1]

Income requirement ... 32 state programs have an income requirement

Minimum hours of operation ..... 36 part-day; 12 school-day; 6 extended-day; 6 determined locally[2]

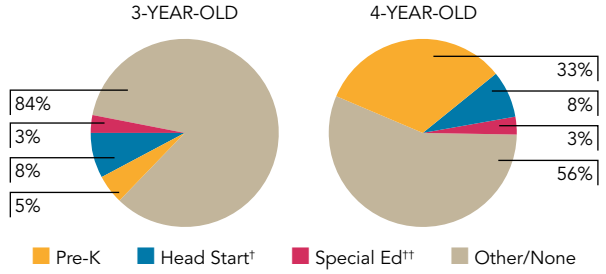
Operating schedule..... 1 full calendar year; 38 school/academic year; 21 determined locally

Special education enrollment, ages 3 and 4 451,274

Federally funded Head Start enrollment, ages 3 and 4 ..... 703,305[3]

State-funded Head Start enrollment, ages 3 and 4..... 16,899[4]

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



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

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	Of the 60 state-funded pre-K initiatives, number meeting benchmarks CURRENT	NEW
Early learning & development standards	60	52
Curriculum supports	New in 2015-2016	52
Teacher degree	34	34
Teacher specialized training	51	51
Assistant teacher degree	18	18
Staff professional development	49	9
Maximum class size	48	48
Staff-child ratio	50	50
Screening & referral	41	43
Meals	29	Discontinued
Monitoring/Continuous quality improvement system	43	34

NATIONAL RESOURCES

Total state pre-K spending ..... $7,616,675,173[5]

Local match required? ..... 14 state programs require a local match

State Head Start spending ..... $173,057,486[6]

State spending per child enrolled ..... $5,008[5]

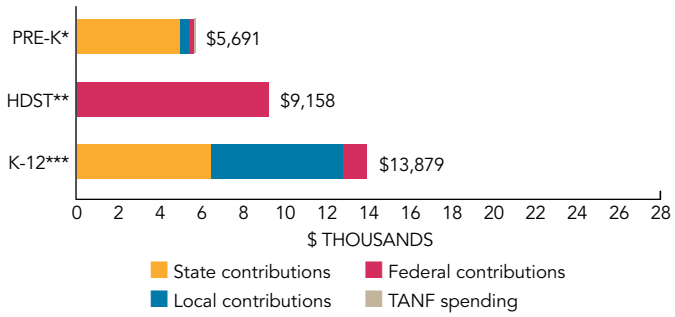
All reported spending per child enrolled* $5,691

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

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

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

SPENDING PER CHILD ENROLLED



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

[2] NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for more than 6.5 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 includes children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant & Seasonal and American Indiana/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 by ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 15,660 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 directed toward preschool at states' discretion.

[6] This figure includes $139,144,441 also included in the total state pre-K spending.

National Overview

ENROLLMENT: INCREASING INEQUALITY

State-funded preschool served 1,523,410 children during the 2016-2017 school year, surpassing 1.5 million children for the first time. The vast majority—86% or 1,303,323 children, were 4-year-olds, as state-funded preschool continues to be a program predominantly for 4-year-olds. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state. For the nation, 33% of 4-year-olds and five percent of 3-year-olds were enrolled in state-funded preschool in 2016-2017. Two states, Minnesota and Oregon, added a preschool program in addition to existing programs to supplement Head Start. Guam continued to be the only U.S. territory to fund a preschool program.

Total enrollment in state-funded preschool increased, albeit slowly. States added 14,258 three-year-olds and 26,603 4-year-olds. The increase in 4-year-olds was substantially smaller than in the previous year. Some of the increase in 4-year-old enrollment can be attributed to the federal PDG program. Eleven states added more than 1,000 three- and four-year-olds, including California where an additional 14,000 children were enrolled in state-funded preschool. Two states (Illinois and Massachusetts) decreased enrollment by more than 1,000 three- and four-year-olds. Table 3 reports enrollment changes from the first year NIEER started tracking state preschool enrollment (2001-2002) and from last year (2015-2016).

Enrollment varies greatly by state. The District of Columbia ranks first in access for both 3- and 4-year-olds, serving 66% of 3-year-olds and 88% of 4-year-olds. Four other states served more than 70% of 4-year-olds (Florida, Vermont, Oklahoma, and Wisconsin). Another five states served about half of the state's 4-year-olds (West Virginia, Iowa, Georgia, New York, and Texas). At the other end, 12 states had programs enrolling less than 10% of 4-year-olds (Rhode Island, Washington, Massachusetts, Delaware, Minnesota, Nevada, Arizona, Alaska, Mississippi, Missouri, Indiana, and Hawaii). Most of these states have demonstrated little progress over the past 15 years in increasing enrollment. Seven states still had no state-funded preschool program in 2016-2017. However, Montana served 763 four-year-olds through federal PDG and began a pilot program in 2017. Figure 5 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state.

FIGURE 5: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRESCHOOL

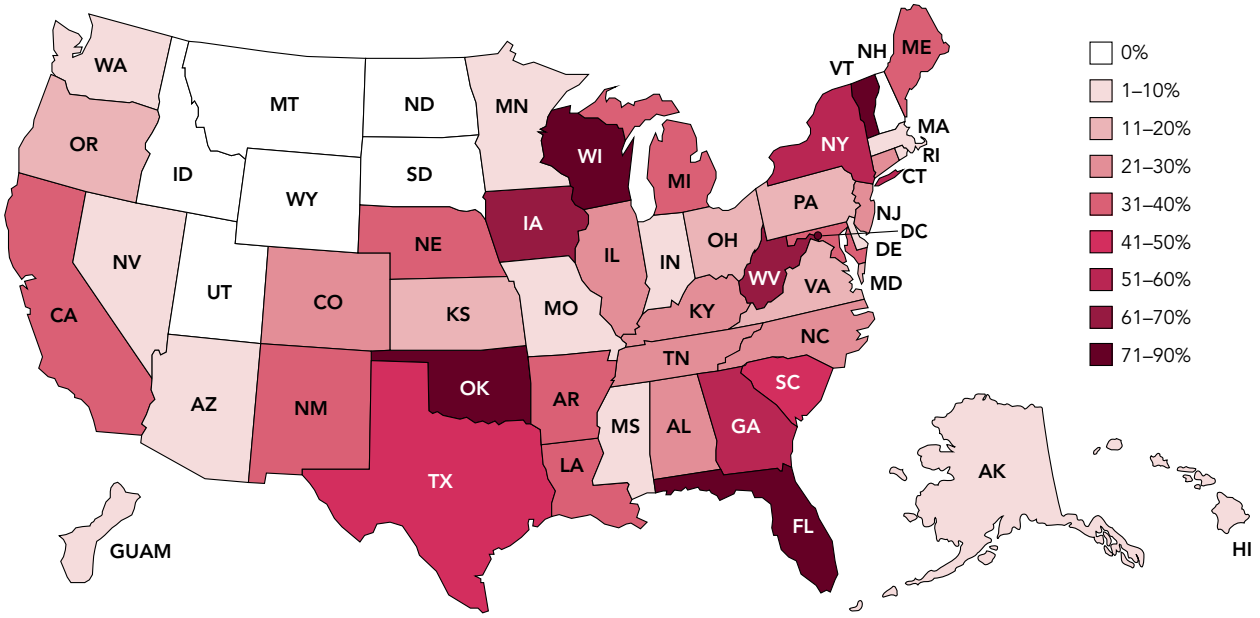
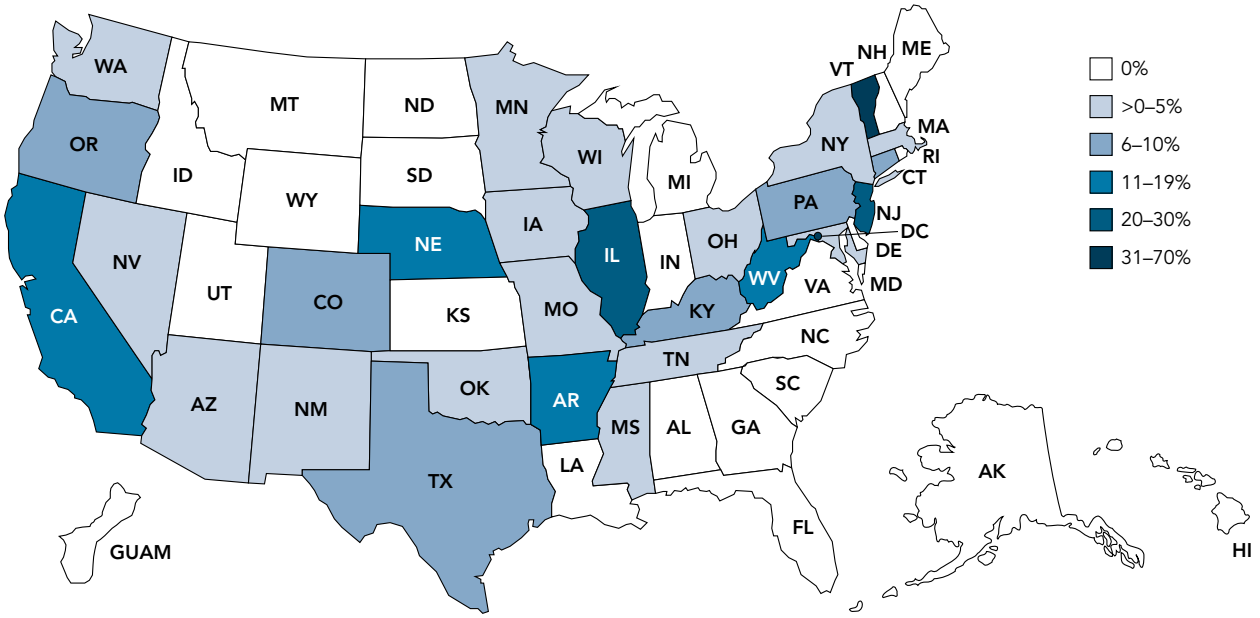


FIGURE 6: PERCENT OF 3-YEAR-OLDS SERVED IN STATE PRESCHOOL



Enrollment of 3-year-olds in state-funded preschool increased by only 2.5 percentage points in the past 15 years. Just 29 states offer state-funded preschool to 3-year-olds, and only two states, D.C. and Vermont served more than half of their 3-year-olds. New Jersey and Illinois followed with one-fifth of 3-year-olds served. Figure 6 displays a map of the percent of 3-year-olds enrolled in state-funded preschool in each state.

Preschool special education and Head Start are two other public programs serving a substantial number of preschool-aged children. Table 4 reports the number and percentage of 3- and 4-year-old children in each state served across state-funded preschool, preschool special education, and Head Start. To the extent possible, unduplicated counts are presented with children who are served by multiple programs counted only once. Across the three programs, enrollment is at most (because some duplication likely still remains) 44% at age 4 and 16% at age 3, showing almost no progress over the prior year. Thirteen states enrolled more than half of 4-year-olds in the state across these three early childhood programs. D.C, Florida, Oklahoma, Vermont, and Wisconsin served nearly 80% or more of 4-year-olds. Only D.C. and Vermont served more than 50% of 3-year-olds.

STATE PRESCHOOL POLICIES RELATING TO PROGRAM QUALITY

A primary goal of state-funded preschool education is to support the learning and development of young children as a means of improving the quality of their lives now and in the future. Research finds that preschool programs can accomplish this goal, but that doing so at scale has proven difficult.[2] Only high-quality preschool programs can be expected to produce large and lasting gains in outcomes such as achievement, educational attainment, personal and social behavior (e.g., reductions in crime), and adult health and economic productivity.[3]

NIEER has developed a rating system for 10 preschool policy standards related to quality to help guide policymakers seeking to enhance and support high quality. To do this, we employed a process that business and government commonly use to design for success: "benchmarking" against acknowledged leaders. Benchmarking identifies common features of highly successful organizations as well as what differentiates them from the rest.

We began by identifying preschool programs that research has found to produce large, broad, and lasting improvements in children's learning and development.[4] Not surprisingly, the quality of a child's experiences in the classroom is a key to success. Public policies cannot directly control quality, but they can specify program features and state operations that support classroom quality. We identified 10 key features common to highly effective programs that can be determined by policy and set "benchmarks" for policies related to those features.

Since NIEER first developed the benchmarks, both policies and research on program effectiveness have advanced. As the Yearbook has documented, most states have strengthened their preschool policies. All or nearly all states now meet several of the original benchmarks. In addition, the field has learned more about how program features contribute to quality and effectiveness at scale.[5] Based on progress and a review of the new evidence, we have revised our benchmarks for state policy.

The revised benchmarks place less emphasis on structural quality and monitoring, and more emphasis on a coherent system of continuous improvement for process quality. We believe these revisions are a shift in favor of policies better able to shape classroom experiences in ways that can strongly enhance learning and development.

The benchmarks provide a coherent set of *minimum* policies to support meaningful, persistent gains in learning and development that can enhance later educational and adult life achievement. Programs supported by these policies will be more likely to achieve their goals. However, the benchmarks cannot guarantee success, which depends on other factors including adequate funding and strong implementation of both policy and practice. Even the best policies can be undermined by lack of funding or inattention to full implementation.

Below, we explain each benchmark, along with the evidence and reasoning behind it. We hope this will increase understanding of the benchmarks and why they matter.

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.[6] States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel[7]—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 development domains could weaken both short- and long-term effectiveness.[8]

To meet the benchmark, ELDS should be 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.[9] ELDS also should be aligned with any required child assessments, and sensitive to children's diverse cultural and language backgrounds.[10] 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.[11] To meet the benchmark for curriculum support, states must provide (a) guidance or an approval process for selecting curricula, and (b) training or ongoing technical assistance to facilitate adequate implementation of the curriculum.

Benchmark 3. Teacher degree. To meet the benchmark, state policy must require lead teachers in every classroom to have at least a bachelor's degree. This follows recommendations from multiple studies by the Institute of Medicine (IOM) and National Research Council (NRC) of the National Academy of Science recommending that preschool teachers have a BA with specialized knowledge and training in early childhood education.[12] 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.[13]

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.[14] When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.[15] 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.[16] 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 also have emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.[17] 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.[18]

Benchmark 5. Assistant teacher degree. All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) was developed as the entry-level qualification for the field.[19] 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.

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.[20] Individualized professional development focused on helping teachers improve in their own classrooms has been found more effective than traditional workshops and general professional development.[21] Good teachers actively engage in learning and regular professional development, and there is some evidence for a 15-hour threshold.[22]

Benchmarks 7 and 8. Maximum class size (20) and staff-child ratio (1:10). We address these two benchmarks 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.[23] 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.[24] 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.[25] 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.[26]

Benchmark 9. Screenings and referrals. To meet the benchmark, policies should require that preschool programs ensure children receive vision, hearing, and other health screenings and referrals.[27] This benchmark recognizes that children's overall well-being and educational success involve not only cognitive development but also physical and mental health.[28]

Benchmark 10. Continuous Quality Improvement System (CQIS). 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 at least annually, 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.[29]

The State of Preschool 2017 report again reports on both the "Current" and "New" set of quality standard benchmarks; however, the focus this year is on how state policies fare against the "New" set of standards. Figure 7 outlines the changes in quality standards benchmarks. Table 5a summarizes the current quality standards benchmarks met by each program and Table 5b summarizes the new quality standards benchmarks met.

FIGURE 7: CURRENT AND NEW QUALITY STANDARDS BENCHMARKS

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

In 2016-2017 Michigan joined Alabama and Rhode Island in being the only states to meet all ten of NIEER's new quality standards benchmarks. Five other programs met nine of the new benchmarks (Louisiana NSECD, Maine, Mississippi, New Mexico, and West Virginia). Ten programs met fewer than half of the new quality standards benchmarks: California TK, Florida, and Pennsylvania K4/SBPK met two; Arizona, Indiana, and Wisconsin 4K met three; and Connecticut CDCC, D.C., Pennsylvania RTL, and Texas met four.

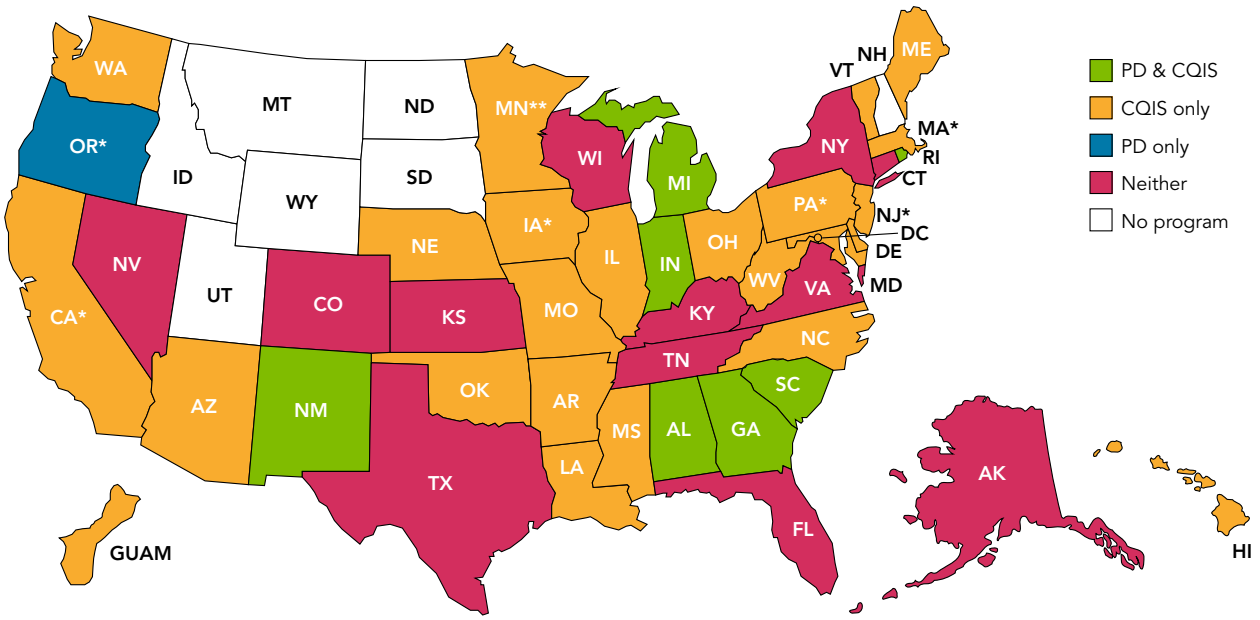
As the new quality standards benchmarks raise the bar for state policies, we expect most states to meet fewer "new" than "current" benchmarks, and hope that over time states will upgrade their policies to support higher quality programs. In 2016-2017, seven programs met more of the new than current quality standards benchmarks (Connecticut Smart Start, Iowa SWVPP, Michigan, Minnesota VPK, Nebraska, Ohio, and South Carolina). Thirty-one programs met fewer of the new than current benchmarks. Most strikingly, Tennessee met 4 fewer new than current benchmarks.

Once again, the new professional development benchmark was met by the fewest programs. This year, only nine programs met this benchmark (Alabama, Georgia, Indiana, Michigan, Minnesota Head Start, New Mexico, Oregon Head Start, Rhode Island, and South Carolina). Georgia and Michigan joined this list due to policy changes in their respective states. The state-funded Head Start programs in Minnesota and Oregon newly meet this benchmark as they began to follow the 2016 Head Start Program Performance Standards that also raise the bar on professional development and coaching requirements. New Jersey no longer met this benchmark as requirements for assistant teacher professional development plans are now locally determined.

NIEER made revisions to the CQIS benchmark this year in order to shift the focus on ensuring a systematic approach to collecting data and using that data at both the local and state levels for program improvement. As a result, more programs met the CQIS benchmark than last year—a total of 34 programs. Figure 8 shows which states met the new CQIS and professional development quality standards benchmark this year.

Looking at the four quality standards benchmarks that are new or substantially changed and focus on process quality (Early Learning and Development Standards, Curriculum Supports, Professional Development, and CQIS), only six programs met all four (Alabama, Georgia, Michigan, New Mexico, Rhode Island, and South Carolina). Two programs, Pennsylvania K4/SBPK and Tennessee, met none of these benchmarks. Figure 9 color codes states by the number of these four new benchmarks met.

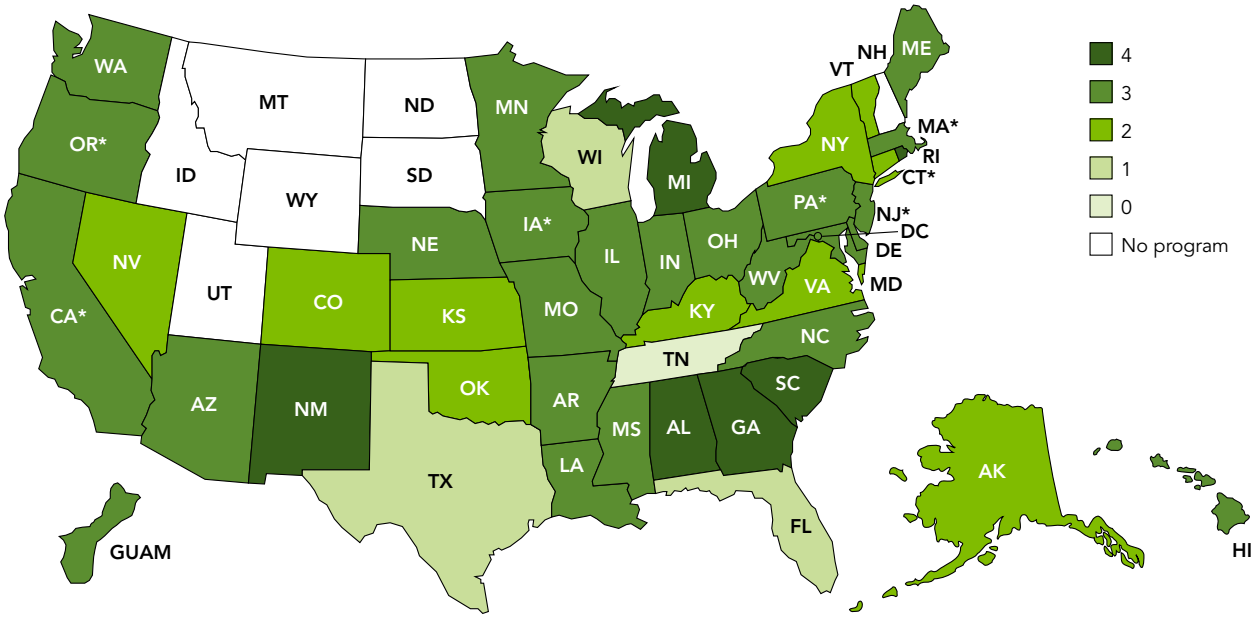
FIGURE 8: NEW PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS MET BY STATES



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

** Minnesota's smaller program meets the PD benchmark, but not CQIS.

FIGURE 9: TOTAL (OUT OF 4) NEW PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS MET BY STATES



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

RESOURCES: LARGER STATE INVESTMENTS NEEDED

In 2016-2017, 43 states and the District of Columbia spent slightly more than $7.6 billion on preschool. California alone spent nearly $1.5 billion. Total state funding for preschool rose by almost $155 million in 2016-2017, adjusted for inflation, a two percent increase in spending from 2015-2016. This increase is substantially smaller than the previous year's increase of $564 million (an eight percent increase). Table 6 reports state spending per child and in total, as well as changes in spending from the previous year.

State spending per child was $5,008 per child, reaching $5,000 in unadjusted dollars for the first time. However, after adjusting for inflation, state spending per child decreased by $16 in 2016-2017 from the previous year, marking the first time since 2014 that state spending per child declined.

State spending per child varied considerably across the states—indeed the gap between the highest and lowest ranking states continued to grow. The District of Columbia spent $16,996 per child while Nebraska spent less than $2,000 per child and six other states spent less than $3,000 per child.

Many states rely on federal and local sources to provide additional funds for their preschool programs. Federal PDG dollars helped support preschool in 18 states, contributing a total of $230 million, including $91 million that supported either new or enhanced seats in state-funded preschool. Some states provide for local education agencies to share preschool costs through a formula, just as they do for K–12 education. Funding from all sources is a better indicator of the total resources available to support preschool (though not a better indicator of a state's financial commitment). Unfortunately, not all states can fully, or even partially, report spending from local and federal sources. As a result, the "all-reported" spending per child numbers in Table 6 may underestimate total spending by an unknown amount, and comparisons across states can be distorted by differences in reporting.

Local and federal funds added more than $1 billion to state preschool during the 2016-2017 school year, with $683 per child in additional funding reported. Approximately $91 million, or 9%, was from the federal PDG. Spending from all-reported sources totaled more than $8.65 billion in 2016-2017, an increase of over $114 million from the previous year, adjusted for inflation, an all-time high. Non-state funds reported include almost $553 million in required local funds, more than $79 million in non-required local funds, and more than $407 million in non-TANF federal funds (including PDG). All reported spending per child was $5,691, a decrease of $61 from the previous year, adjusted for inflation. All reported spending was more than $18,000 in D.C. but just over $2,000 in Kansas.

FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants are competitive federal grants awarded to 18 states to (1) build the state's capacity to provide high-quality preschool or (2) to expand access to high-quality preschool for high-need communities. The PDG program was part of the Preschool for All initiative jointly administered by the Department of Education and the Department of Health and Human Services (HHS). The recent Every Student Succeeds Act moved PDG administration solely to HHS. In December 2014, 18 states were awarded federal PDG grants. These states received four years of funding and 2016-2017 was the second full school year during which PDG funding was utilized by states.

In 2016-2017, states used more than $230 million in federal PDG funding. In some states, all PDG funding was used to create new seats in state-funded preschool and/or enhance the quality of (including extending the length of the day) existing state-funded preschool seats. In other states, PDG funding supported enrollment of children in preschool programs outside of state-funded preschool, or in a combination of state preschool and other programs. PDG-funded seats were required to meet 12 quality standards including the provision of a full school day. Many of the required PDG standards align with NIEER's current and new quality standards benchmarks.

In 2016-2017, 40% of PDG funding (approximately $91 million) was used to serve children in state-funded preschool (either through the creation of new seats or enhancing the quality of existing seats). The remainder of the $230 million was used to support children outside of state-funded preschool. Montana is the only PDG state that did not have a state-funded preschool program as defined by this report, serving 763 children in 2016-2017.

We estimate that federal PDG supported more than 48,000 children in 2016-2017 through either new seats or quality enhancements. Approximately 30,000 of these children were served in state preschool programs; the rest were in programs outside of state preschool. PDG was used to create almost 21,000 new seats and to enhance quality or extend the length of day for more than 27,00 seats. Figure 10 describes PDG funding and the enrollment it supported in each of the 18 states receiving federal PDG grants.

PDG is an example of an effective federal-state partnership that has helped states provide high-quality preschool to more children. Prior to PDG, Rhode Island served only 300 children in their state-funded preschool program. After two years of PDG, Rhode Island now enrolls more than 1,000 children, a nearly 230% increase. Between 2015-2016 and 2016-2017, Rhode Island almost doubled their state-funded preschool enrollment. These increases can be attributed to PDG. Alabama is another example of how a state has used PDG funding to expand state-funded preschool. Prior to PDG, Alabama served just 12% of the state's 4-year-olds. After two years of PDG funding (in combination with additional state funding each year), Alabama now serves 24% of the state's 4-year-olds. They doubled state preschool enrollment in just two years, while maintaining quality, and plan to continue expansion.

FIGURE 10: FEDERAL PRESCHOOL DEVELOPMENT GRANT (PDG) ENROLLMENT AND SPENDING

	PDG-SUPPORTED ENROLLMENT					PDG SPENDING	
STATE	Total	Total new seats	Total enhanced seats	New seats in state pre-K	Enhanced seats in state pre-K	Total	Included in state preschool spending*
Alabama	14,032	2,720	11,312	2,720	11,312	$17,500,000	$17,500,000
Arizona	2,307	2,307	0	0	0	$20,000,000	$0
Arkansas	2,870	1,364	1,506	0	1,506	$15,275,434	$3,704,760
Connecticut	730	439	291	0	291	$11,689,109	$0
Hawaii	120	120	0	0	0	$2,243,282	$0
Illinois	3,934	2,577	1,357	0	0	$18,229,714	$0
Louisiana	3,582	898	2,684	0	0	$8,998,547	$0
Maine	406	205	201	205	201	$3,735,439	$3,735,439
Maryland	3,530	1,327	2,203	1,327	2,203	$14,250,000	$14,250,000
Massachusetts	752	752	0	0	0	$14,788,758	$0
Montana	763	763	0	0	0	$10,208,034	$0
Nevada	2,415	1,332	1,083	550	200	$10,262,525	$3,500,000
New Jersey	1,887	1,120	767	829	745	$16,623,313	$12,592,578
New York	2,350	1,402	948	1,402	948	$25,000,000	$25,000,000
Rhode Island	524	524	0	524	0	$4,741,428	$4,741,428
Tennessee	4,700	1,320	3,380	0	3,380	$17,500,000	$2,461,848
Vermont	412	412	0	412	0	$2,370,553	$2,370,553
Virginia	3,297	1,406	1,891	0	1,891	$17,055,276	$1,366,320
TOTAL	**48,611**	**20,988**	**27,623**	**7,969**	**22,677**	**$230,471,412**	**$91,222,926**

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

† Connecticut used PDG to enhance program quality in two of its state-funded preschool programs. However, PDG dollars were not reported in their preschool expenditures.

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

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

SIX STATES TO WATCH

One goal of the State of Preschool report is to enable policy makers and the public to learn from all the states, not just their own. With that in mind we have identified six states to watch. All have expressed the intention to provide universal pre-K. Three have largely achieved that goal—West Virginia, Vermont, and Wisconsin—but each illustrates a different approach. Two are on their way up—Alabama and New York—both demonstrate how states can rapidly raise both quality and enrollment. One—Illinois—demonstrates how elusive progress can be when political will ebbs and flows.

1. West Virginia has enrolled about two-thirds of 4-year-olds and ten percent of 3-year-olds for several years. Quality standards are relatively high, as is funding, and the state has gradually increased the number of hours of preschool each year. West Virginia achieved this through an unusually strong and well-coordinated collaboration among education, child care, and Head Start agencies. State pre-K is not dependent on public education funding and expertise alone, utilizing resources and expertise across sectors. A recent evaluation documented that participation translated into improved kindergarten readiness for children. West Virginia could serve as a model for other states looking to make the best use of all available resources to provide consistent, high-quality pre-K to all children as part of the public education system.

2. Vermont quickly expanded its preschool program to reach not just 75% of 4-year-olds, but 60% of 3-year-olds, as well. It has in place key elements of state guidance and a statewide continuous improvement system. However, Vermont does not require a teacher with a BA in early childhood in every classroom, and programs may offer as little as 10 hours per week. With so much local latitude, it is difficult to know how program quality and effectiveness have evolved as the program expanded, though funding levels have been relatively high.

3. Wisconsin achieved pre-K for all through steady increases over nearly two decades. Growth was driven by local demand, state start-up grants, and the state constitution's provision for 4-year-old kindergarten. State regulations leave most decisions about program design—including hours per week and class size—to local discretion. A key exception is that all teachers must have a 4-year degree and specialized training in early childhood. In 2016, Wisconsin exceeded 70% participation of 4-year-olds. Its approach to slow, steady growth could be a model for other states willing to add pre-K to the state K–12 funding formula.

4. Alabama's "First Class" Pre-K served just six percent of 4-year-olds in 2012. By 2016-2017, participation had risen to 24%. Preliminary data indicate that 28% of 4-year-olds enrolled in 2017-2018. Based on 2018 appropriations, we project 34% for the 2018-2019 school year. This growth has been achieved while maintaining high standards related to program quality. Alabama is one of the few states to meet all 10 new benchmarks for quality standards, including a continuous quality improvement system. Alabama had help from a federal Preschool Development Grant (PDG), but the most important force has been the state political leadership's consistent commitment to both high quality and expansion to reach all children and families (a key reason it received the federal grant). Alabama demonstrates what can be accomplished when leadership maintains high-quality preschool as a priority over the long-term.

5. New York serves more than half of its 4-year-olds—up from less than one-third a decade ago—and funding per child has risen dramatically in the past several years. New York is another state that benefitted from the federal PDG. However, much of the state's recent progress has been propelled by a push to expand full-day Pre-K for All in New York City, though state leadership played a key role, as well. Increased attention has turned to 3-year-olds, as well. New York seems poised for continued progress, but it has in times past seen growth stall. New York illustrates how rapidly a state can increase access to quality full-day programs, while also pointing to the need for persistent commitment to progress statewide over many years.

6. Illinois "Preschool for All" served 32% of 4-year-olds in 2010. Since then the program has faltered, and enrollment declined so that just 26% of 4-year-olds were enrolled in 2016-2017. Adjusted for inflation, funding per child also fell, though it rebounded substantially this year. The nearly $800 per child increase in spending this year signals renewed support for quality not seen for more than a decade. Another bright spot is that Illinois has continued to enroll 20% of 3-year-olds, allowing many children to attend for two years. Illinois demonstrates the fragility of public preschool and the need to prioritize both quality and expansion when pursuing preschool for all.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2016-2017)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2016-2017)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	87.9%	66.0%	76.5%	7,101	5,746	12,847
2	Florida	77.3%	0.0%	38.9%	174,252	0	174,252
3	Vermont	75.1%	59.7%	67.5%	4,696	3,603	8,299
4	Oklahoma	73.3%	3.6%	38.3%	39,304	1,960	41,264
5	Wisconsin	71.8%	0.8%	36.5%	49,281	508	49,789
6	West Virginia	64.7%	11.4%	38.1%	13,393	2,352	15,745
7	Iowa	62.8%	3.0%	32.8%	24,877	1,196	26,073
8	Georgia	60.0%	0.0%	30.4%	80,874	0	80,874
9	New York	51.6%	1.5%	26.5%	119,424	3,447	122,871
10	Texas	49.4%	6.9%	28.1%	196,526	27,588	224,114
11	South Carolina	40.6%	0.0%	20.5%	24,079	0	24,079
12	Maine	38.6%	0.0%	19.4%	5,142	0	5,142
13	Maryland	37.2%	4.9%	21.1%	27,496	3,574	31,070
14	California	36.6%	10.9%	23.7%	181,112	54,454	235,566
15	New Mexico	35.4%	4.2%	19.8%	9,287	1,092	10,379
16	Michigan	33.4%	0.0%	16.7%	38,371	0	38,371
17	Nebraska	31.7%	14.6%	23.2%	8,336	3,850	12,186
18	Arkansas	31.4%	18.5%	25.0%	12,094	7,026	19,120
19	Louisiana	31.1%	0.0%	15.6%	19,054	0	19,054
20	Connecticut	30.2%	8.3%	19.4%	11,558	3,064	14,623
21	New Jersey	29.8%	20.7%	25.3%	31,667	21,703	53,370
22	Illinois	26.0%	20.4%	23.2%	40,461	31,298	71,759
23	Kentucky	25.8%	9.5%	17.6%	14,132	5,303	19,435
24	Alabama	23.9%	0.0%	12.1%	14,032	0	14,032
25	Colorado	23.1%	8.3%	15.7%	15,614	5,590	21,204
26	North Carolina	22.3%	0.0%	11.1%	27,019	0	27,019
27	Tennessee	21.6%	1.0%	11.4%	17,833	800	18,633
28	Kansas	20.5%	0.0%	10.2%	8,011	0	8,011
29	Virginia	17.5%	0.0%	8.8%	18,023	0	18,023
30	Pennsylvania	13.2%	6.5%	9.8%	18,844	9,316	28,160
31	Oregon	12.3%	7.7%	10.0%	5,829	3,614	9,442
32	Ohio	11.2%	0.3%	5.7%	15,566	376	15,942
33	Rhode Island	9.0%	0.0%	4.6%	1,008	0	1,008
34	Washington	8.3%	4.5%	6.4%	7,581	4,110	11,691
35	Massachusetts	8.1%	5.3%	6.7%	5,935	3,870	9,805
36	Delaware	7.4%	0.0%	3.8%	831	0	831
37	Minnesota	5.6%	1.0%	3.3%	3,891	712	4,603
38	Nevada	4.5%	0.5%	2.5%	1,666	190	1,856
39	Arizona	3.9%	2.1%	3.0%	3,442	1,843	5,285
40	Alaska	3.5%	0.0%	1.7%	358	0	358
41	Mississippi	3.4%	0.7%	2.1%	1,310	250	1,560
42	Missouri	2.5%	1.1%	1.8%	1,845	801	2,646
43	Indiana	2.1%	0.0%	1.1%	1,792	0	1,792
44	Hawaii	2.1%	0.0%	1.0%	376	0	376
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	United States	**32.7%**	**5.3%**	**19.0%**	**1,303,323**	**209,237**	**1,512,559***
	Guam	2.2%	0.0%	1.1%	71	0	71

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

*Nationwide, an additional 10,851 children of other ages were enrolled in state prekindergarten, for a total of 1,523,410 children

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

	ENROLLMENT CHANGES FROM 2001-2002 TO 2016-2017				ENROLLMENT CHANGES FROM 2015-2016 TO 2016-2017			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
STATE	Number	% point	Number	% point	Number	% point	Number	% point
Alabama	0	0.0%	13,276	22.7%	0	0.0%	2,736	5.0%
Alaska	0	0.0%	358	3.5%	0	0.0%	39	0.7%
Arizona	1,843	2.1%	-835	-1.7%	241	0.2%	-321	-0.5%
Arkansas	6,084	15.9%	9,870	25.3%	-101	0.1%	-220	-0.6%
California	43,530	8.8%	136,578	28.1%	12,100	2.4%	2,291	1.6%
Colorado	4,860	7.1%	7,294	9.1%	161	0.2%	-90	0.0%
Connecticut*	1,529	4.9%	7,142	20.8%	-558	-1.2%	2,336	6.6%
Delaware	0	0.0%	-12	-0.5%	0	0.0%	-12	0.1%
District of Columbia	4,621	46.0%	4,090	43.9%	10	-4.0%	157	6.7%
Florida	0	0.0%	174,252	77.3%	0	0.0%	5,227	1.2%
Georgia	0	0.0%	17,261	6.6%	0	0.0%	49	0.3%
Hawaii	0	0.0%	376	2.1%	0	0.0%	1	0.0%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	17,200	12.3%	1,559	4.5%	-160	0.4%	-936	-0.1%
Indiana	0	0.0%	1,792	2.1%	0	0.0%	207	0.2%
Iowa	685	1.6%	23,321	58.7%	30	0.0%	127	-0.9%
Kansas	0	0.0%	5,781	14.6%	0	0.0%	108	0.7%
Kentucky	431	0.3%	1,315	2.0%	353	0.5%	-100	0.0%
Louisiana	0	0.0%	11,535	19.3%	0	0.0%	-806	-1.0%
Maine	0	0.0%	3,702	28.9%	0	0.0%	-35	-1.6%
Maryland	2,166	2.9%	9,122	12.1%	-159	-0.2%	493	1.5%
Massachusetts	-5,562	-6.5%	-3,497	-3.4%	-1,459	-1.9%	254	0.5%
Michigan	0	0.0%	11,894	14.3%	0	0.0%	-400	-0.3%
Minnesota*	-103	-0.2%	2,621	3.7%	-47	-0.1%	3,033	4.3%
Mississippi	250	0.7%	1,310	3.4%	-13	0.0%	-207	-0.4%
Missouri	-1,745	-2.4%	-1,841	-2.4%	-125	-0.2%	282	0.4%
Montana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nebraska	3,726	14.1%	7,980	30.1%	180	0.6%	109	0.0%
Nevada	79	0.1%	1,345	3.4%	11	0.0%	309	0.8%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	8,918	9.4%	7,786	9.4%	733	1.0%	-133	0.7%
New Mexico	622	2.3%	8,917	34.0%	589	2.3%	33	2.1%
New York	-2,388	-0.9%	55,925	27.0%	1,938	0.8%	864	1.7%
North Carolina	0	0.0%	25,779	21.2%	0	0.0%	168	0.4%
North Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Ohio	-9,338	-6.2%	1,681	2.3%	-3,543	-2.6%	4,720	3.3%
Oklahoma	1,960	3.6%	13,425	17.7%	312	0.5%	-289	-0.5%
Oregon*	2,505	5.2%	3,240	6.6%	400	0.7%	1,203	2.4%
Pennsylvania*	9,316	6.5%	16,294	11.5%	321	0.2%	2,024	1.5%
Rhode Island	0	0.0%	1,008	9.0%	0	0.0%	414	3.6%
South Carolina	-350	-0.7%	8,429	11.2%	0	0.0%	543	0.5%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-42	-0.1%	16,075	19.3%	215	0.3%	414	-0.2%
Texas	7,847	0.8%	68,943	10.1%	1,809	0.3%	1,665	0.6%
Utah	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vermont	3,234	54.4%	4,076	66.5%	895	15.9%	600	8.4%
Virginia	0	0.0%	12,145	11.2%	0	0.0%	-333	-0.3%
Washington	2,961	3.1%	2,796	2.3%	121	0.1%	-121	-0.3%
West Virginia	584	2.7%	8,308	40.5%	75	0.4%	-222	-1.7%
Wisconsin*	-180	-0.3%	35,777	52.6%	-71	-0.1%	422	0.8%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	**105,244**	**2.5%**	**738,192**	**18.3%**	**14,258**	**0.3%**	**26,603**	**0.9%**
Guam	0	0.0%	71	2.2%	0	0.0%	-1	-0.5%

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

TABLE 4: 2016-2017 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

	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	
STATE	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama†	920	1.6%	14,753	25.2%	6,877	11.9%	20,173	34.4%
Alaska†	364	3.3%	998	9.8%	1,468	13.1%	2,315	22.8%
Arizona	4,765	5.4%	8,052	9.1%	9,399	10.7%	18,132	20.6%
Arkansas	9,251	24.4%	15,904	41.3%	13,244	34.9%	19,418	50.4%
California	69,676	14.0%	194,524	39.3%	106,221	21.3%	233,128	47.1%
Colorado	8,393	12.5%	19,779	29.3%	12,187	18.1%	24,846	36.8%
Connecticut*,†	4,979	13.5%	13,451	35.2%	7,268	19.6%	15,519	40.6%
Delaware	608	5.5%	1,621	14.5%	1,320	12.0%	2,634	23.6%
District of Columbia†	5,746	66.0%	7,101	87.9%	5,746	66.0%	7,101	87.9%
Florida*	6,928	3.1%	177,299	78.6%	21,266	9.6%	196,009	86.9%
Georgia†	2,792	2.1%	82,970	61.6%	14,511	11.1%	86,244	64.0%
Hawaii	600	3.2%	1,093	6.0%	1,584	8.5%	2,450	13.5%
Idaho	712	3.1%	998	4.3%	1,679	7.2%	3,001	13.0%
Illinois†	31,843	20.7%	45,674	29.3%	45,968	29.9%	60,723	39.0%
Indiana*	3,609	4.3%	6,887	8.1%	8,952	10.5%	13,299	15.7%
Iowa†	1,913	4.8%	25,576	64.6%	4,334	10.9%	27,297	68.9%
Kansas	2,324	5.9%	11,566	29.5%	4,828	12.2%	14,478	37.0%
Kentucky†	5,303	9.5%	14,132	25.8%	11,225	20.1%	19,919	36.4%
Louisiana*	747	1.2%	20,689	33.8%	12,031	19.7%	27,639	45.2%
Maine†	544	4.1%	5,563	41.7%	1,542	11.6%	6,043	45.3%
Maryland	4,389	6.0%	28,989	39.2%	9,186	12.6%	32,586	44.1%
Massachusetts†	6,740	9.3%	10,171	13.9%	10,380	14.3%	12,970	17.8%
Michigan†	3,766	3.3%	38,371	33.4%	15,442	13.4%	44,907	39.1%
Minnesota	3,520	4.9%	8,781	12.6%	8,155	11.5%	13,645	19.5%
Mississippi†	752	2.0%	2,773	7.3%	10,447	27.8%	13,657	35.8%
Missouri	3,646	4.9%	7,452	10.0%	9,406	12.6%	13,071	17.5%
Montana	128	1.0%	270	2.2%	1,665	13.2%	2,627	21.1%
Nebraska†	3,850	14.6%	8,336	31.7%	4,789	18.2%	9,290	35.3%
Nevada	1,999	5.4%	4,235	11.5%	3,353	9.1%	5,469	14.9%
New Hampshire	891	6.8%	1,111	8.5%	1,423	10.8%	1,757	13.5%
New Jersey†	26,703	25.4%	38,290	36.1%	29,880	28.5%	41,594	39.2%
New Mexico	2,348	9.0%	10,495	40.0%	5,760	22.0%	14,383	54.8%
New York†	18,456	7.9%	127,938	55.3%	37,992	16.4%	138,023	59.6%
North Carolina†	3,543	2.9%	30,860	25.5%	10,497	8.6%	36,994	30.6%
North Dakota	325	3.1%	522	5.0%	1,358	12.9%	1,849	17.6%
Ohio	4,751	3.4%	20,771	14.9%	18,815	13.3%	36,595	26.3%
Oklahoma	1,960	3.6%	39,304	73.3%	10,078	18.6%	45,245	84.4%
Oregon*	5,384	11.5%	8,345	17.7%	7,944	16.9%	12,459	26.4%
Pennsylvania*	15,668	11.0%	27,913	19.5%	26,366	18.4%	41,790	29.2%
Rhode Island	671	6.2%	1,761	15.7%	1,549	14.2%	2,969	26.5%
South Carolina*	1,365	2.4%	25,647	43.2%	7,840	13.5%	29,772	50.2%
South Dakota	334	2.7%	627	5.2%	2,050	16.6%	2,575	21.3%
Tennessee	2,623	3.2%	20,448	24.8%	9,119	11.3%	29,077	35.3%
Texas	33,346	8.3%	201,058	50.5%	63,156	15.8%	234,917	59.0%
Utah	2,498	4.9%	3,280	6.6%	4,593	9.0%	6,144	12.4%
Vermont	3,603	59.7%	4,696	75.1%	4,009	66.4%	5,281	84.5%
Virginia*	3,356	3.3%	21,681	21.1%	8,587	8.4%	28,283	27.5%
Washington	6,865	7.6%	11,518	12.6%	11,549	12.8%	17,563	19.2%
West Virginia†	2,352	11.4%	13,393	64.7%	4,127	19.9%	13,871	67.0%
Wisconsin**	2,887	4.3%	49,281	71.8%	9,140	13.5%	54,682	79.6%
Wyoming	825	10.7%	1,127	14.6%	1,442	18.7%	1,934	25.1%
United States	**331,561**	**8.3%**	**1,438,074**	**36.1%**	**641,743**	**16.1%**	**1,746,348**	**43.8%**
Guam	39	1.2%	85	2.6%	180	5.5%	478	14.8%

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

** Wisconsin serves special education children in its state-funded Head Start pre-K programs but was not able to provide the number of children. An estimate was used based on the percent of children with IEPs in Head Start in the state as reported by the PIR.

† At least one program in these states 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 of Head Start children may be served in a state's pre-K program and many states could not report this information.

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

TABLE 5A: 2016-2017 STATE PRESCHOOL QUALITY STANDARDS (CURRENT)

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service (for teachers)	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health & one support service	At least one meal	Site visits	**Current Quality Standards Checklist Sum 2016-2017**
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Alaska	✔	✔	✔	✔	✔	✔	✔			✔	**8**
Arizona	✔				✔					✔	**3**
Arkansas	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
California SPP	✔		✔		✔		✔	✔		✔	**6**
California TK	✔	✔									**2**
Colorado	✔		✔		✔	✔	✔			✔	**6**
Connecticut CDCC	✔		✔		✔	✔	✔		✔		**6**
Connecticut SR	✔		✔			✔	✔			✔	**5**
Connecticut Smart Start	✔	✔	✔			✔	✔				**5**
Delaware	✔		✔		✔	✔	✔	✔	✔	✔	**8**
District of Columbia	✔							✔	✔	✔	**4**
Florida†	✔					✔				✔	**3**
Georgia	✔	✔	✔	✔	✔			✔	✔	✔	**8**
Hawaii	✔	✔			✔	✔	✔	✔	✔	✔	**8**
Illinois	✔	✔	✔		✔	✔	✔	✔		✔	**8**
Indiana	✔				✔					✔	**3**
Iowa Shared Visions	✔		✔			✔	✔	✔	✔	✔	**7**
Iowa SWVPP	✔	✔	✔			✔	✔	✔		✔	**7**
Kansas Preschool	✔	✔	✔		✔	✔	✔	✔			**7**
Kansas State Pre-K	✔	✔	✔		✔		✔				**5**
Kentucky	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Louisiana 8(g)	✔	✔	✔		✔	✔	✔		✔	✔	**8**
Louisiana LA 4	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Louisiana NSECD	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Maine	✔	✔	✔	✔	✔	✔	✔	✔		✔	**9**
Maryland	✔	✔	✔		✔		✔	✔	✔	✔	**8**
Massachusetts 391	✔		✔		✔	✔	✔	✔			**6**
Massachusetts UPK	✔		✔		✔	✔	✔	✔		✔	**7**
Michigan	✔	✔	✔	✔	✔	✔	✔	✔		✔	**9**
Minnesota HdSt	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
Minnesota VPK	✔					✔	✔	✔		✔	**5**
Mississippi	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Missouri	✔	✔	✔		✔	✔	✔	✔		✔	**8**
Nebraska	✔	✔	✔	✔		✔	✔				**6**
Nevada	✔	✔	✔		✔	✔	✔			✔	**7**
New Jersey Abbott	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
New Jersey ECPA	✔	✔	✔		✔	✔	✔	✔			**7**
New Jersey ELLI	✔	✔	✔		✔	✔	✔	✔			**7**
New Mexico	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
New York	✔	✔	✔		✔	✔	✔	✔			**7**
North Carolina	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Ohio	✔		✔					✔		✔	**4**
Oklahoma	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Oregon HdSt	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
Oregon Preschool Promise	✔		✔	✔	✔	✔	✔		✔	✔	**8**
Pennsylvania RTL	✔		✔		✔	✔	✔				**5**
Pennsylvania HSSAP	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
Pennsylvania K4 & SBPK	✔	✔									**2**
Pennsylvania PKC	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
South Carolina	✔		✔		✔	✔	✔		✔		**6**
Tennessee	✔	✔	✔		✔	✔	✔	✔	✔	✔	**9**
Texas	✔	✔	✔		✔						**4**
Vermont	✔				✔	✔	✔	✔		✔	**6**
Virginia	✔		✔		✔	✔	✔	✔			**6**
Washington	✔		✔	✔	✔	✔	✔	✔	✔	✔	**9**
West Virginia	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Wisconsin 4K	✔	✔	✔		✔						**4**
Wisconsin HdSt	✔		✔	✔	✔	✔	✔	✔	✔		**8**
TOTAL	**60**	**34**	**51**	**18**	**49**	**48**	**50**	**41**	**29**	**43**	
Guam	✔		✔		✔	✔	✔		✔	✔	**7**

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

TABLE 5B: 2016-2017 STATE PRESCHOOL QUALITY STANDARDS (NEW)

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	**New Quality Standards Checklist Sum 2016-2017**
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Alaska	✔	✔	✔	✔	✔		✔	✔			**7**
Arizona	✔	✔								✔	**3**
Arkansas	✔	✔		✔	✔		✔	✔	✔	✔	**8**
California SPP	✔	✔		✔				✔	✔	✔	**6**
California TK		✔	✔								**2**
Colorado	✔	✔		✔			✔	✔			**5**
Connecticut CDCC		✔		✔			✔	✔			**4**
Connecticut SR	✔	✔		✔			✔	✔			**5**
Connecticut Smart Start	✔	✔	✔	✔			✔	✔			**6**
Delaware	✔	✔		✔			✔	✔	✔	✔	**7**
District of Columbia	✔	✔							✔	✔	**4**
Florida†	✔						✔				**2**
Georgia	✔	✔	✔	✔	✔	✔			✔	✔	**8**
Hawaii	✔	✔	✔				✔	✔	✔	✔	**7**
Illinois	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Indiana	✔					✔				✔	**3**
Iowa Shared Visions	✔	✔		✔			✔	✔	✔		**6**
Iowa SWVPP	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Kansas Preschool	✔	✔	✔	✔			✔	✔	✔		**7**
Kansas State Pre-K	✔	✔	✔	✔				✔			**5**
Kentucky	✔	✔	✔	✔			✔	✔	✔		**7**
Louisiana 8(g)	✔	✔	✔	✔			✔	✔		✔	**7**
Louisiana LA 4	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Louisiana NSECD	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Maine	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Maryland	✔	✔	✔	✔				✔	✔	✔	**7**
Massachusetts 391		✔		✔			✔	✔	✔		**5**
Massachusetts UPK	✔	✔		✔			✔	✔	✔	✔	**7**
Michigan	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Minnesota HdSt	✔	✔		✔	✔	✔	✔	✔	✔		**8**
Minnesota VPK	✔	✔					✔	✔	✔	✔	**6**
Mississippi	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Missouri	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Nebraska	✔	✔	✔	✔	✔		✔	✔		✔	**8**
Nevada	✔	✔	✔	✔			✔	✔			**6**
New Jersey Abbott	✔	✔	✔	✔			✔	✔	✔	✔	**8**
New Jersey ECPA	✔	✔	✔	✔			✔	✔	✔		**7**
New Jersey ELLI	✔	✔	✔	✔			✔	✔	✔		**7**
New Mexico	✔	✔		✔	✔	✔	✔	✔	✔	✔	**9**
New York	✔	✔	✔	✔			✔	✔	✔		**7**
North Carolina	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Ohio	✔	✔		✔					✔	✔	**5**
Oklahoma		✔	✔	✔			✔	✔	✔	✔	**7**
Oregon HdSt	✔	✔		✔	✔	✔	✔	✔	✔		**8**
Oregon Preschool Promise	✔	✔		✔	✔		✔	✔			**6**
Pennsylvania RTL	✔			✔			✔	✔			**4**
Pennsylvania HSSAP	✔			✔	✔		✔	✔	✔	✔	**7**
Pennsylvania K4 & SBPK			✔						✔		**2**
Pennsylvania PKC	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
South Carolina	✔	✔		✔		✔	✔	✔		✔	**7**
Tennessee			✔	✔			✔	✔	✔		**5**
Texas	✔		✔	✔					✔		**4**
Vermont	✔						✔	✔	✔	✔	**5**
Virginia	✔	✔		✔			✔	✔	✔		**6**
Washington	✔	✔		✔	✔		✔	✔	✔	✔	**8**
West Virginia	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Wisconsin 4K		✔	✔	✔							**3**
Wisconsin HdSt		✔		✔	✔		✔	✔	✔		**6**
TOTAL	**52**	**52**	**34**	**51**	**18**	**9**	**48**	**50**	**43**	**34**	
Guam	✔	✔		✔			✔	✔		✔	**6**

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

TABLE 6: PRESCHOOL RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resource rank based on state spending	State $ per child enrolled in preschool	Change in state per child spending from 2015-2016 to 2016-2017 Adjusted dollars	Total state preschool spending in 2016-2017	Change in total state spending from 2015-2016 to 2016-2017 Adjusted dollars	State reported non-state funds	All reported $ per child enrolled in preschool
District of Columbia	1	$16,996	$18	$222,257,368	$3,205,518	Yes	$18,054
New Jersey	2	$12,242	-$305	$653,333,890	-$8,770,924	Yes	$12,478
Oregon	3	$9,533	$516	$90,146,488	$19,453,047	No	$9,533
Washington	4	$8,239	-$148	$96,325,951	-$1,729,991	No	$8,239
Connecticut	5	$7,817	-$167	$115,514,745	-$3,757,591	Yes	$10,020
Delaware	6	$7,400	$33	$6,149,300	-$60,925	No	$7,400
Pennsylvania	7	$7,254	$609	$209,159,001	$31,053,877	No	$7,254
Vermont*	8	$6,878	-$653	$61,505,762	$6,335,187	Yes	$7,209
Hawaii	9	$6,649	-$892	$2,500,000	-$327,741	No	$6,649
West Virginia**	10	$6,524	-$12	$98,007,376	-$769,325	Yes	$9,501
New York	11	$6,443	-$129	$791,700,144	$2,621,229	Yes	$6,647
Michigan	12	$6,356	$3	$243,900,000	-$2,416,463	No	$6,356
California	13	$6,325	-$147	$1,490,527,786	$41,304,245	Yes	$6,501
Minnesota	14	$6,296	-$1,706	$28,982,528	$16,042,473	Yes	$7,339
Indiana	15	$5,625	-$455	$10,079,418	$442,622	Yes	$6,250
Alaska	16	$5,587	-$745	$2,000,000	-$19,815	No	$5,587
Arkansas	17	$5,472	-$55	$111,000,000	-$2,614,605	Yes	$7,696
North Carolina	18	$5,308	-$46	$143,419,198	-$339,484	Yes	$7,748
Rhode Island	19	$5,109	-$1,607	$5,149,554	$1,160,419	Yes	$9,812
New Mexico	20	$5,040	-$245	$52,310,000	$744,118	No	$5,040
Kentucky	21	$4,715	-$164	$91,637,785	-$1,958,339	Yes	$8,083
Louisiana	22	$4,706	$131	$89,665,275	-$1,200,589	Yes	$4,796
Tennessee	23	$4,624	-$175	$86,200,000	-$750,685	Yes	$6,019
Alabama	24	$4,594	$261	$64,462,050	$15,519,857	Yes	$6,990
Georgia	25	$4,315	$386	$348,959,814	$31,383,393	No	$4,315
Illinois	26	$4,226	$818	$304,314,676	$55,140,265	No	$4,852
Ohio	27	$4,000	-$40	$63,768,000	$4,122,857	No	$4,000
Texas	28	$3,846	-$265	$862,035,287	-$45,052,035	Yes	$3,901
Virginia	29	$3,845	$68	$69,296,590	-$35,059	Yes	$6,100
Wisconsin	30	$3,769	$55	$195,864,098	$4,443,759	Yes	$5,858
Missouri	31	$3,667	-$1,102	$9,703,786	-$2,165,945	No	$3,667
Arizona	32	$3,590	$112	$18,972,738	$312,612	No	$3,590
Oklahoma	33	$3,501	-$10	$144,470,607	-$317,887	Yes	$7,428
Maryland	34	$3,458	-$17	$108,517,098	-$1,772,317	Yes	$7,597
Maine	35	$3,451	$218	$18,775,709	$1,181,702	Yes	$8,285
Iowa**	36	$3,335	$57	$83,791,732	$2,006,746	Yes	$3,437
Massachusetts	37	$3,289	$221	$41,634,101	-$504,395	Yes	$3,530
South Carolina	38	$2,970	-$349	$71,513,051	-$6,604,205	Yes	$3,258
Colorado	39	$2,773	$277	$59,948,508	$6,295,866	Yes	$4,095
Nevada	40	$2,588	$434	$4,838,875	$1,466,920	Yes	$5,130
Mississippi	41	$2,436	$631	$4,000,000	$784,978	Yes	$5,832
Florida	42	$2,282	-$94	$397,698,606	-$3,926,997	No	$2,282
Kansas	43	$2,195	-$156	$17,583,501	-$996,335	No	$2,195
Nebraska	44	$1,948	-$378	$25,054,777	-$4,364,879	Yes	$5,178
Idaho	No Program	$0	$0	$0	$0	NA	$0
Montana	No Program	$0	$0	$0	$0	NA	$0
New Hampshire	No Program	$0	$0	$0	$0	NA	$0
North Dakota	No Program	$0	$0	$0	$0	NA	$0
South Dakota	No Program	$0	$0	$0	$0	NA	$0
Utah	No Program	$0	$0	$0	$0	NA	$0
Wyoming	No Program	$0	$0	$0	$0	NA	$0
United States		**$5,008**	**-$16**	**$7,616,675,173**	**$154,565,158**		**$5,691**
Guam***		$5,038	-$7,268	$357,700	-$528,322	No	$5,038

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

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

** 1,278 3-year-old children were served in WV's Universal Pre-K program but were funded by sources not reported by the state. 1,184 5-year-olds and children with instructional IEPs were served in Iowas' SWVPP program but were funded by sources not reported by the state. In both cases, these children were removed from the per-child spending calculations. Similar adjustments were made for 2015-2016.

*** Guam's spending included start-up costs for their new Pre-K program in 2015-2016, but not in 2016-2017.

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Special Report:
Supporting Dual Language Learners in State-Funded Preschool

The 2016-2017 State of Preschool survey included supplemental questions intended to shed light on state policies to support dual language learners (DLLs) in state-funded preschool. This is the second time a dual language supplement has been collected; the first was in 2014-2015. While many questions included in this second survey were asked two years ago, others were added, revised, or deleted to provide a clearer portrait of state preschool program policies that specifically relate to DLLs.

Nationwide, young DLLs comprise about 23% of the preschool-aged population. Dual language learners live in every state. Yet our data show that most state preschool programs do not collect data on children's home language, which makes it difficult to implement policies to support effective classroom practices for DLLs. Most state preschool programs do have at least some policies in place to support DLLs, but these policies vary widely across state programs in both quality and quantity. With non-English speaking families making up a disproportionate share of low-income households, participation in preschool that meets their specific learning needs is critical to prepare DLLs to thrive in kindergarten.

ENROLLMENT OF DLLs IN STATE-FUNDED PRESCHOOL

Research has found that young DLLs particularly benefit from participation in high-quality preschool programs, making access an important issue. Information on participation by children's home language—knowing how many DLLs are in the general population and how many are enrolled in the state preschool program—is a starting place for understanding and increasing access. Unfortunately, only 26 state-funded preschool programs in 24 states and Guam, as shown in DLL Table 1, collect data on child home language. In those states, on average, 29% of children in state preschool were DLLs; whereas nationwide, about 23% of the preschool-aged population are DLLs. DLL Figure 1 color codes states by the percentage of state preschool enrollment reported to be DLL.

When state preschool enrollment is restricted by income and other risk factors, DLL children would be expected to represent a higher percentage of preschool enrollment as they are disproportionately represented in low-income populations. Eleven of the programs that report enrollment of DLLs determine preschool eligibility by age only. In seven of these states, DLL enrollment in preschool is relatively consistent with, or surpasses, the proportion of DLLs in the state population. That, at least, is reassuring. Across all 60 state preschool programs nationwide, 32 target low-income populations. Nineteen state preschool programs use non-English home language as an eligibility criterion, including five programs that also reported information on children's home language. In four of these five programs, the percentages of DLLs in state preschool exceeds the percentage of DLLs in the state population.

Six states with a high proportion of DLLs in their populations also have high DLL enrollment in state preschool: California, Illinois, Nevada, New Jersey, New Mexico, and Texas. However, several states with high populations of DLLs—including Arizona, Florida and New York—cannot report the home language of children enrolled in their state-funded preschool programs.

Five states report a substantially lower DLL enrollment in state preschool than expected given the proportion of DLLs in their general populations: Georgia, Hawaii, Iowa, Massachusetts, and Oklahoma.

On the flip side, three states with a low proportion of DLLs in the population report a relatively high enrollment of DLLs in preschool: Oregon, Rhode Island, and Washington.

POLICIES TO SUPPORT DLLS IN STATE PRESCHOOL

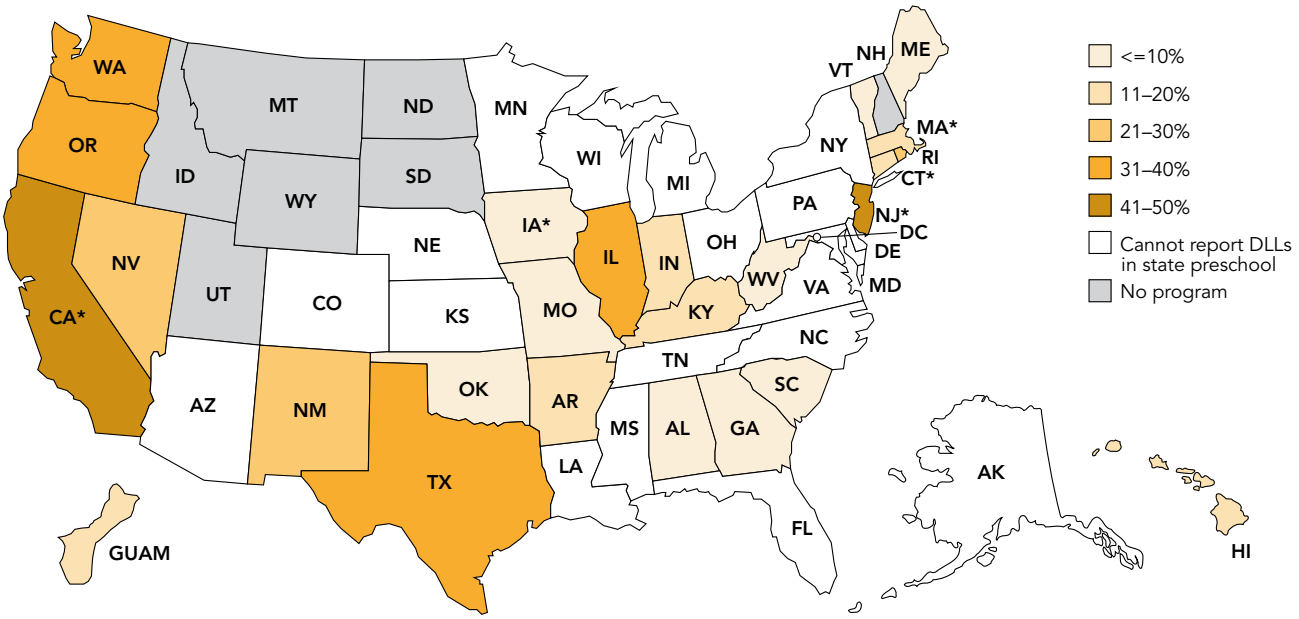
Thirty-five state preschool programs have specific policies to support DLLs. As can be seen in DLL Table 2, these policies vary widely across the states. All 35 programs permit bilingual instruction. However, only four states expect programs to group DLLs together in classrooms which can provide an opportunity for targeting specialized supports and reduce children's sense of isolation. This practice can also lead to language segregation if not combined with guidance on ensuring mixed home languages in the classroom. States that stand out for having at least seven of the nine DLL policies we highlight in DLL Table 2 include Kansas, Maine, Minnesota Head Start, Nevada, and Texas. Of these states, only Nevada and Texas have a high population of DLLs. However, other high DLL population states, have important policies in place. The California TK program, for example, requires written program plans for serving DLLs, provides extra funding for serving DLLs, monitors quality of DLL supports, and mandates specialized training for teachers working with DLLs.

DLL TABLE 1: ENROLLMENT OF DUAL LANGUAGE LEARNERS IN STATE PRESCHOOL

STATE	Number of DLLs in state preschool	Percent of state preschool enrollment that are DLLs	Percent of DLLs in the state	Home language other than English used as eligibility criteria for state preschool
Alabama	713	5%	8%	No
Arkansas	2,301	11%	9%	Yes
California*	62,928	47%	44%	No
Connecticut*	81	17%	20%	No
Georgia	7,245	9%	17%	No
Hawaii	40	11%	22%	Yes
Illinois	22,559	31%	25%	Yes
Indiana	264	15%	11%	No
Iowa*	840	3%	12%	No
Kentucky	2,178	11%	7%	No
Maine	224	4%	4%	No
Massachusetts*	702	15%	25%	No
Missouri	151	6%	7%	No
Nevada	554	30%	31%	No
New Jersey*	19,956	44%	30%	No
New Mexico	2,565	25%	28%	No
Oklahoma	3,209	8%	14%	No
Oregon	2,885	31%	23%	No
Rhode Island	245	24%	17%	No
South Carolina	2,260	9%	9%	No
Texas	88,567	40%	35%	Yes
Vermont	179	2%	6%	No
Washington	3,996	34%	23%	Yes
West Virginia	204	1%	3%	No
TOTAL	**224,846**	**29%**	**23%**	**5**
Guam	10	14%	41%	No

* Data on enrollment of DLLs in state preschool was only available for one state-funded preschool program in these states.

DLL FIGURE 1: PERCENT OF STATE PRESCHOOL ENROLLMENT THAT ARE DLLs



* Data on enrollment of DLLs in state preschool was only available for one state-funded preschool program in these states.

DLL TABLE 2: POLICY REQUIREMENTS RELATED TO SERVING PRESCHOOL DLLs

STATE/ PROGRAM	Approved written plan for supporting DLLs is required	Extra funding allocated for serving DLLs	Bilingual instruction is permitted	Monitoring focused on the quality of bilingual instruction	Children are screened in their home language	Children are assessed in their home language	DLLs are placed in classes with other children with same home language	Policies to support families of preschool DLLs	Staff have training/ qualifications related to working with DLLs	**Total policy supports for preschool DLLs**
Alabama*	✔		✔		✔	✔	✔	✔		**6**
Alaska										**None**
Arizona										**None**
Arkansas*										**None**
California SPP*			✔		✔	✔		✔		**4**
California TK	✔	✔	✔	✔				✔	✔	**6**
Colorado			✔					✔		**2**
Connecticut CDCC										**None**
Connecticut SR										**None**
Connecticut Smart Start*										**None**
Delaware			✔	✔	✔	✔		✔		**5**
District of Columbia		✔	✔		✔	✔		✔		**5**
Florida										**None**
Georgia*			✔					✔		**2**
Hawaii*			✔					✔		**2**
Illinois*			✔	✔		✔			✔	**4**
Indiana*										**None**
Iowa Shared Visions	✔		✔		✔	✔		✔		**5**
Iowa SWVPP*	✔		✔		✔	✔		✔		**5**
Kansas Preschool	✔	✔	✔	✔	✔	✔		✔		**7**
Kansas State Pre-K	✔	✔	✔	✔	✔	✔	✔	✔		**8**
Kentucky*										**None**
Louisiana 8(g)										**None**
Louisiana LA 4										**None**
Louisiana NSECD										**None**
Maine*	✔	✔	✔	✔	✔	✔	✔	✔	✔	**9**
Maryland										**None**
Massachusetts IPLE*										**None**
Massachusetts UPK			✔					✔		**2**
Michigan			✔							**1**
Minnesota HdSt	✔		✔	✔	✔	✔		✔	✔	**7**
Minnesota VPK		✔	✔					✔	✔	**4**
Mississippi										**None**
Missouri*										**None**
Nebraska			✔					✔		**2**
Nevada*		✔	✔	✔	✔	✔	✔	✔		**7**
New Jersey Abbott*	✔		✔	✔	✔			✔		**5**
New Jersey ECPA	✔		✔	✔	✔			✔		**5**
New Jersey ELLI	✔		✔	✔	✔			✔		**5**
New Mexico*			✔		✔	✔		✔		**4**
New York	✔		✔	✔	✔	✔		✔		**6**
North Carolina	✔		✔		✔			✔		**4**
Ohio										**None**
Oklahoma*		✔	✔					✔	✔	**4**
Oregon HdSt*			✔		✔	✔		✔		**4**
Oregon Preschool Promise*										**None**
Pennsylvania RTL										**None**
Pennsylvania HSSAP										**None**
Pennsylvania K4 & SBPK										**None**
Pennsylvania PKC			✔					✔		**2**
Rhode Island*	✔	✔	✔		✔	✔		✔		**6**
South Carolina*	✔		✔		✔	✔		✔		**5**
Tennessee			✔					✔		**2**
Texas*	✔	✔	✔	✔	✔	✔		✔	✔	**8**
Vermont*										**None**
Virginia										**None**
Washington*			✔					✔		**2**
West Virginia*	✔	✔	✔	✔		✔		✔		**6**
Wisconsin 4K										**None**
Wisconsin HdSt										**None**
TOTAL	**17**	**11**	**35**	**14**	**21**	**19**	**4**	**33**	**7**	
Guam										**None**

* State preschool programs reported enrollment by home language or DLL status.

POLICIES TO SUPPORT FAMILIES OF PRESCHOOL DLLs

Family engagement in their young child's learning and education has long been an expectation for effective preschool. Family engagement can be particularly challenging when family members do not speak English. DLL Table 3 reports on state policies to support families of DLLs for the 33 state preschool programs with at least one such policy. Thirteen state preschool programs require all three of the family support policies included in our survey: use of home language in recruitment, use of home language in program communications, and systematic collection and use of information on home language: Alabama, California (SPP & TK), District of Columbia, Iowa (Shared Visions and SWVPP), Kansas Preschool, Maine, Nevada, New Mexico, New York, Texas, and West Virginia.

Two states with lower than expected DLL preschool enrollment considering their DLL population (Hawaii and Oklahoma) do not require that programs translate recruitment information into the home languages of those eligible. Twenty-six programs require recruitment information to be provided in families' home languages. Twenty state programs require communications about a child to be shared in the family's home language, and 23 have policies to collect and use information gathered about the language inputs in the home (e.g. a home language survey).

DLL TABLE 3: POLICIES TO SUPPORT FAMILIES OF PRESCHOOL DLLs

STATE/PROGRAM	Recruitment, enrollment, and outreach information provided in home language	Communication with the family about the program or child in the family's home language	Collect and use information on language inputs in the home (e.g., a home language survey)	Other policies to support families of DLLs
Alabama	✔	✔	✔	
California SPP	✔	✔	✔	
California TK	✔	✔	✔	
Colorado	✔	✔		
Delaware	✔	✔		
District of Columbia	✔	✔	✔	
Georgia	✔			
Hawaii			✔	
Iowa Shared Visions	✔	✔	✔	
Iowa SWVPP	✔	✔	✔	
Kansas Preschool	✔	✔	✔	
Kansas State Pre-K	✔	✔		
Maine	✔	✔	✔	
Massachusetts UPK	✔	✔		
Minnesota HdSt	✔	✔		
Minnesota VPK	✔			
Nebraska			✔	
Nevada	✔	✔	✔	
New Jersey Abbott	✔		✔	
New Jersey ECPA	✔		✔	
New Jersey ELLI	✔		✔	
New Mexico	✔	✔	✔	
New York	✔	✔	✔	✔
North Carolina	✔			✔
Oklahoma			✔	
Oregon HdSt			✔	
Pennsylvania PKC	✔	✔		
Rhode Island			✔	
South Carolina			✔	
Tennessee	✔	✔		
Texas	✔	✔	✔	
Washington			✔	
West Virginia	✔	✔	✔	
TOTAL	**26**	**20**	**23**	**2**

QUALIFICATIONS OF STAFF WORKING WITH PRESCHOOL DLLs

Qualified teachers are key to providing the high-quality early learning experiences that help prepare young children for kindergarten. Preschool effectiveness for DLLs will be higher when teaching staff have specific knowledge and skills to support the unique learning and development needs of DLLs. Only nine state preschool programs have even one policy relating to staff qualifications for teachers of DLLs. Six programs can report whether teachers are fluent in a language other than English, but none of these have specialized staffing requirements relating to DLLs. Delaware, Illinois and Oregon's supplemental Head Start program require bilingual staff in the classroom if a specified percentage of the children speak the same non-English home language. Six state programs require lead teachers to have specific training to work with DLLs, and three of these require lead teachers to have a bilingual certification or license (California TK, Illinois, and Texas). No states require specific training for teacher assistants—even though the assistant teacher more often speaks the home language of DLL children. Maine does not require DLL training for teaching staff, but does require it for program administrators.

DLL TABLE 4: POLICIES RELATED TO PRESCHOOL STAFF QUALIFICATIONS FOR WORKING WITH DLLs

STATE/PROGRAM	Bilingual staff are required if a specified % of children speak the same non-English language	Specific training or qualifications related to working with DLLs			Lead teachers required to have a bilingual certification/ license/ endorsement	Percent fluent in a language other than English	
		Lead teachers	Assistant teachers	Program administrators		Lead teachers	Assistant teachers
Arkansas						3.2%	5.5%
California TK		✔			✔	Not Reported	
Delaware	✔					Not Reported	
Illinois	✔	✔			✔	Not Reported	
Maine				✔		Not Reported	
Minnesota HdSt		✔				Not Reported	
Minnesota VPK		✔				Not Reported	
Mississippi						0%	0%
New Jersey Abbott						23%	38%
Oklahoma		✔				Not Reported	
Oregon HdSt	✔					Not Reported	
Rhode Island						2%	20%
Texas		✔			✔	Not Reported	
Washington						11%	34%
TOTAL	**3**	**6**	**0**	**1**	**3**		
Guam						50%	25%

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

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

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

While ideally this report would identify all preschool education funding streams at the federal, state, and local levels, there are a number of limitations 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 CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2016-2017 school year are those who will be eligible to enter kindergarten two years later, during the 2018-2019 school year. Children considered to be 4 years old during the 2016-2017 school year were eligible to enter kindergarten one year later, during the 2017-2018 school year. Children considered to be 5 years old during the 2016-2017 school year were already eligible for kindergarten at the beginning of the 2016-2017 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

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

The first page for each state begins with two sets of bar graphs. The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state preschool program. The second set shows the state's spending per child enrolled in the state preschool program. Both sets of bar graphs depict changes in state preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2017 (which corresponds to the 2016-2017 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, and 2017. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2017 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state.

Following the bar graphs is a brief narrative providing information on the main features of the state's program(s). This includes details such as the program's history, the types of settings in which state-funded preschool can be offered, enrollment eligibility criteria, and evaluations (if conducted). In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2016-2017 school year and expected changes for the 2017-2018 school year. Some descriptive information in the narratives was originally based on information found in the reports Seeds of Success from the Children's Defense Fund and Quality Counts 2002 from Education Week.

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

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

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

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

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

State profile pages are also given for the seven states that did not fund preschool education programs in the 2016-2017 school year. For these states, the table of quality standards is omitted. These profiles do report enrollment data for special education and federally funded Head Start, however. In addition, data on per-child spending for K-12 education and federal Head Start are included. State-funded Head Start spending and enrollment are also provided for no-program states. Profile pages are also included for five U.S. territories that do not offer "state-funded" preschool (American Samoa, Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories a narrative is provided, 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 2016-2017 school year except where noted.

ACCESS

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

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

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal Head Start programs where applicable. The final item in the table reports how many children ages 3 and 4 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, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. We calculated an unduplicated count for special education enrollment in order to more accurately represent the percentage of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. For the third time, in the 2017 report, we also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. This year we continue with two sets of 10 policies and benchmarks, the original set dating back to 2002 and an updated set that will replace them fully next year. Both sets are presented together in the Quality Standards Checklist table on the profile pages during this transition period. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program's requirements regarding each policy. The third column lists the current benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether the state preschool program's requirements met the current benchmark. The fifth column lists the new benchmark for each policy and the sixth column indicates whether the state's policy met the new benchmark. Boxes at the bottom of the fourth and sixth columns display the total number of current and new benchmarks met by the state program.

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

Based on advances in research over the decade and a half since establishing the original quality standards benchmarks, we have created a new set. These shift the focus somewhat from policies regarding classroom structure toward policies that shape classroom processes associated with positive child developmental outcomes.[1] Specifically, we introduce one new quality standards benchmark and make substantial changes or enhancements to three others. The rationale for each benchmark and the changes is fully explained in the Executive Summary. Below, we briefly describe the criteria used to assess whether state policies meet each benchmark.

Early learning and development standards (ELDS) offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. To meet the ELDS benchmark, states should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel[2]—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development.

The revised ELDS benchmark was enhanced with three additional requirements. The ELDS should be vertically aligned with the state's infant and toddler standards and either K-3 or college-and career-ready standards, as well as horizontally aligned with preschool child assessments. The state should have supports in place for the ELDS such as professional development and resources. The ELDS should also be sensitive to children's diverse cultural and language backgrounds.

Curriculum supports are included in the new Quality Standards Checklist. To meet this new benchmark, state policies must provide guidance or have an approval process for curriculum selection and provide support for curriculum implementation, such as training or ongoing technical assistance. States do not need to mandate the use of specific curriculum models to meet the benchmark.

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four (on both the current and new checklists) involve teacher qualifications or training. State preschool policies are evaluated based on whether programs require teachers in all classroom to have at least a bachelor's degree, whether they require teachers to have specialization in preschool education, and whether they require assistant teachers in all classrooms to have at least a Child Development Associate (CDA) or equivalent credential based on coursework. The original fourth standard focused on in-service professional development and required teachers to have at least 15 hours of annual in-service training. The revised benchmark requires both teachers and assistant teachers to have at least 15 hours of annual in-service training and individualized professional development plans. In addition, to meet the revised professional development benchmark, state policies must also require that all classrooms receive coaching, or ongoing classroom-embedded support.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most and have no more than 10 children per classroom teaching staff member.

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 revised Checklist because whether a program met the requirement was largely determined by whether the program operated for a half day or full school day.

The original benchmark for screening and referrals requires inclusion of vision and hearing screenings, and one additional health screening, as well as at least one support service such as parent education, parent conferences, and home visits. The revised quality standards benchmark no longer assess 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.

The final original benchmark is for program monitoring and requires that all sites are visited for program quality at least once every five years to enforce standards. In the new set of standards, the final benchmark is changed to focus on state requirements regarding a continuous quality improvement system (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. Minimum requirements for a CQIS to meet the benchmark are: (1) the use of data to support planning and support for improvement of policy or practice at local and state levels, and (2) a requirement for annual systematic collection of classroom observation data for use in continuous improvement.

[1] Minervino, J. (2014) *Lessons from research and the classroom: Implementing high-quality pre-k that makes a difference for young children*. Seattle, WA: Bill and Melinda Gates Foundation. Weiland, C. (2016). Launching preschool 2.0: A roadmap to high-quality public programs at scale. *Behavioral Sciences & Policy, 2*(1). 37-46. Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L. M., Gormley, Jr., W. T., Ludwig, J., & et al. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development.

[2] National Education Goals Panel (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.

RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available. In 2016-2017, several states also utilized federal Preschool Development grant (PDG) dollars which is reflected in the all reported spending number.

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K–12 per-child spending. Head Start per-child spending for the 2016-2017 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 that a state directs toward its preschool initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

Total state pre-K enrollment ..... Number of children of all ages in state pre-K program

School district that offer state program ..... Percentage of school districts in state where program is offered

Income requirement ..... Maximum family income for participants

Minimum hours of operation ..... Minimum hours per day and days per week program operates

Operating schedule ..... Annual schedule of operation (academic/school year or full calendar year)

Special education enrollment, ages 3 and 4 ..... Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education

Federally funded Head Start enrollment, ages 3 and 4 ..... Number of slots for 3- and 4-year-olds in Head Start funded with federal money

State-funded Head Start enrollment, ages 3 and 4 ..... Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY — STATE PRE-K REQUIREMENT

Early learning & development standards ..... ***Current:*** National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive
New: Comprehensive, aligned with state infant & toddler and K-3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive

Curriculum supports ..... ***New:*** Approval process for selecting curricula and supports in place for curriculum implementation

Teacher degree ..... ***Current & New:*** Lead teacher much have a BA, at minimum

Teacher specialized training ..... ***Current & New:*** Lead teacher must have specialized training in a pre-K area

Assistant teacher degree ..... ***Current & New:*** Assistant teacher must have a CDA or equivalent, at minimum

Staff professional development ..... ***Current:*** Teacher must receive at least 15 hours/year of in-service professional development and training
New: Teacher and assistant teacher must receive at least 15 hours/year of in-service professional development and training, individualized professional development plans, and coaching

Maximum class size ..... ***Current & New:*** Maximum number of children per classroom must be 20 or fewer

Staff-child ratio ..... ***Current & New:*** 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 ..... ***Current:*** Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families
New: Screenings and referrals for vision, hearing, and health must be required

Meals ..... ***Current:*** At least one meal must be required daily

Monitoring/Continuous quality improvement system ..... ***Current:*** Site visits must be used to demonstrate ongoing adherence to state program standards
New: 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

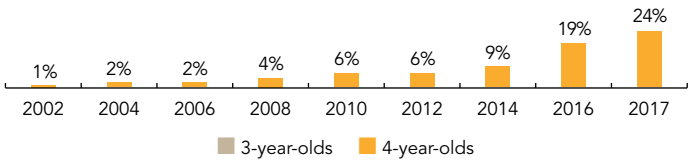
GLOSSARY OF ABBREVIATIONS

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

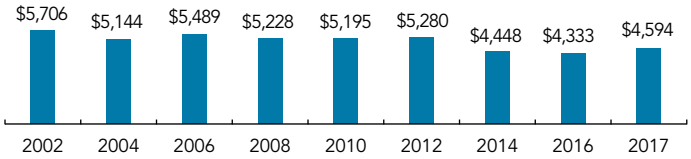
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

The program began in 2000, serving 750 children. As of the 2016-2017 school year, the program serves more than 14,000 four-year-olds in a full-day education program, which is approximately 24% of the state's 4-year-old population. Enrollment increased by approximately 2,700 children from the prior school year, supported by a $17.5 million federal Preschool Development Grant (PDG) which was awarded to Alabama in 2014 to expand pre-K access across the state in high-risk areas. Looking forward, slots created by PDG are expected to be funded on an ongoing basis with state and local appropriations. All state residents who meet the age criteria are automatically eligible for FCVPK. Due to an increase in state spending for FCVPK, overall funding for the program in 2016-2017 rose by $15.6 million to $98.1 million.

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

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

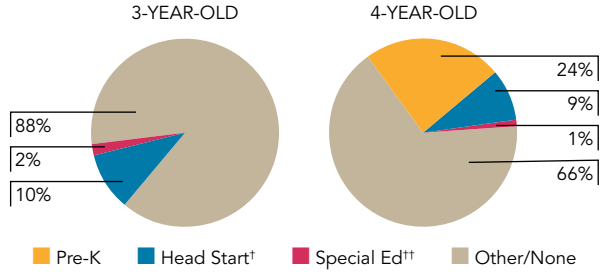
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
24	None Served	24	18	10	10

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

ACCESS

Total state pre-K enrollment 14,032
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... No income requirement
Minimum hours of operation ..... 6.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 3,900
Federally funded Head Start enrollment, ages 3 and 4 13,396
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

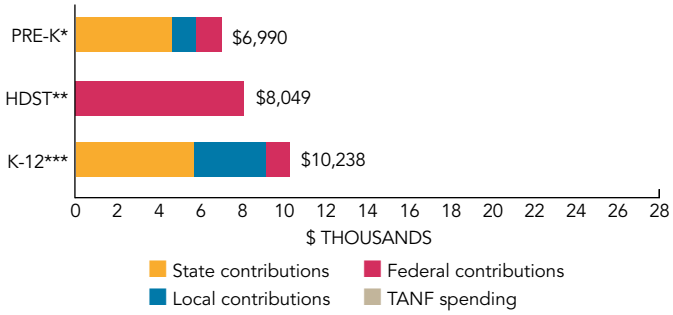
Total state pre-K spending $64,462,050
Local match required? ..... Yes
State Head Start spending $5,232,025
State spending per child enrolled $4,594
All reported spending per child enrolled* $6,990

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

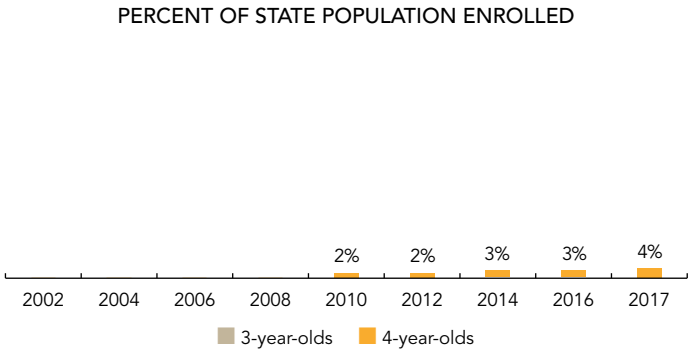
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

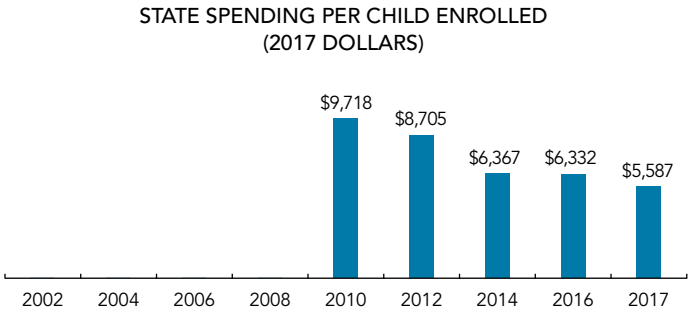
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Alaska





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

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

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

Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. During the 2016-2017 program year, the state provided $6.8 million to support Head Start programs in Alaska. The financial support is part of an effort to develop program quality through school readiness activities and professional improvement. The funds also offer admission to additional children and families whenever possible.

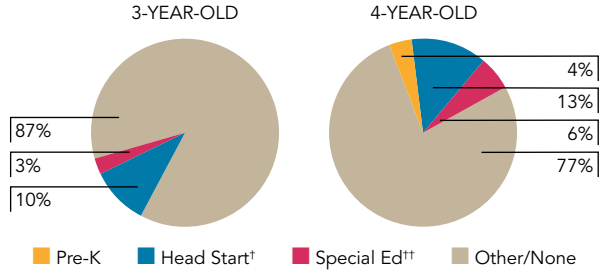
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
40	None Served	16	28	8	7

ALASKA PRE-ELEMENTARY

ACCESS

Total state pre-K enrollment	358
School districts that offer state program	20%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	1,293
Federally funded Head Start enrollment, ages 3 and 4	2,358
State-funded Head Start enrollment, ages 3 and 4	142

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



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

QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA, 12 ECE credits, AA in ECE	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	6 credit hours/5 years (teachers only); PD plans; Voluntary coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	None	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Determined locally	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Site visits	Site visits	✓	**Structured classroom observation; program improvement plan**	☐
			8		7

RESOURCES

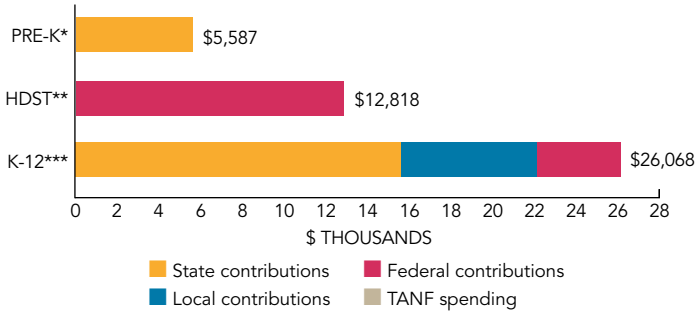
Total state pre-K spending	$2,000,000
Local match required?	No
State Head Start spending	$6,852,991
State spending per child enrolled	$5,587
All reported spending per child enrolled*	$5,587

* 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.

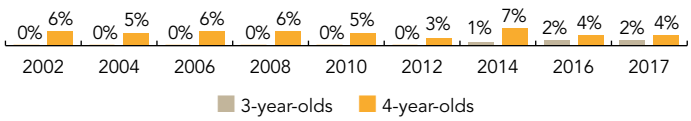
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

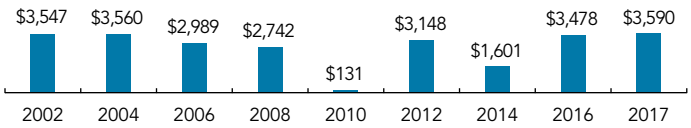


Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

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

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

In the 2016-2017 school year, there were 5,285 preschool-aged children served in center-based programs. Funding remained steady in 2016-2017 after allocations of early childhood funds to regional councils decreased in 2015-2016 due to a 24% drop in tobacco tax revenue between 2007 to 2015 (about $40 million less per year) and a projection that tobacco revenues would continue to decrease. In response, the FTF Board determined that a budget reset was necessary to ensure consistent funding levels over the next nine to 15 years. As a result, regional spending on QF Scholarships decreased by 38% between 2014-2015 and 2015-2016. Despite the decrease, the scholarships remain the highest funded program at FTF (34% of total program spending).

QF Scholarships also help Arizona draw down a greater amount of federal funds for child care vouchers to working families. Arizona receives more than $125 million per year in federal Child Care and Development Fund (CCDF) funds, which are administered by the state Department of Economic Security (DES) and require the state to provide both Maintenance of Effort (MOE) and matching funds. Historically, these requirements were met with state General Fund dollars appropriated by the Legislature. In fiscal year 2012, all General Fund appropriations to child care vouchers were eliminated. FTF collaborated with DES to leverage FTF investments in early learning quality and access (including scholarships) to meet federal MOE and state match requirements. In the eight years the agreement has been in place, it has allowed Arizona to draw down more than $302 million in federal CCDF funds that otherwise would have been lost.

In 2014, Arizona was awarded a federal Preschool Development Grant (PDG) award, providing funding for access to preschool for 2,307 children in 15 high-needs communities statewide in 2016-2017. The PDG also enhanced the quality of those programs by funding their participation in the state QIRS, which includes on-site and inclusive coaching, mental health consultation, child care health consultation, community-based professional development and college scholarships for early educators, and financial incentives.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
39	21	32	39	3	3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment 5,285

School districts that offer state program ..... 86% (Regional Partnership Councils)

Income requirement ..... 200% FPL

Minimum hours of operation ..... 3 hours/day; 3 days/week

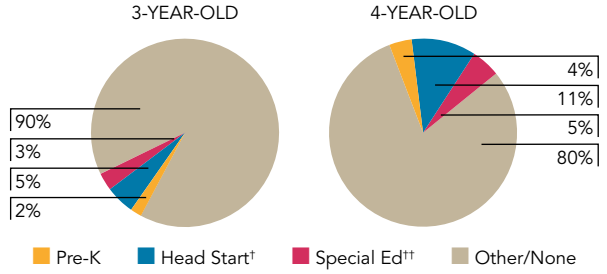
Operating schedule ..... Determined locally

Special education enrollment, ages 3 and 4 9,098

Federally funded Head Start enrollment, ages 3 and 4 14,713

State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	AZ PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	12 credit hours in ECE, CDA (25% of teachers)	BA	☐	**BA**	☐
Teacher specialized training	12 credit hours in ECE, CDA (25% of teachers)	Specializing in pre-K	☐	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	18 hours/year	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	1:10 or better	☐	**1:10 or better**	☐
Screening & referral	Immunizations; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			3		3

RESOURCES

Total state pre-K spending $18,972,738

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $3,590

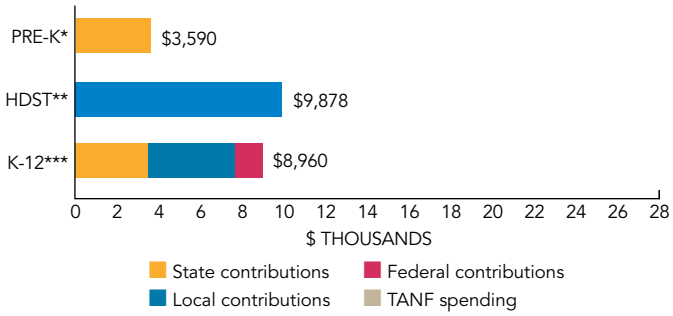
All reported spending per child enrolled* $3,590

* 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.

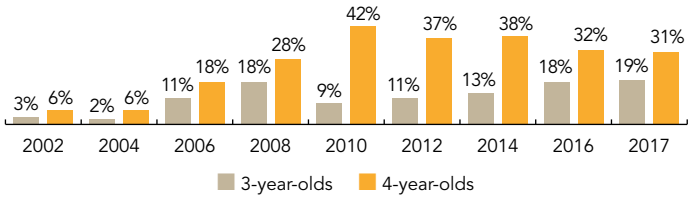
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

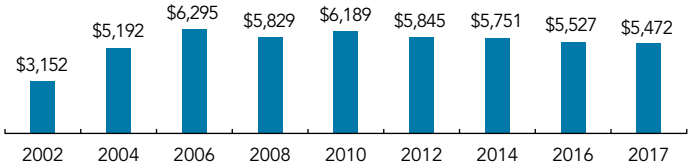


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



The Arkansas Better Chance (ABC) program began in 1991 as a part of a statewide education reform initiative. Since the first funding of $10 Million in 1991, the ABC funds were earmarked with the option to serve children birth to 5 years old based on family income, developmental, and/or economic risk factors. During the 2003 Legislative Session, Act 49 was passed, better known as Arkansas Better Chance for School Success (ABCSS), which includes priorities for funding for 3- and 4-year-olds up to 200% of the federal poverty level. Districts that have 75% of their children scoring below proficient in literacy and math on the State Benchmark exams and those children in schools designated as in "school improvement status" received funding priority. To date, a total of $111 Million is appropriated for the ABC/ABCSS programs which provide pre-K access in diverse settings, including Head Start, education service cooperatives, public schools, private business, family care homes, and nonprofit organizations.

The ABC/ABCSS program is funded through an appropriation in the Arkansas Department of Education's (ADE) Public School Fund budget. ADE contracts with the Arkansas Department of Human Services' (DHS) Division of Child Care and Early Childhood Education (DCCECE) to administer the program. The DCCECE is responsible for all operational duties associated with ABC through a shared governance structure with the AR Department of Education and AR State Board of Education.

Core components of ABC/ABCSS are intended to ensure quality education through provision of the following: qualified staff (teachers with a minimum of a bachelor's degree and teacher assistants/paraprofessionals with a minimum of a CDA or its equivalent); low child-to-teacher ratios; health and development screenings; parent involvement and community engagement; non-curriculum, specific statewide evaluation (Work Sampling); an approved list of curriculum (which aligns with the state Early Learning Standards and Kindergarten Standards); and observations using the Environmental Rating Scale (ECERS).

Arkansas provides a Birth through Kindergarten Licensure as well as the Birth through Prekindergarten Teaching Credential to provide an additional professional pathway for individuals wishing to pursue a more advanced level of knowledge and skill in working with young children and their families. These options provide a route to higher education for the preparation of teachers and teacher assistants for all children, birth through age five, including children with special needs.

The Arkansas Child Development and Early Learning Standards: Birth through 60 Months was approved in 2016 replacing the Arkansas Early Childhood Education Framework for Three- and Four-Year-Old Children. The new standards encompass birth through five years of age and are aligned with the Arkansas Academic Standards for K-4/Language Arts and Math. Kellogg Foundation funding supported development of the Early Learning Standards via a cadre of Arkansas early education professionals as well as standards review and critique by nationally recognized leaders in the early childhood education field. ABC utilizes the Early Childhood Environment Rating Scale to evaluate classroom quality and to design needed technical assistance for improvement, as well as evaluating the impact on child outcomes through a longitudinal study that is updated annually.

In December 2014, Arkansas was awarded a competitive federal Preschool Development Grant for $14.9 million. This grant afforded the state an opportunity to expand quality services to an additional 1,364 four-year-old children and enhance preschool services for 1,506 children enrolled in the ABC/ABCSS programs.

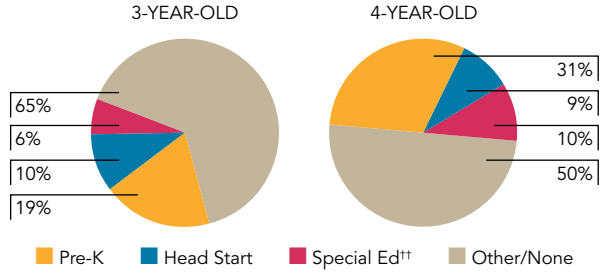
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
18	5	17	11	9	8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment 20,285
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 8,675
Federally funded Head Start enrollment, ages 3 and 4 7,506
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	AR PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA; AA (beyond the first classroom at a site)	BA	☐	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	30 hours/year; PD plans	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Breakfast, lunch, snack	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		8

RESOURCES

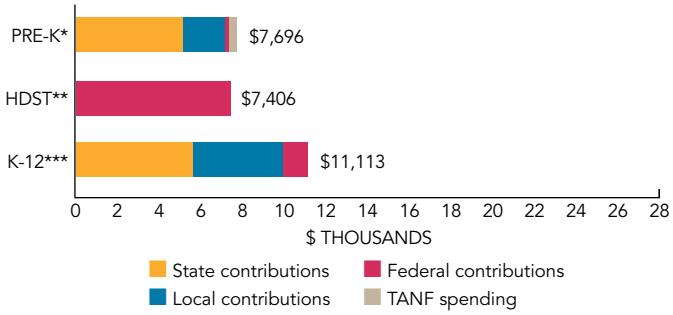
Total state pre-K spending $111,000,000
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $5,472
All reported spending per child enrolled* $7,696

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

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

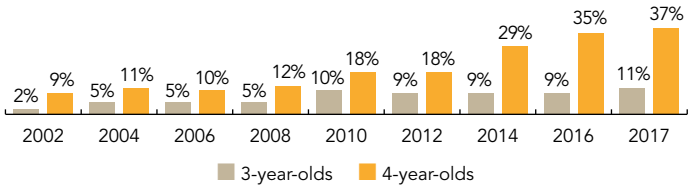
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

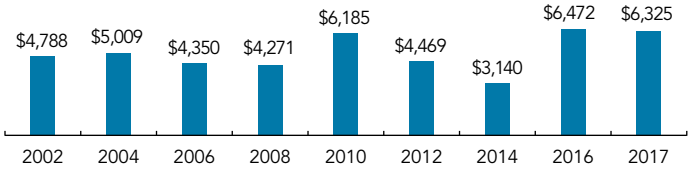


California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

State spending on CSPP increased by $45 million from the 2015-2016 to 2016-2017 school year due to funding shifts enabling all CSPP programs operated by local educational agencies to be funded entirely by Proposition 98 with state funding. Federal funding decreased but there was a net increase in total spending. CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, and Head Start programs. Children are served in either full-day or part-day programs, depending on family eligibility and need. Children must remain eligible throughout the year to receive full-day services but can remain in part-day programs regardless of changes to eligibility. Teachers are required to have California Child Development Associate Teacher Permits, and can receive grants for professional learning. CSPP classrooms receive structured quality observations using the Early Childhood Environment Rating Scale, Revised Edition (ECERS-R) at least once a year.

California transitional kindergarten (TK) began during the 2012-2013 school year as a result of California's Kindergarten Readiness Act of 2010 which moved the kindergarten eligibility age from December 2 to September 1 so that all children would be 5 years old when entering kindergarten. TK was also authorized as part of California's Kindergarten Readiness Act of 2010 and is the first year of a two-year kindergarten program for children born between September 2 and December 2. In June 2015 an amendment was made which may allow children who turn 5 years old after the December 2 date to attend TK at the beginning of the school year if the local educational agency chooses to implement this change. However, the average daily attendance may not be collected until these early-admitted children attain the age of 5. TK follows kindergarten regulations for class size, teacher qualifications, standards, funding, and serving English language learners. TK is profiled as a separate preschool program for the second time in this report.

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

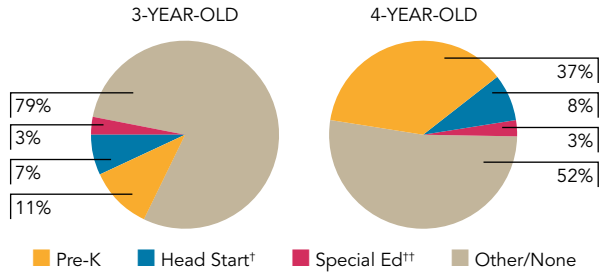
California's overall support for state-funded preschool, including enrollment and funding for both CSPP and TK, is depicted in the first two pages of this state profile. The third page focuses solely on CSPP and the fourth page provides information on TK.

CALIFORNIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment 235,651
Special education enrollment, ages 3 and 4 48,349
Federally funded Head Start enrollment, ages 3 and 4 75,149
State-funded Head Start enrollment, ages 3 and 4 0

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

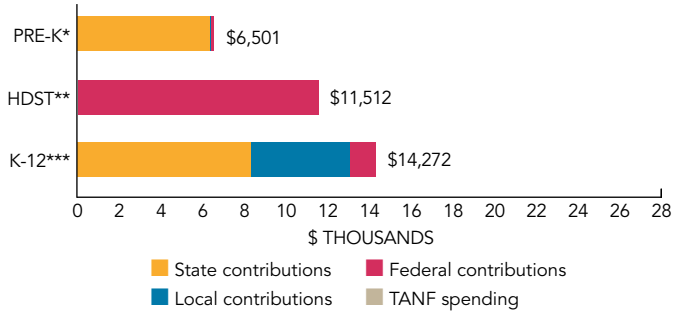


† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $1,490,527,786
State Head Start spending $0
State spending per child enrolled $6,325
All reported spending per child enrolled* $6,501

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	21

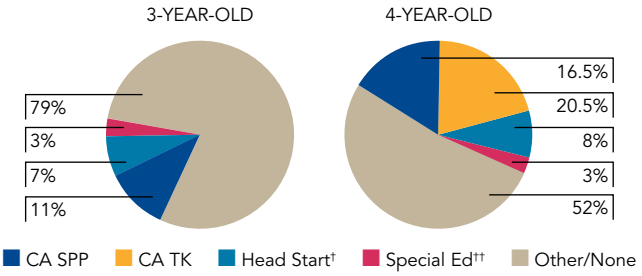
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
4.3	4.3

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 134,883
School districts that offer state program ..... 97% (counties/parishes)
Income requirement ..... 70% SMI
Minimum hours of operation ..... 3 hours/day; 5 days/week
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

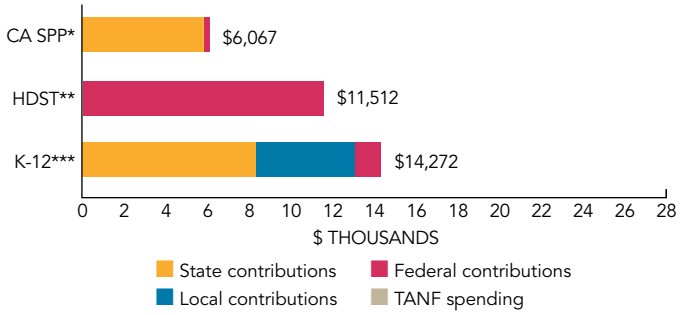
POLICY	CA SPP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval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

RESOURCES

Total state pre-K spending $776,788,042
Local match required? ..... No
State spending per child enrolled $5,759
All reported spending per child enrolled* $6,067

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

SPENDING PER CHILD ENROLLED

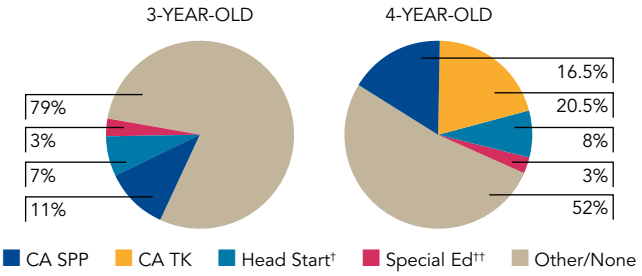


CALIFORNIA TRANSITIONAL KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment 100,768
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... No income requirement
Minimum hours of operation ..... 3 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

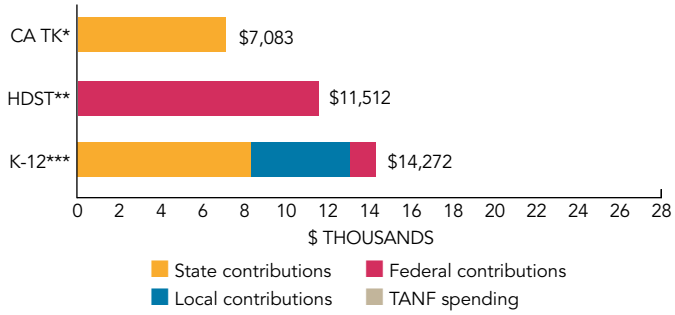
POLICY	CA TK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**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

RESOURCES

Total state pre-K spending $713,739,744
Local match required? ..... No
State spending per child enrolled $7,083
All reported spending per child enrolled* $7,083

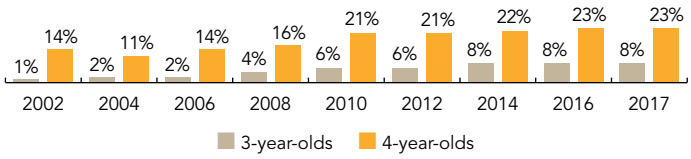
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

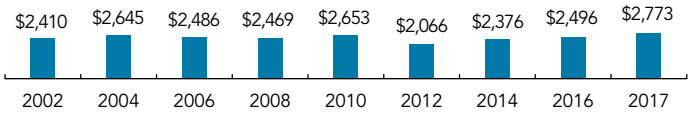


Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

In the 2016-2017 school year, 98% of the 179 school districts in Colorado offered CPP. Two types of slots can be allocated to districts: CPP slots, which can be used to serve eligible pre-K students, and Early Childhood At-Risk Enhancement (ECARE) slots, which can be used to serve pre-K students or to provide full-day opportunities for eligible kindergartners. Two half-day slots can be combined to create full-day opportunities for pre-K children with very high needs. In the 2016-2017 school year, 21,622 pre-K children attended CPP/ECARE, a slight increase from the previous year.

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

CPP funding is determined through the Colorado school finance formula, with preschoolers receiving half the amount of students in grades 1 through 12. These funds are distributed directly to public schools, which are given a predetermined number of half-day slots to serve eligible children. Beginning in 2010-2012, the state enacted consecutive budget cuts, including a reduction in funding available for K–12 students. During those years, funding for CPP dropped by $6 million to $67 million. Funding for CPP has since recovered, with total state and local funding (through a required local match) in 2016-2017 at $88.5 million.

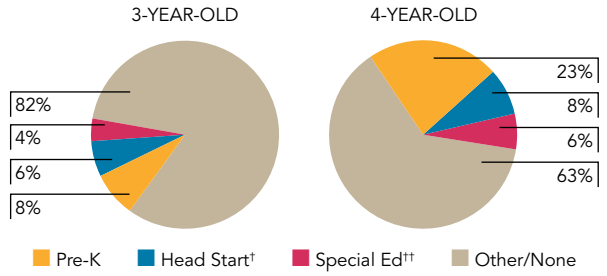
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
25	10	39	35	6	5

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 21,622
School districts that offer state program 98%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 8,081
Federally funded Head Start enrollment, ages 3 and 4 8,861
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

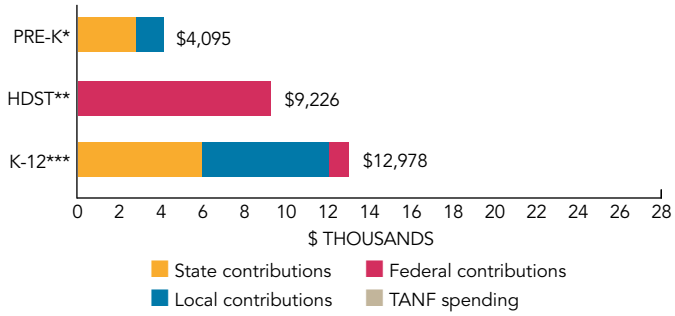
Total state pre-K spending $59,948,508
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $2,773
All reported spending per child enrolled* $4,095

* 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.

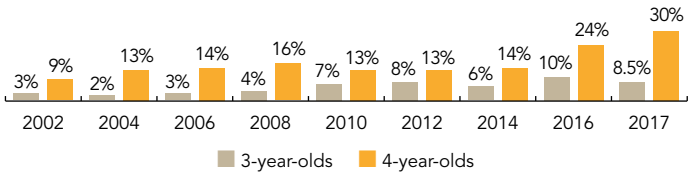
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

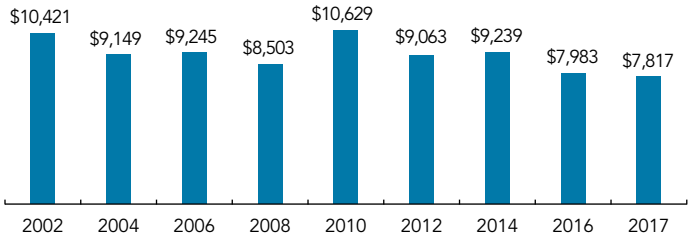


Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



Connecticut serves prekindergarten children in three state-funded programs: School Readiness Program (SRP), Child Day Care Contracts (CDCC), and Smart Start. As of July 2013, the Connecticut Office of Early Childhood (OEC) provides oversight for these programs and has been working to better align them. Prior to the 2014-2015 school year, parent fees for participation in CDCC were re-determined every six months, which did not meet the NIEER definition of a state-funded preschool program, therefore excluding it from the Yearbook. Due to a policy change of re-calculating fees annually and the provision that allows families who become over-income to remain enrolled, CDCC is now included in the report.

SRP was founded in 1997 to increase 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 one or more schools in which 40% or more of the children are eligible for free or reduced-price lunch or are one of the communities identified within the 50 lowest wealth-ranked towns in the state, as defined by legislation. All families, regardless of income levels, can apply for School Readiness spaces in Competitive and Priority municipalities; however, 60% of children enrolled in each municipality must meet the income guideline of at-or-below 75% of the state median income (SMI). In 2016-2017, SRP enrolled 12,043 children in full-day, school-day, or part-day programs, a small decrease from the previous year. Fiscal year 2017 state funding decreased to $93 million, from $97.6 million the previous year.

Connecticut has provided funding for CDCC for 40 years through a purchase-of-service contracting system, which has been administered by OEC since 2013. CDCCs are jointly funded through state funding and the Social Service Block Grant (SSBG) and must operate for at least 10 hours per day. In 2016-2017, there were 3,897 children served through CDCCs, which includes 2,252 preschool-aged children. Eligibility requirements target children with household incomes below 75% SMI with state funding and/or children with household incomes below 200% of the federal poverty level with SSBG funds. 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 day care home, family day care home, family resource center, Head Start program, or local or regional board of education.

Smart Start was created during the 2014 legislative session with the intent of expanding publicly funded pre-K for 3- and 4-year-olds in public school settings. Enrollment increased to 483 children in 2016-2017. Funding is distributed to local or regional boards of education through a competitive grant process. In 2016-2017, seventeen school districts received funding to offer, at minimum, a six-hour, five-day-a-week program that operated for at least 1,080 hours per year. In addition to the $2.4 million in state funds (Tobacco Settlement dollars) for operations, $1.1 million in state bonds were used for capital improvements.

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

In 2014, Connecticut was awarded a competitive federal Preschool Development Grant-Expansion. In 2016-2017, there were a total of 730 PDG-funded preschool spaces in the state, 439 were new preschool slots that operated separately from the three state-funded preschool programs, 256 spaces were dually funded in combination with SRP, and 35 spaces were dually funded with CDCC. These dually funded spaces are included in the programs' total enrollment counts.

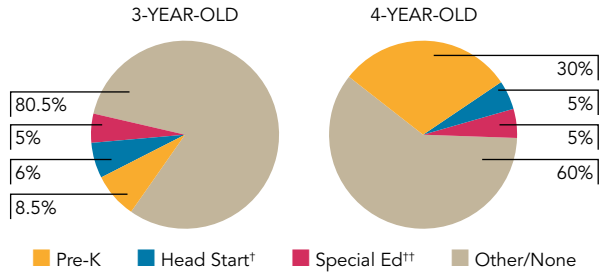
Connecticut's contribution and commitment to state-funded prekindergarten, including state expenditure and enrollment for all three state programs are summarized in the first two pages of the state profile, followed by descriptions of CDCC, SRP, and Smart Start.

CONNECTICUT STATE OVERVIEW

ACCESS

Total state pre-K enrollment 14,778
Special education enrollment, ages 3 and 4 5,565
Federally funded Head Start enrollment, ages 3 and 4 4,604
State-funded Head Start enrollment, ages 3 and 4 441

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

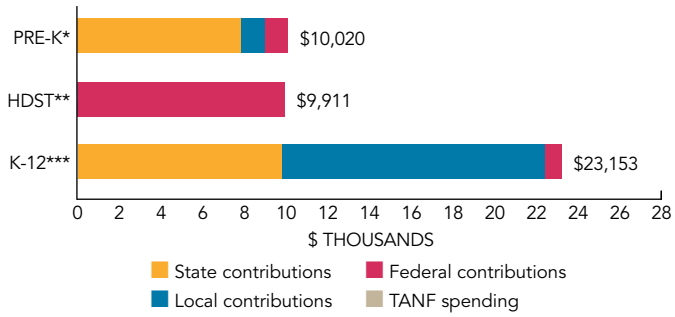


† Some Head Start children may also be counted in state pre-K (CDCC).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $115,514,745
State Head Start spending $5,186,978
State spending per child enrolled $7,817
All reported spending per child enrolled* $10,020

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	11

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	3

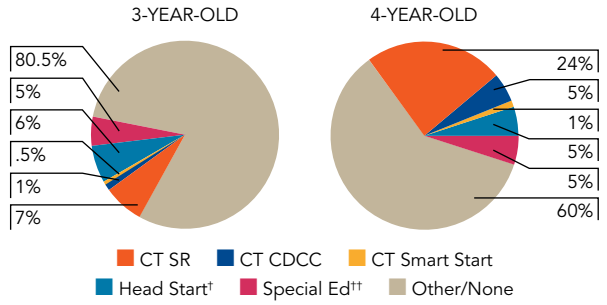
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
5.2	4.9

CONNECTICUT CHILD DAY CARE CONTRACTS

ACCESS

Total state pre-K enrollment 2,252
School districts that offer state program ..... 28% (towns/communities)
Income requirement ..... 75% SMI
Minimum hours of operation ..... 10 hours/day; 5 days/week
Operating schedule ..... Full calendar year

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

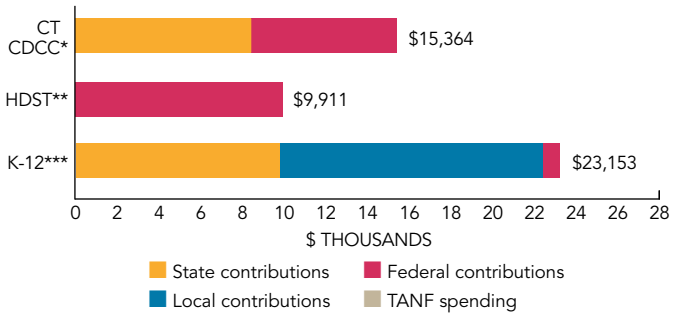
Total state pre-K spending $18,891,519
Local match required? ..... No
State spending per child enrolled $8,389
All reported spending per child enrolled* $15,364

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

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

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

SPENDING PER CHILD ENROLLED

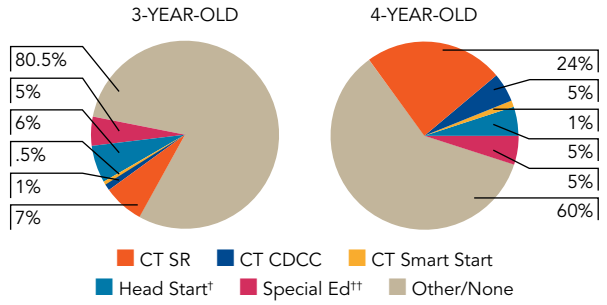


CONNECTICUT SCHOOL READINESS

ACCESS

Total state pre-K enrollment 12,043
School districts that offer state program ..... 40% (towns/communities)
Income requirement ..... 75% SMI
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

POLICY	CT SR REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	☑
Teacher degree	CDA + 12 credits	BA	☐	**BA**	☐
Teacher specialized training	CDA + 12 credits	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	HSD (public); Based on Head Start or NAEYC (nonpublic)	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	9 hours/year (teachers only); PD plans (some teachers)	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	☑	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	☑	**1:10 or better**	☑
Screening & referral	Referral only; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (non-accredited programs); Site visits; Data used for program improvement	Site visits	☑	**Structured classroom observation; program improvement plan**	☐
			5		5

RESOURCES

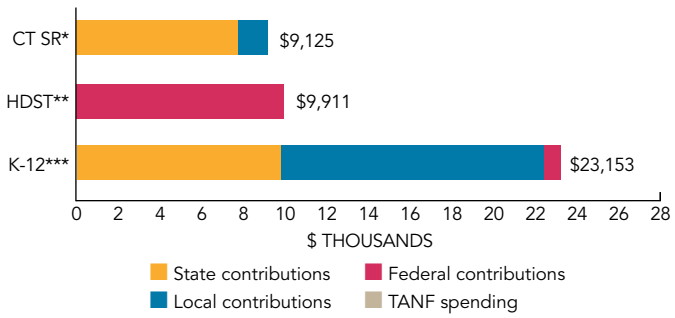
Total state pre-K spending $93,035,775
Local match required? ..... No
State spending per child enrolled $7,725
All reported spending per child enrolled* $9,125

* 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

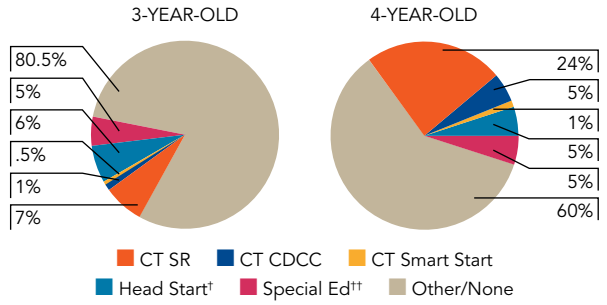


CONNECTICUT SMART START

ACCESS

Total state pre-K enrollment 483
School districts that offer state program ..... 10% (towns/communities)
Income requirement ..... No income requirement
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	CT SMART START REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	Pre-K or EC	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	PD plans (teachers only)	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	None	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	None	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (non-accredited programs); Data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			5		6

RESOURCES

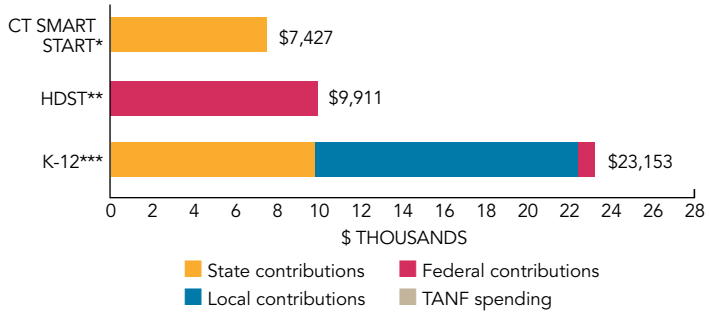
Total state pre-K spending $3,587,451
Local match required? ..... No
State spending per child enrolled $7,427
All reported spending per child enrolled* $7,427

* 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.

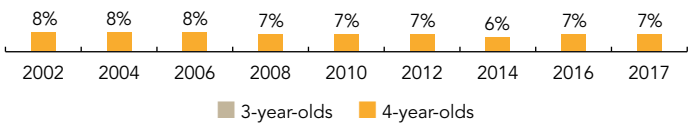
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

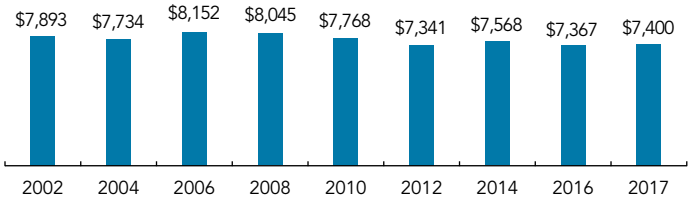


Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

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

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

In the 2017-2018 school year, 3-year-olds will be eligible for ECAP-funded enrollment in order to move toward a system of continuity within the state. Additional changes will occur for the 2017-2018 school year as programs adjust their policies, procedures, and practices to meet the new requirements in the 2016 update to the Head Start Program Performance Standards. The State will provide professional development and technical assistance to help programs meet these new standards.

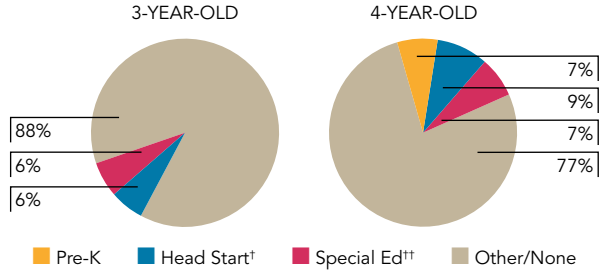
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
36	None Served	6	14	8	7

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state pre-K enrollment 831
School districts that offer state program ..... 100% (counties)
Income requirement ..... 100% FPL
Minimum hours of operation ..... 3.5 hours/day; 5 days/week
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 1,576
Federally funded Head Start enrollment, ages 3 and 4 1,428
State-funded Head Start enrollment, ages 3 and 4 297

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



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

QUALITY STANDARDS CHECKLIST

POLICY	DE PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA (public); AA (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (non-public teachers & assistants); 15 hours/year (public assistants); PD plans; Coaching (new public teachers)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			8		7

RESOURCES

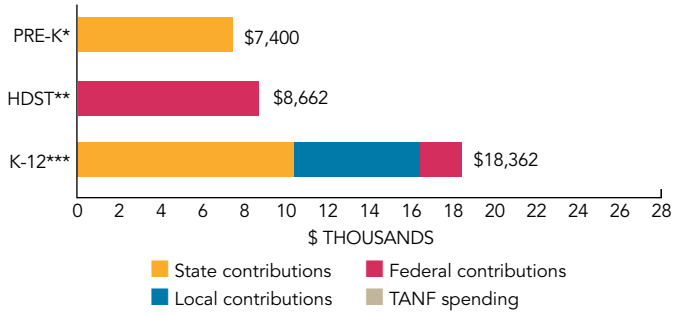
Total state pre-K spending $6,149,300
Local match required? ..... No
State Head Start spending ..... Not reported
State spending per child enrolled $7,400
All reported spending per child enrolled* $7,400

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

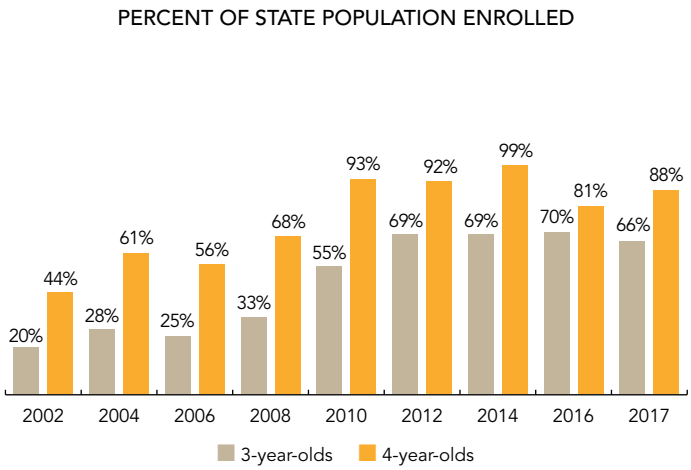
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

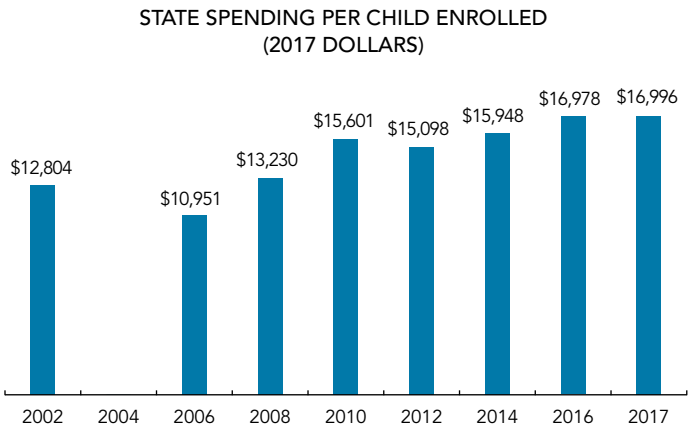
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



District of Columbia





Among the first in the nation to invest in early education, the District of Columbia has offered prekindergarten (pre-K) since the 1960s. DC began to bolster its investment in pre-K significantly in 2008 through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act expanded the DC public pre-K program to provide quality, universally accessible pre-K education in a three-sector system: DC Public Schools (DCPS), public charter schools (PCS), and community-based organizations (CBO). Following the passage of this legislation, the percent of children enrolling in the DC Public Pre-K program increased significantly. During the 2007-2008 school year, 68% of the 4-year-old population and 33% of the 3-year-old population were enrolled in a pre-K program. In 2016-2017, approximately 88% of all 4-year-olds and 66% of all 3-year-olds residing in the District were enrolled in the DC public pre-K program. Given such high availability and participation, the provision of prekindergarten services to 4-year-olds in the District can be considered universal. Moreover, the District of Columbia has a higher percentage of 3- and 4-year-olds enrolled than any U.S. state or territory.

The Office of the State Superintendent (OSSE), the agency with authority over the majority of programs and services for young children and their families in the District, also administers DC's Pre-K Enhancement and Expansion program in CBOs. Additionally, both the DC Public Schools and the DC Public Charter School Board have authority to oversee implementation of programs offered within these school-based settings. DC invests in a five-day-a-week program for a minimum of 6.5 hours per day and a minimum of 180 instructional days.

Reflecting its commitment to quality, the DC Public Charter School Board uses its Performance Management Framework (PMF) to hold schools accountable to high standards. The PMF provides all public charter local education agencies an annual score based on the Classroom Assessment Scoring System (CLASS), which measures the quality of teacher-child interactions, and student attendance. Information collected is shared with families and other stakeholders. DCPS' Head Start Schoolwide Model holds its classrooms to the rigorous expectations reflected in the Head Start Performance Standards, as well as IMPACT, the teacher evaluation system. Community-based organizations participate in Capital Quality, DC's redesigned quality rating and improvement system (QRIS). OSSE contracts with an external evaluator to conduct annual CLASS assessment to inform the QRIS rating.

Funding for pre-K programs is calculated based on the school funding formula used for K–12. The formula, called the Uniform Per Student Funding Formula, is based on the DC General Education Fund. The spending per pupil is adjusted through a series of weights for at-risk, English Language Learners and students with special needs.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
1	1	1	1	4	4

D.C. PUBLIC PRE-K

ACCESS

Total state pre-K enrollment 13,077

School districts that offer state program ..... 71% (Local Education Agencies)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6.5 hours/day; 5 days/week

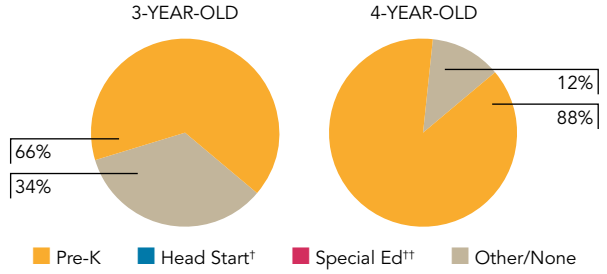
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 930

Federally funded Head Start enrollment, ages 3 and 4 2,309

State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	D.C. PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	BA	☐	**BA**	☐
Teacher specialized training	EE (DCPS); ECE, CD (CBO); Determined locally (PCS)	Specializing in pre-K	☐	**Specializing in pre-K**	☐
Assistant teacher degree	CDA (DCPS); AA (CBO); Determined locally (PCS)	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	6 days/year (DCPS); 30 hours/year (CBO); PD plans (DCPS & CBO); Coaching (DCPS & CBO)	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	16 (3-year-olds); 20 (4-year-olds) (DCPS & CBO only)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds) (DCPS & CBO only)	1:10 or better	☐	**1:10 or better**	☐
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Breakfast, lunch, snack	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			4		4

RESOURCES

Total state pre-K spending $222,257,368

Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $16,996

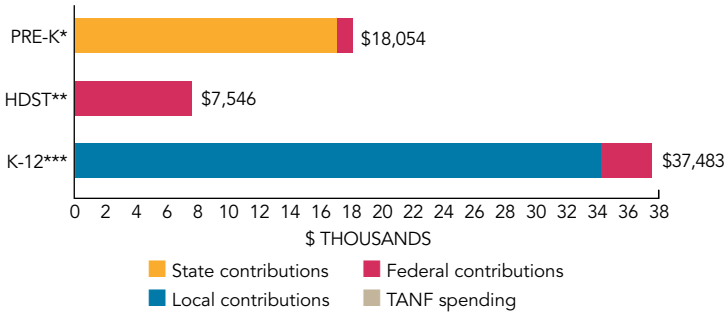
All reported spending per child enrolled* $18,054

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

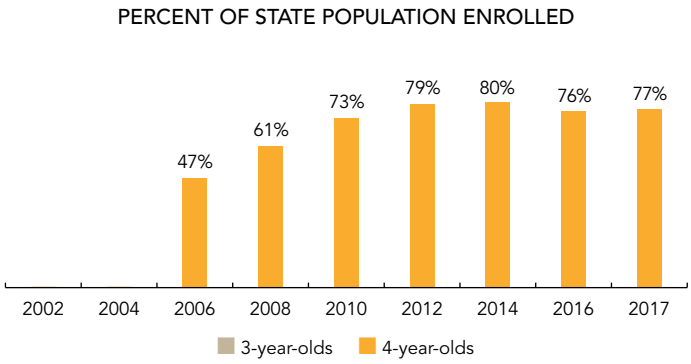
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

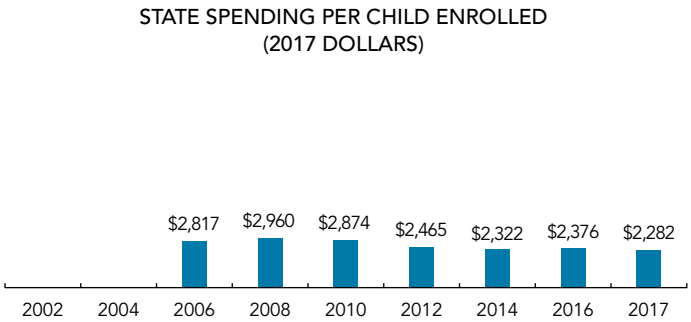
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Florida





Florida's Voluntary Prekindergarten (VPK) Education Program was created as a result of the 2002 state constitutional amendment requiring prekindergarten access for all of Florida's 4-year-olds. The program began operating in 2005, serving approximately 100,000 children. Since that time, the program has served more than 1.9 million children, with annual enrollment increasing to 174,252 in 2016-2017. Beginning with the 2016-2017 school year, parents may postpone enrollment of young 4-year-olds in the VPK program for a year, and consequently 5-year-olds are eligible. VPK was managed in 2013-2014 by Florida's Office of Early Learning (OEL). Florida's OEL was established as an independent agency administratively linked to the DOE, separated from Florida's Agency for Workforce Innovation in 2011.

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

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

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

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

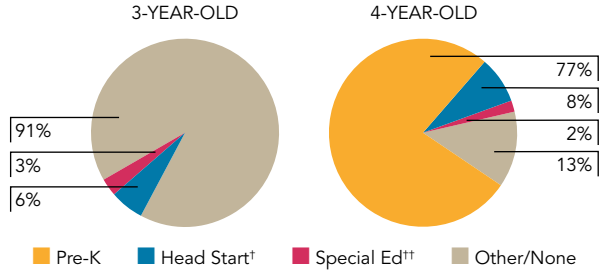
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
2	None Served	42	43	3	2

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 174,252
School districts that offer state program 100%
Income requirement ..... No income requirement
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 22,031
Federally funded Head Start enrollment, ages 3 and 4 33,048
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

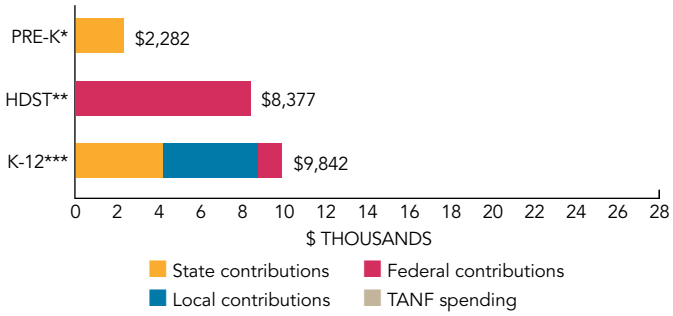
POLICY	FL PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval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

RESOURCES

Total state pre-K spending $397,698,606
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $2,282
All reported spending per child enrolled* $2,282

* 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.

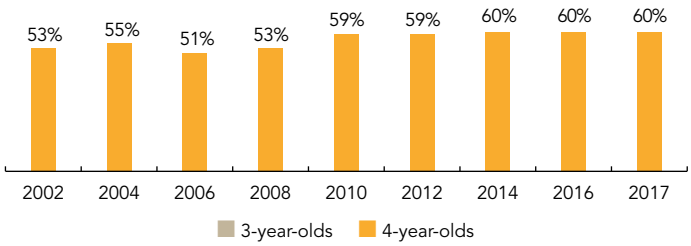
SPENDING PER CHILD ENROLLED



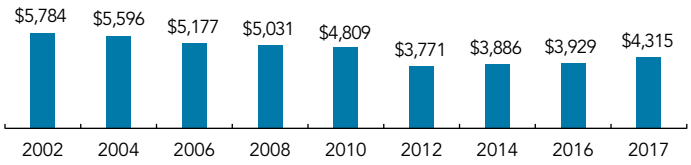
Note: Data on Florida's quality standards are from 2013-2014. Publicly available documents were reviewed for policy changes. Enrollment and spending information is from 2016-2017.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

Total state spending for the 2016-2017 school year was almost $349 million, an increase of approximately $34 million over the 2015-2016 school year. This increase in funding supported retention of lead and assistant teachers, including salary increases. A new salary scale was also developed for preschool lead teachers based on years of experience to continue supporting salary parity between preschool teachers and K–12 teachers. The 2016-2017 budget includes a funding allocation for a two percent increase in salary for both lead and assistant teachers, as well as a one-time payment to Georgia's preschool providers for investment in new curriculum, classroom technology and refurbishment, and professional development opportunities. The program also received funding to serve 2,320 children in Summer Transition programs during the 2016-2017 school year.

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

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

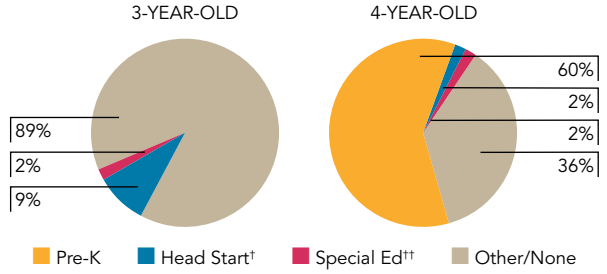
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
8	None Served	25	34	8	8

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment 80,874
School districts that offer state program 100%
Income requirement ..... No income requirement
Minimum hours of operation ..... 6.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 9,656
Federally funded Head Start enrollment, ages 3 and 4 20,221
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

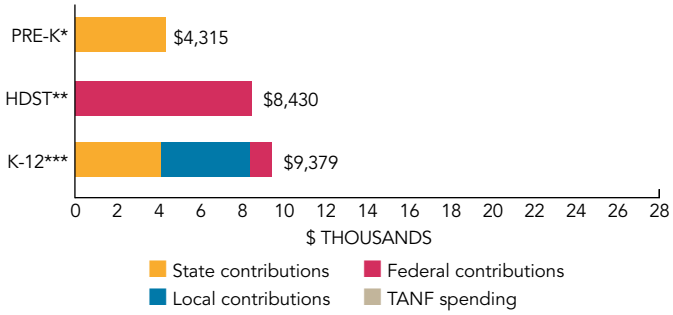
POLICY	GA PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	15 hours/school year; PD plans; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	22 (4-year-olds)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	1:11 (4-year-olds)	1:10 or better	☐	**1:10 or better**	☐
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Lunch	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			8		8

RESOURCES

Total state pre-K spending $348,959,814
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,315
All reported spending per child enrolled* $4,315

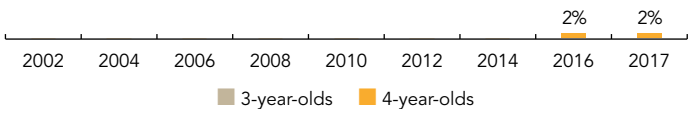
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

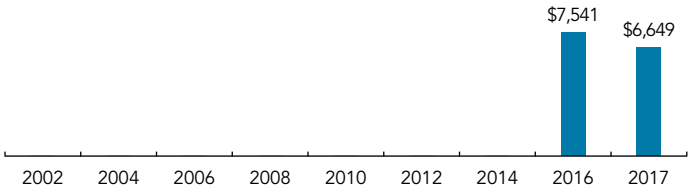


Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

In the 2016-2017 school year, the EOEL's Public Pre-Kindergarten Program served 376 students. Classrooms serve 4-year-olds during the year before they are eligible to attend kindergarten, with priority given to those students who are considered to be "at-risk," including those from low-income families, defined as 250% FPL. New legislation raised the income eligibility level to 300% FPL beginning in the 2017-2018 school year, expanding the pool of children given priority for the Public Pre-Kindergarten program. The program also received funding for five new classrooms beginning in the 2018-2019 school year.

The EOEL Public Pre-Kindergarten Program is funded to operate on the same schedule as DOE public elementary schools. Previously, the DOE was statutorily required to implement a school year that included 990 hours. Beginning in the 2016-2017 school year, the DOE was required to implement a school year that included 1,080 hours.

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

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

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

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

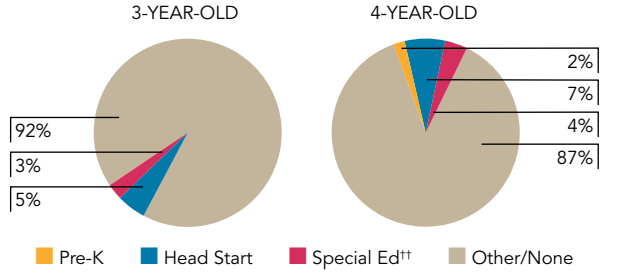
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
44	None Served	9	19	8	7

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 376
School districts that offer state program 100%
Income requirement ..... 250% FPL
Minimum hours of operation ..... 30.5 hours/week; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 1,579
Federally funded Head Start enrollment, ages 3 and 4 2,341
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

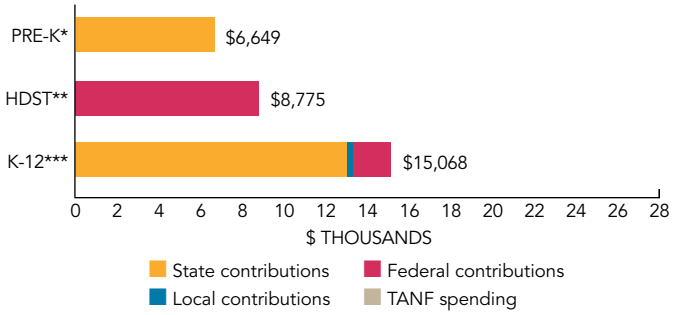
Total state pre-K spending $2,500,000
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $6,649
All reported spending per child enrolled* $6,649

* 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



Idaho

NO PROGRAM

Idaho does not have a state funded preschool program, but some TANF money goes to early education. The state invests $200,000 in TANF to support 140 Head Start slots. Additionally, in 2017, the Migrant and Seasonal Head Start Program received $677,000 to serve 28 children through an Early Head Start Child Care Partnership Grant in Canyon and Twin Fall Counties.

Idaho updated and revised their Early Learning eGuidelines in 2013. The eGuidelines cover a broad range of early learning domains, including: motor development, physical well-being, and health; approaches to learning and cognitive development; general knowledge; social-emotional development; and communication, language, and literacy. Approaches to learning, social and emotional development, and cognition domains include guidance through third grade while the other domains cover birth through kindergarten. The eGuidelines are aligned with the Idaho Core Standards, the Head Start Child Outcome Framework, and the National Association for the Education of Young Children (NAEYC) standards. The Idaho State Head Start Collaboration Office with the Idaho Department of Education is planning to revise the Early Learning eGuidlines in 2019.

The Idaho STARS project is a multi-agency collaboration and operates in all seven regions of the state. Idaho STARS encompasses four core function areas: Continuous Quality Improvement, Professional Development System (PDS), Operations and Policy, and Outreach. These core function areas include Idaho's QRIS – Steps to Quality (STQ), Professional Development System Registry, Training Development, Program Assessment, Child Care Health Consultants, Child Care Resource and Referrals, State Licensing and Subsidy support, and Training and Academic Scholarships. Participation in Idaho STARS is voluntary. Steps to Quality enrollment increased by three percent while the PDS Registry enrollment increased by 11% from January 2017 to January 2018.

A coalition of early childhood advocates continues to advance efforts for state investments in high quality preschool options. Over the past year, a statewide poll was conducted to better understand Idaho voters' and parents' position on state investments in preschool opportunities for children ages 3 to 5 years old. The survey showed that 76% of voters and 80% of parents support state investments in preschool. The coalition will use this information to continue to increase public support and advance legislation to provide preschool opportunities for young children.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

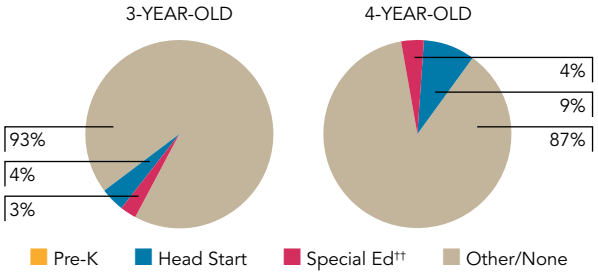
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

IDAHO

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,073
Federally funded Head Start enrollment, ages 3 and 4	2,971
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

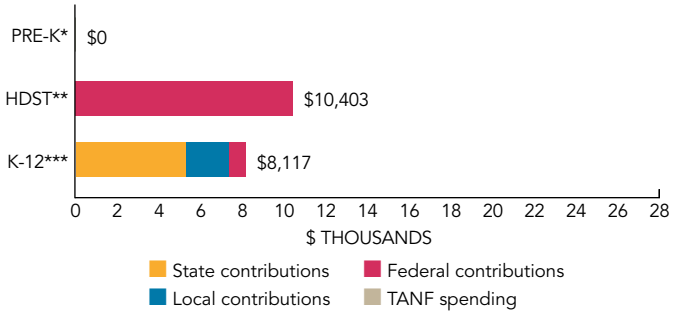
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

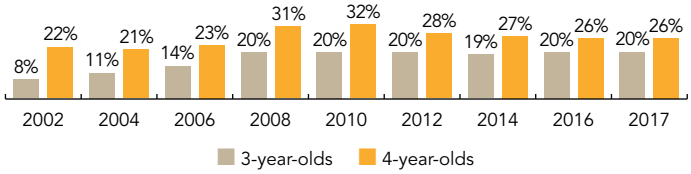
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

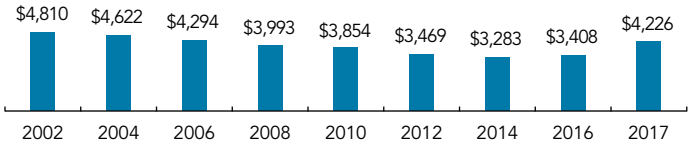


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



In 1985, the Illinois Prekindergarten Program for At-Risk Children was founded. Beginning in 1998, the program has been funded through the state Early Childhood Block Grant (ECBG), which also supports the Prevention Initiative for children birth to age three. ECBG funding is required to be used to serve children age three or younger in addition to 4-year-olds. The Illinois Preschool for All initiative began in 2006 with the goal of providing preschool education to all 3- and 4-year-olds in Illinois by 2012. The program operates in all counties but budget constraints have prevented the program from serving all children who want to attend. Until July 2017, Illinois did not have a full state budget for two years. However, the ECBG did receive a $50 million dollar increase for the 2017-2018 school year.

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

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

Illinois received federal Race to the Top and Race to the Top – Early Learning Challenge grants. The state used this funding in part to implement a Quality Recognition and Improvement System (QRIS), ExceleRate Illinois, beginning in 2013-2014. Preschool for All programs are required to participate in ExceleRate Illinois. Funding from these grants was also used to revise the Illinois Early Learning and Development Standards to align them with Common Core State Standards and the Head Start Framework, and implement the Kindergarten Individual Development Survey (KIDS) assessment. In 2014, Illinois was awarded a competitive federal Preschool Development Grant – Expansion Grant for $20 million. During the 2016-2017 school year, there were 3,934 children served in the state using this funding, including 2,577 new slots and 1,357 enhanced Preschool for All slots.

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

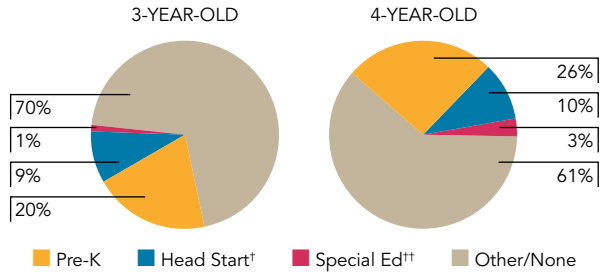
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
22	4	26	32	8	8

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state pre-K enrollment 72,007
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 22,041
Federally funded Head Start enrollment, ages 3 and 4 31,277
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

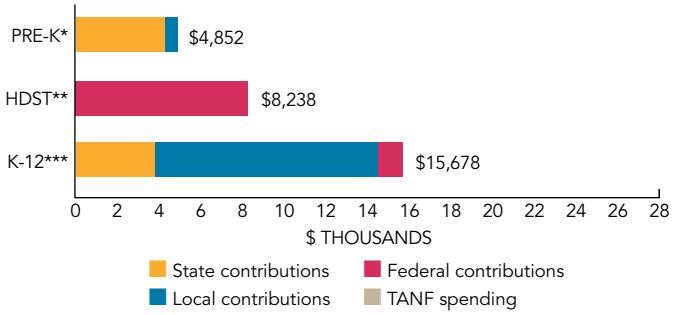
POLICY	IL PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval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

RESOURCES

Total state pre-K spending $304,314,676
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,226
All reported spending per child enrolled* $4,852

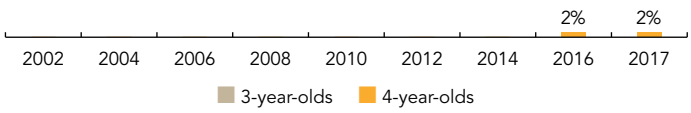
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

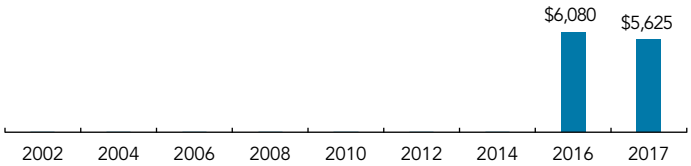


Indiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



Indiana successfully launched two state-funded preschool pilot programs with the goal of expanding enrollment of low-income 4-year-old children in high-quality early childhood education. The On My Way Pre-K program was signed into law in 2014 to provide grants to eligible low-income 4-year-old children for qualified early education services. The pilot operated across four counties in 2014-2015. The 2015-2016 school year marked the first full year of the On My Way Pre-K program, and in 2016-2017, the program operated in five counties. Current levels of funding have been extended through 2018, and a longitudinal study through third grade of the preschool children enrolled with these grants and a control group will be completed by Purdue University.

During the 2013 legislative session, the Indiana General Assembly enacted the Early Education Matching Grant (EEMG) through 2018. EEMG has now been consolidated with On My Way Pre-K.

In 2017, the Indiana General Assembly passed new legislation to expand access to preschool to an additional 15 counties by the 2018-2019 school year. The new legislation also makes previously approved EEMG sites eligible to accept On My Way Pre-K grants, adding another eight individual sites in additional counties to the 2018-2019 expansion. Under the new legislation, all pre-K providers must be eligible to accept CCDF funding, providing families with a guaranteed 53-week subsidy period and continuity of care for their child if needed before and after kindergarten, if the family remains eligible at reauthorization.

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

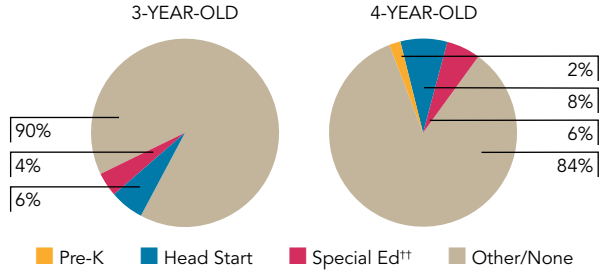
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
43	None Served	15	23	3	3

ON MY WAY PRE-K

ACCESS

Total state pre-K enrollment 1,792
School districts that offer state program ..... 5% (counties/parishes)
Income requirement ..... 127% FPL
Minimum hours of operation ..... 4 hours/day
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 10,494
Federally funded Head Start enrollment, ages 3 and 4 11,754
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	IN PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	None	New in 2015-2016	—	**Approval process & supports**	☐
Teacher degree	Based on QRIS requirements	BA	☐	**BA**	☐
Teacher specialized training	Based on QRIS requirements	Specializing in pre-K	☐	**Specializing in pre-K**	☐
Assistant teacher degree	Based on QRIS requirements	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	20 hours/year; PD plans; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	24 (4-year-olds)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	1:12 (4-year-olds)	1:10 or better	☐	**1:10 or better**	☐
Screening & referral	Immunizations, full physical exam, no vision or hearing; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			3		3

RESOURCES

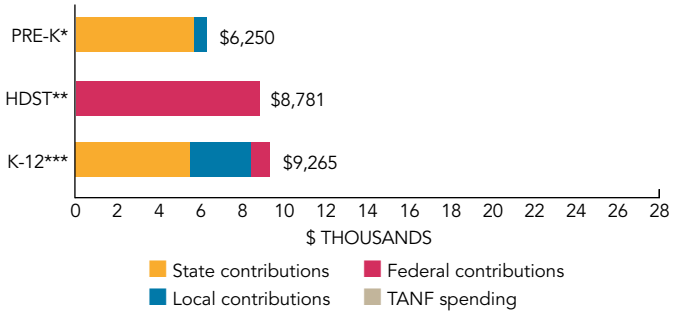
Total state pre-K spending $10,079,418
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $5,625
All reported spending per child enrolled* $6,250

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

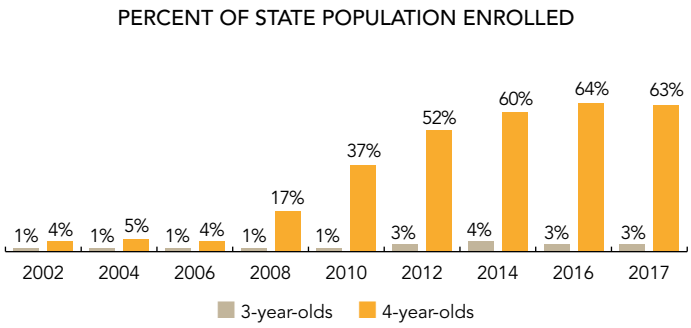
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

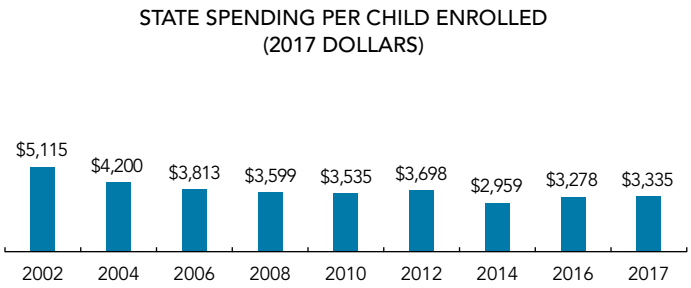
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Iowa





Iowa has two state-funded pre-K programs: Shared Visions and the Statewide Voluntary Preschool Program (SWVPP). The Shared Visions program has provided services to 3-, 4-, and 5-year-olds since 1989 through competitive grants to public schools, licensed non-profit child care centers, other public non-profit agencies, and Head Start. Shared Visions serves children in part-, school-, or extended-day programs, and all programs are required to meet NAEYC standards. The 2016-2017 school year was the second year of a five-year competitive grant cycle and budget constraints in the fourth quarter resulted in reductions in services.

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

Both SWVPP and Shared Visions have undergone formal evaluations, and additional evaluations are currently underway. Internal evaluations are completed annually for the Statewide Voluntary Preschool Program. Additionally, as part of the state longitudinal data system, all children enrolled in both programs receive a unique state identification number. Beginning in the 2016-2017 school year, the Differentiated Accountability Model was scaled statewide to offer universal, supplemental, or intensive supports as needed.

An important difference between the two state-funded pre-K programs concerns child eligibility. Shared Visions is a targeted program where at least 80% of children are required to meet income eligibility guidelines (family income at or below 130% FPL). Children can also qualify for the program based on other risk factors but may be required to pay a fee based on a sliding scale. Services within this program are provided in 31 locations (through 32 grants), less than seven percent of school districts. In addition, services are provided in 34 other community-based locations, representing 16 organizations (through 35 grants). In contrast, SWVPP is available in 97% of school districts and all children in the state who turn four by September 15 are eligible to attend.

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

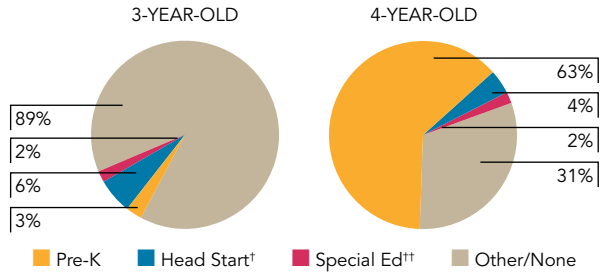
Iowa's overall support for state prekindergarten, including enrollment and funding for both Shared Visions and the Statewide Voluntary Preschool Program, is shown in the first two pages of this state profile. The third page focuses on Shared Visions and the fourth page provides information about SWVPP.

IOWA STATE OVERVIEW

ACCESS

Total state pre-K enrollment 26,310
Special education enrollment, ages 3 and 4 3,504
Federally funded Head Start enrollment, ages 3 and 4 5,850
State-funded Head Start enrollment, ages 3 and 4 0

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

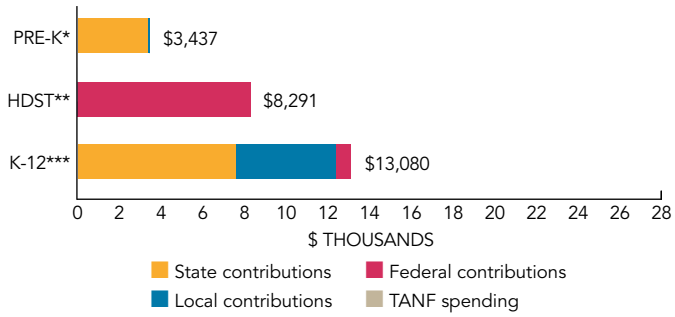


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $83,791,732
State Head Start spending $0
State spending per child enrolled $3,335
All reported spending per child enrolled* $3,437

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	20

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	41

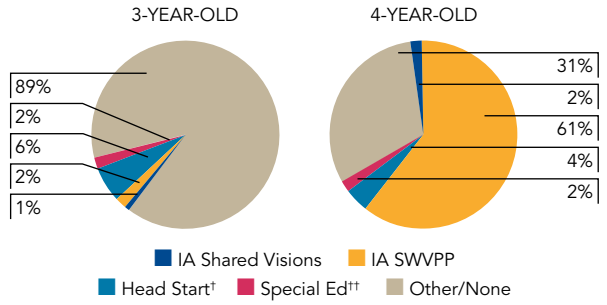
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	7.9

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment 1,349
School districts that offer state program 7%
Income requirement ..... 130% FPL
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

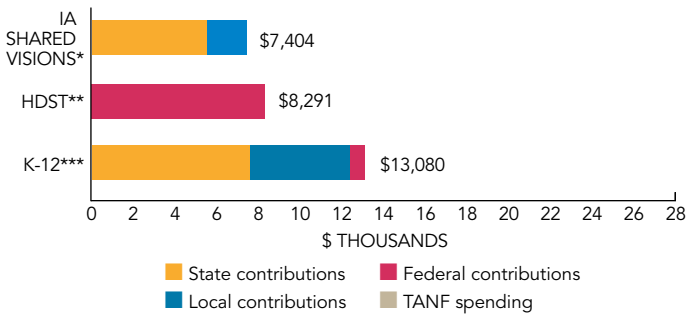
POLICY	IA SHARED VISIONS REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 year (public teachers); 6 hours/year (non-public teachers & assistants); PD plans; Coaching (public only)	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	20 or lower	☑	**20 or lower**	☑
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	☑	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	☑	**Vision, hearing & health screenings; & referral**	☑
Meals	At least one meal/day	At least one meal/day	☑	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Site visits; Monitoring data used for program improvement	Site visits	☑	**Structured classroom observation; program improvement plan**	☐
			7		6

RESOURCES

Total state pre-K spending $7,411,239
Local match required? ..... Yes
State spending per child enrolled $5,494
All reported spending per child enrolled* $7,404

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

SPENDING PER CHILD ENROLLED

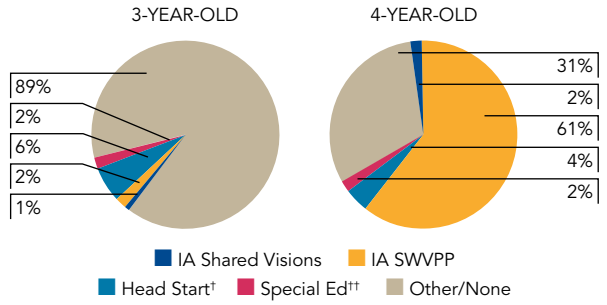


IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 24,961
School districts that offer state program 97%
Income requirement ..... No income requirement
Minimum hours of operation ..... 10 hours/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	IA SWVPP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA with Iowa Teaching License	BA	✓	**BA**	✓
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	Depends on overseeing agency	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public only)	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Snack	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			7		8

RESOURCES

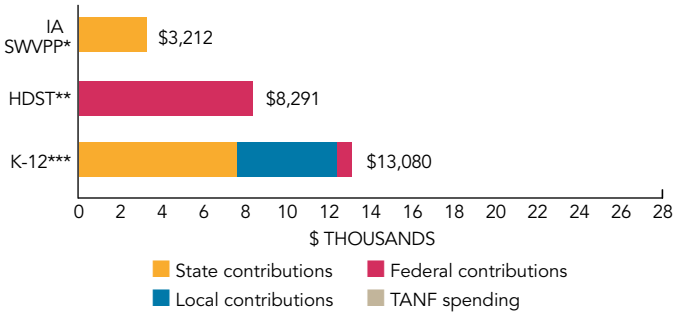
Total state pre-K spending $76,380,493
Local match required? ..... No
State spending per child enrolled $3,212
All reported spending per child enrolled* $3,212

* 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.

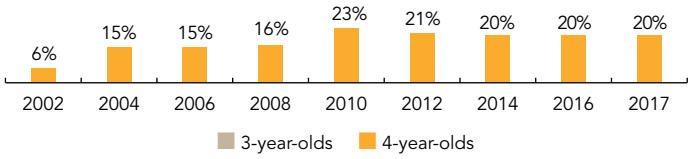
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

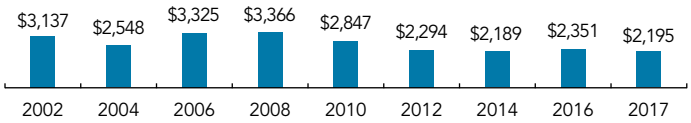


Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



Kansas supports two state-funded prekindergarten programs. The first, established in 1998, is the Kansas State Pre-Kindergarten Program, formerly known as the Four-Year-Old At-Risk Program. The second is the Kansas Preschool Program which was first offered in the 2006-2007 school year.

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

The Kansas Preschool Program is also operated by the Kansas State Department of Education and accessible in 14 of 105 counties. At least 50% of the children enrolled must meet either one of the risk factors listed above or one of the alternate risk factors, such as being referred by an early childhood organization or having a parent on active military duty. The other half must be eligible according to standards set by local programs. The program was previously funded with tobacco dollars from the Master Settlement Agreement. Starting in 2016-2017, tobacco settlement dollars were not available to fund the Kansas Preschool Program. Instead, the program relied on TANF funding

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

Kansas also provides funding for the Parents as Teachers Program, serving children from prenatal to 72 months and their families. Managed by the Kansas State Department of Education, the program offers services through local school districts and coordination with other communities.

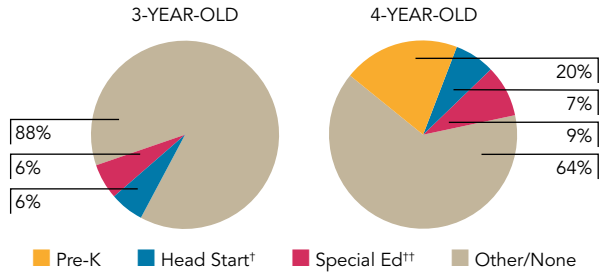
The first two pages of this profile address the general assistance and commitment to prekindergarten in Kansas, including enrollment and spending for both the State Pre-Kindergarten Program and the Kansas Preschool Program. The third page focuses solely on the Kansas Preschool Program, while the last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

KANSAS STATE OVERVIEW

ACCESS

Total state pre-K enrollment 8,011
Special education enrollment, ages 3 and 4 6,874
Federally funded Head Start enrollment, ages 3 and 4 5,416
State-funded Head Start enrollment, ages 3 and 4 0

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

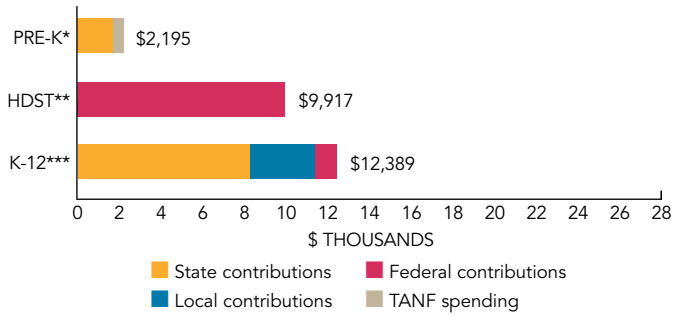


† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $17,583,501
State Head Start spending $0
State spending per child enrolled $2,195
All reported spending per child enrolled* $2,195

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
28	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
43	44

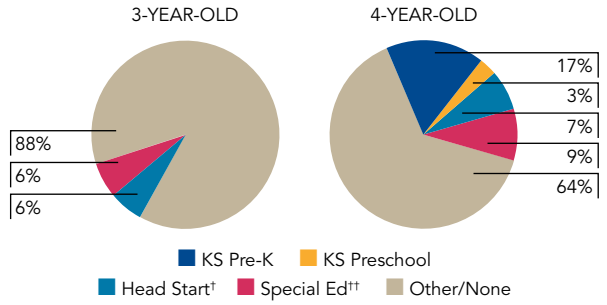
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
5.3	5.3

KANSAS PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 1,027
School districts that offer state program ..... 11% (counties/parishes)
Income requirement ..... 185% FPL
Minimum hours of operation ..... 3 hours/day
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

POLICY	KS PRESCHOOL REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	15 hours/year (teachers only)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, immunizations; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Snack	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Monitor data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			7		7

RESOURCES

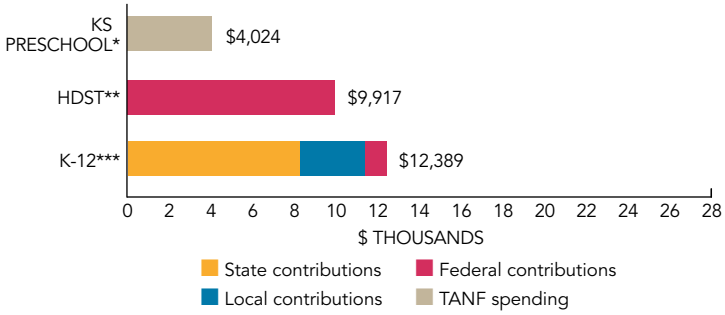
Total state pre-K spending $4,132,317
Local match required? ..... No
State spending per child enrolled $4,024
All reported spending per child enrolled* $4,024

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

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

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

SPENDING PER CHILD ENROLLED

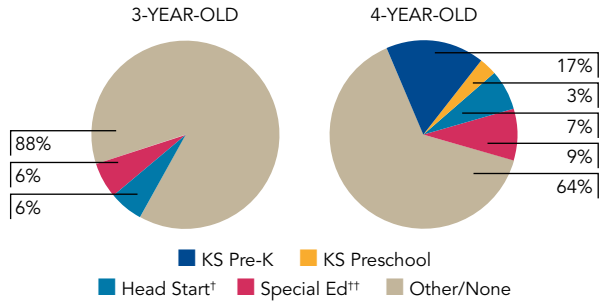


KANSAS STATE PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 6,984
School districts that offer state program 63%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 3 hours/day
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

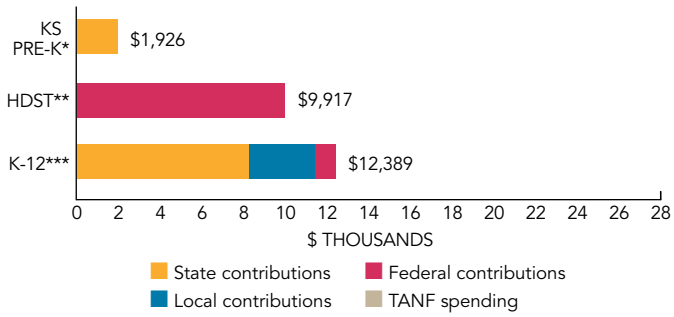
POLICY	KS PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE, CD	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	15 hours/year; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	25 (4-year-olds)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Referrals not required; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Snack	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Monitoring data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			5		5

RESOURCES

Total state pre-K spending $13,451,184
Local match required? ..... No
State spending per child enrolled $1,926
All reported spending per child enrolled* $1,926

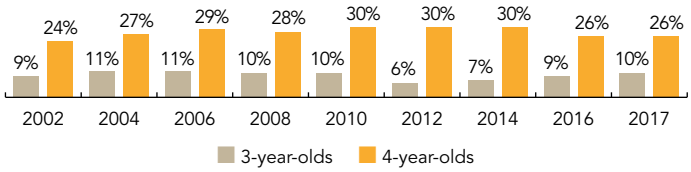
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

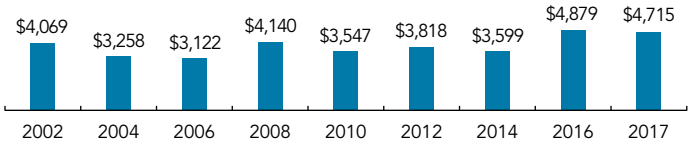


Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



The Kentucky Preschool Program (KPP) was launched in 1990, in response to the Kentucky Education Reform Act. The program is available to 4-year-olds from low-income families as well as 3- and 4-year-olds with disabilities. In the 2016-2017 school year, there were 19,435 eligible children enrolled, a 1.3% increase over the previous year. Income eligibility for preschool increased from 150% to 160% of the federal poverty level beginning with the 2015-2016 school year. Children who do not meet state eligibility requirements may participate based on space availability, though they are paid for with district funds or tuition rather than state dollars.

With funding in House Bill 303, the Kentucky Department of Education partnered with early childhood shareholders to develop a new grant program to encourage cooperative public/private partnerships between public school districts and child care providers to develop full-day, high-quality programs for at-risk children. The grant is intended to increase the number of Child Care Assistance Programs (CCAP) eligible preschool children served in high-quality, full-day settings. High-quality means achievement of three or more STARS in Kentucky All STARS, the state's QRIS. All publicly funded programs (KPP, child care, Head Start) must participate in All STARS, and partnership grantees are expected to achieve at least three STARS in the system.

KPP programs operate half- or full-day, at least 2.5 hours per day, four or five days per week. In 2016-2017, there were 23 planning grants awarded for a total of $531,962 and 46 implementation grants awarded for a total of $5.9 million. The state allocation for KPP was $90.1 million, however the total expenditure was $91.6 million. In addition to state funds, $56.4 million from federal sources and $9 million from non-required local sources supported KPP in 2016-2017.

KPP is administered by the Kentucky Department of Education (KDE), Office of Teaching and Learning, Division of Program Standards, School Readiness Branch. Funds are distributed to school districts through a funding formula. Each of Kentucky's 173 school districts offered KPP services in 2016-2017. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

All early childhood programs that receive public funds, including KPP, migrated into Kentucky All STARS in 2015-2016. In 2016-2017, the ECERS-3 was used to evaluate classrooms, including classrooms observed during the Preschool Program Review (P2R) process. P2R also includes a self-evaluation of the preschool standards through an online survey and site visits at least once every five years to observe classrooms at every site. Additionally, the KDE, Division of Consolidated Plans and Audits, randomly selects several districts to receive a site visit each year.

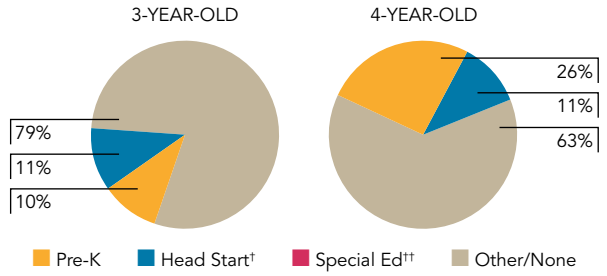
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
23	9	21	9	9	7

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 19,435
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 10,041
Federally funded Head Start enrollment, ages 3 and 4 13,465
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	KY PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); Coaching (some public)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Breakfast and/or Lunch	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (every 5 years); Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	☐
			9		7

RESOURCES

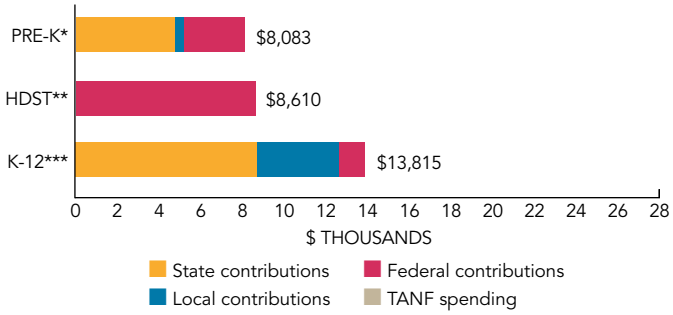
Total state pre-K spending $91,637,785
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,715
All reported spending per child enrolled* $8,083

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

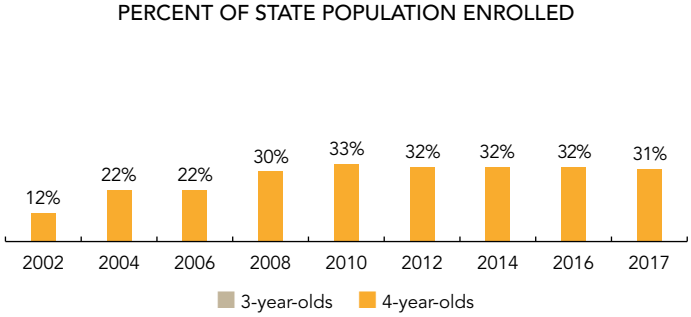
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

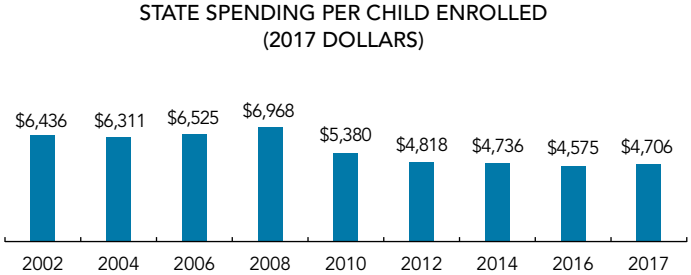
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Louisiana





Louisiana operates three state-funded preschool programs as well as the federally funded Preschool Expansion Grant. Louisiana's largest pre-K program, The Cecil J. Picard LA 4 Early Childhood Program (Starting Points) was established in 2001 and serves children in public schools, charter schools, child care centers, and one tribal school. In the 2016-2017 school year, 15,563 four-year-olds were enrolled.

Also established in 2001, the Nonpublic Schools Early Childhood Development program (NSECD) supports high-quality pre-K for 4-year-olds in nonpublic schools or in child care. NSECD has the same eligibility and reimbursement as the LA 4 program. Programs operate in 14 parishes throughout the state, though all parishes have the opportunity to participate.

The 8(g) Student Enhancement Block Grant Program was created to compensate for the loss of the Model Early Childhood Program when matching annual appropriations for that program ended. At that time, local school districts began using the 8(g) Block Grant Program to offer preschool programs to at-risk 4-year-olds. In the 2016-2017 school year, 65 of 70 districts used 8(g) block grants to provide preschool to 2,153 children. Enrollment priority is given to children from low-income families, but children also qualify for the program if they are screened and deemed "developmentally unprepared."

Many school districts also use Title I funding to provide high-quality pre-K to 4-year-olds in public schools, typically adopting the same standards as LA4. In 2016-2017, 8,076 four-year-olds across 46 districts were served using Title I funding.

In 2014, Louisiana was awarded a competitive federal Preschool Development Grant for $2.4 million. In the 2016-2017 school year, a total of 3,582 children were served using these grant dollars in new slots. Nearly 70% of these slots supported children in community-based settings, namely child care centers. When combined with 4-year-olds served in Head Start and through Child Care Assistance, approximately 93% of at-risk 4-year-olds in Louisiana are served across all of these programs.

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

In 2016-2017, Louisiana completed its first full year of the unified rating and improvement system for all publicly funded child care, Head Start and pre-K sites, culminating with the release of nearly 1,600 profiles on a new, family-friendly website www.louisianaschools.com. This website provides comparable information about program quality for all programs that serve children birth to five including ratings, classroom climate and organization, instruction, use of curriculum and assessment, ratios and teacher preparation. In addition, there are now incentives and consequences aligned with the rating system. Programs that perform well are eligible for honor rolls and financial incentives. Any program rated unsatisfactory for any two years in a three-year period will not be eligible for public funding.

Programs that serve 4-year-olds have discretion but all are encouraged to use data to inform professional development and use a statewide professional development guide to choose quality, aligned options. The guide focuses on use of quality curriculum and assessment as well as classroom interactions. When compared to the 2015-2016 learning or practice year, Louisiana programs made improvements across all areas measured including classroom climate, organization, and instruction based on the Classroom Assessment Scoring System (CLASS).

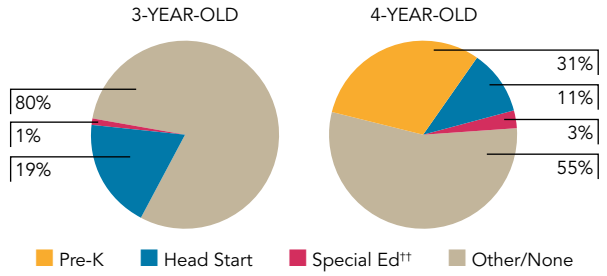
To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state's overall performance through enrollment and state spending for all three programs. We then present additional details about the 8(g), Cecil J. Picard LA 4, and NSECD programs.

LOUISIANA STATE OVERVIEW

ACCESS

Total state pre-K enrollment 19,054
Special education enrollment, ages 3 and 4 5,066
Federally funded Head Start enrollment, ages 3 and 4 18,235
State-funded Head Start enrollment, ages 3 and 4 0

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

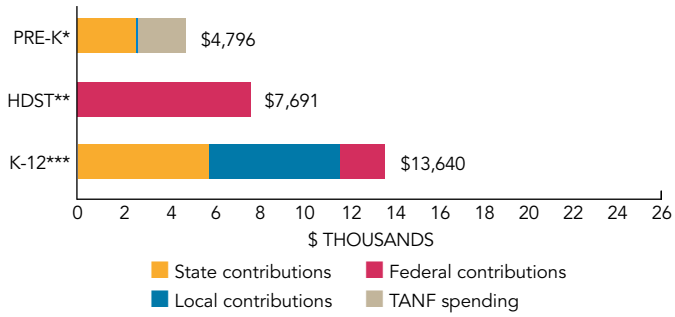


†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $89,665,275
State Head Start spending $0
State spending per child enrolled $4,706
All reported spending per child enrolled* $4,796

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
19	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	33

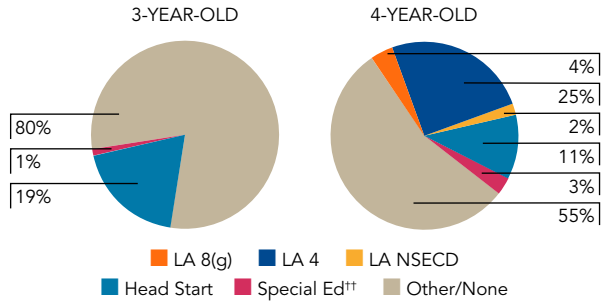
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
9	8

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment 2,153
School districts that offer state program 93%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

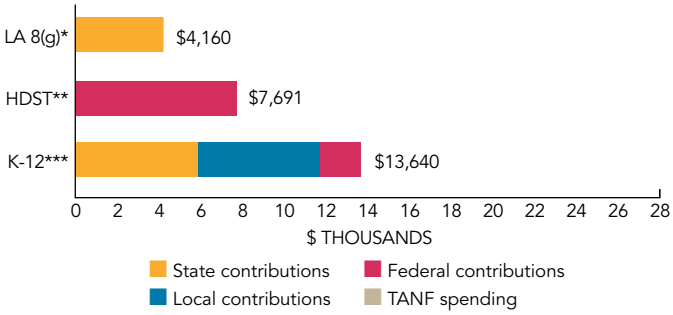
Total state pre-K spending $8,956,899
Local match required? ..... No
State spending per child enrolled $4,160
All reported spending per child enrolled* $4,160

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

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

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

SPENDING PER CHILD ENROLLED

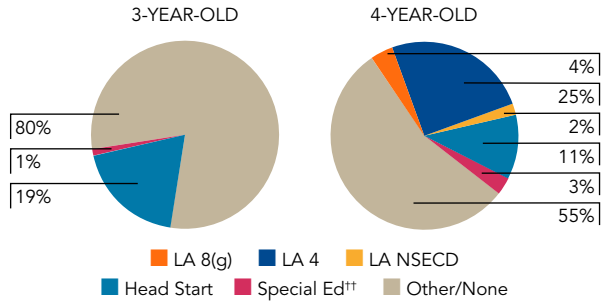


CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment 15,563
School districts that offer state program 91%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

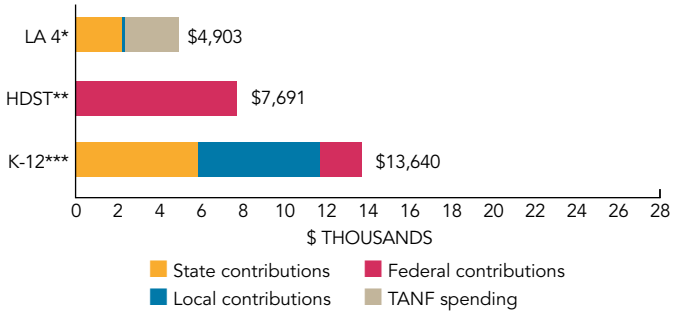
Total state pre-K spending $74,576,140
Local match required? ..... No
State spending per child enrolled $4,792
All reported spending per child enrolled* $4,903

* 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

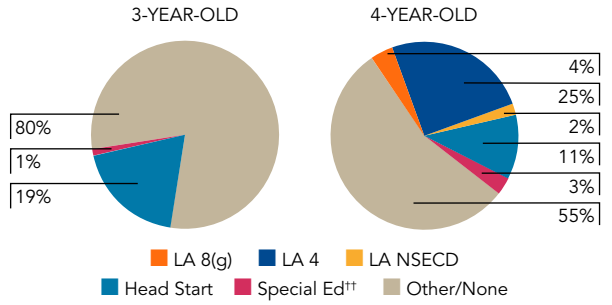


LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment 1,338
School districts that offer state program ..... 22% (counties/parishes)
Income requirement ..... 185% FPL
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

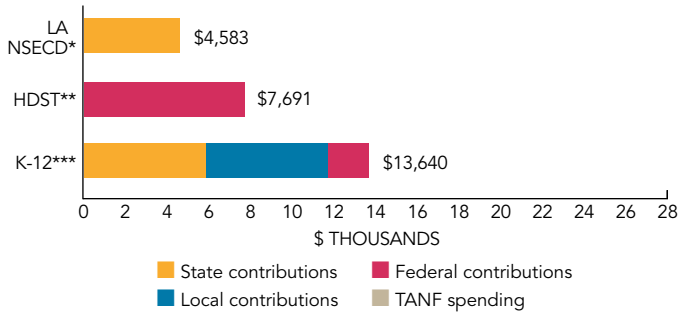
Total state pre-K spending $6,132,236
Local match required? ..... No
State spending per child enrolled $4,583
All reported spending per child enrolled* $4,583

* 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.

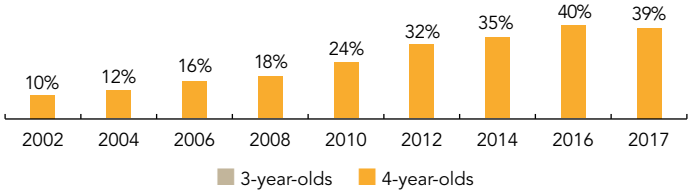
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

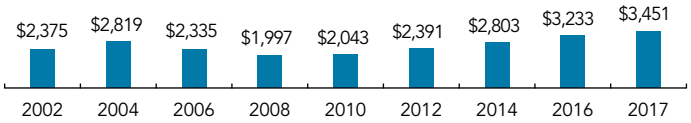


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. State-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP) since 2007, and remain funded through Maine's school funding formula, with distributions of funds to 139 of the 258 school administrative units (SAUs), including 139 of the 186 SAUs with kindergarten. Though not required, PPP funds are available to any SAU choosing to offer the program.

Although 35% of SAUs have partnered with community-based child care programs or Head Start agencies to offer early childhood services, the majority of PPP classrooms function as stand-alone programs located in public schools. Maine's Chapter 124, Public Preschool Program Standards were promulgated as a regulation in December 2014. The Standards outlined programmatic changes in 2015-2016, including reduced child-staff ratio and group size, the use of evidence-based curricula, and child screening and assessments.

In 2016-2017, Maine's preschool programs served 5,440 children, approximately 39% of the state's 4-year-olds. The state allocated just over $18.7 million for PPP in 2016-2017. This does not include federal funds, and local funds that were blended by school districts. Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth.

In 2014, Maine was awarded a federal Preschool Development Grant: Expansion Grant award. In 2016-2017, the grant supported 406 children through enhancing the quality of existing slots or creating new slots in PPP.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
12	None Served	35	7	9	9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 5,440

School districts that offer state program ..... 54% (school administrative units)

Income requirement ..... No income requirement

Minimum hours of operation ..... 2 hours/day

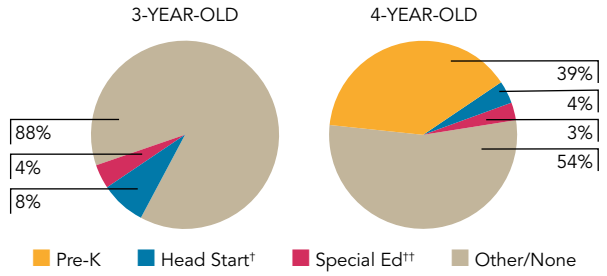
Operating schedule ..... Determined locally

Special education enrollment, ages 3 and 4 1,897

Federally funded Head Start enrollment, ages 3 and 4 2,334

State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

Total state pre-K spending $18,775,709

Local match required? ..... Yes

State Head Start spending $3,123,000

State spending per child enrolled $3,451

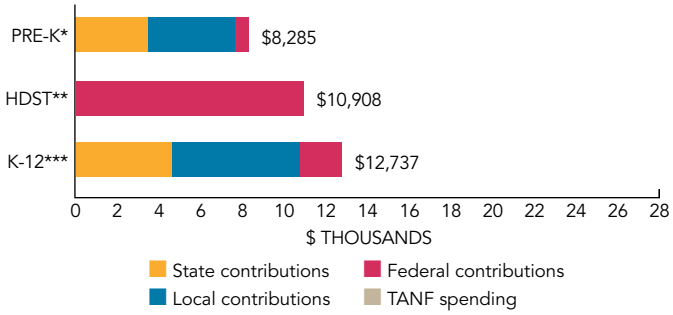
All reported spending per child enrolled* $8,285

* 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.

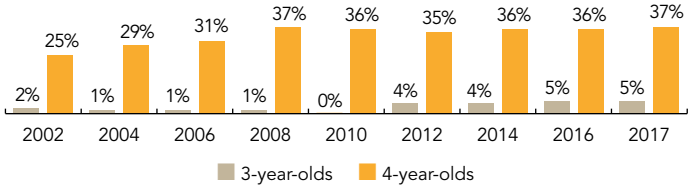
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

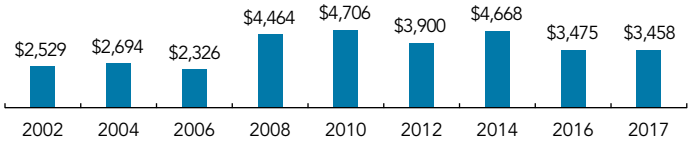


Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

In an effort to expand pre-K to children above 185% FPL, Maryland, in 2014, enacted the Prekindergarten Expansion Act, adding an additional $4.3 million per year to increase access to half-day and full-day public pre-K for 4-year-olds from families with household incomes at or below 300% FPL. This funding was extended to provide an additional $3.7 million in 2017-2018. In 2014, Maryland was awarded a Preschool Development Grant (PDG) of $15 million per year through fiscal year 2017. These funds, which can be used to support children from families with incomes at or below 200% FPL, have been used to serve 3,530 children in the state pre-K program. In 2016-2017, a total of 31,382 children participated in the Maryland Prekindergarten Program.

In addition to public prekindergarten, Maryland has 52 early learning centers of distinction known as Judy Centers, which are located in Title 1 school districts. The Judy Centers work collaboratively with select elementary schools to offer comprehensive, year-round services for children from birth to age 6.

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

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

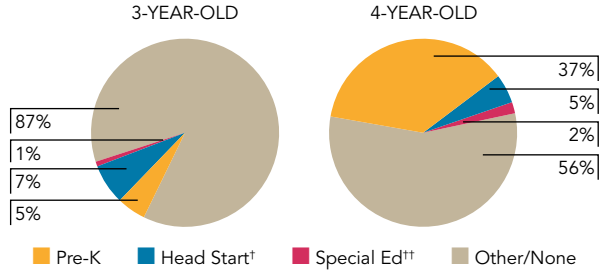
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
13	16	34	12	8	7

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 31,382
School districts that offer state program 100%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 8,359
Federally funded Head Start enrollment, ages 3 and 4 8,393
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

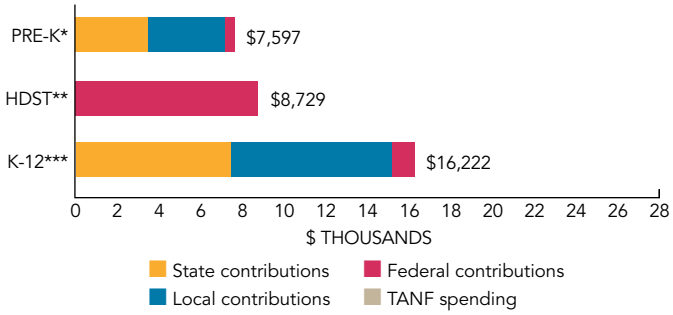
POLICY	MD PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval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

RESOURCES

Total state pre-K spending $108,517,098
Local match required? ..... No
State Head Start spending $1,800,000
State spending per child enrolled $3,458
All reported spending per child enrolled* $7,597

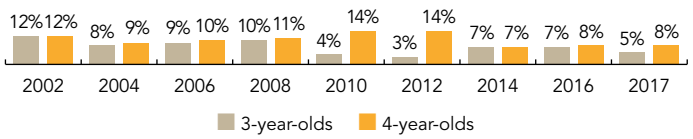
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

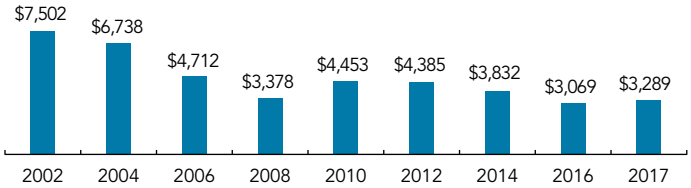


Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



The Massachusetts Department of Early Education and Care (EEC) was established in 2005 to improve quality, affordability, and access to preschool education services. That same year, the state launched its Universal Pre-Kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age. Public schools, private child care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants if they offer full-day, full-year services. UPK is usually a competitive grant program, though renewal grants have been used in recent years due to funding constraints. During the 2016-2017 program year, the state issued $5.7 million in renewal grants, further supported by $27.5 million in federal Child Care and Development Fund/TANF grants. Individual child eligibility for enrollment in a UPK classroom is not based on income level, although programs must be willing to serve children from families with income levels at or below 85% of the state's median income (SMI).

For the 2016-2017 program year, UPK programs were required to be, at a minimum, self-assessed at level 3 in EEC's Quality Rating and Improvement System (QRIS), to have an income-eligible contract and/or voucher agreement in place, and be willing to accept EEC-subsidized or low-income children. UPK programs were also required to be accredited by one of several eligible agencies (including NAEYC), to collect observational formative assessment data on all children in the UPK classroom(s), and to demonstrate preschool-to-third-grade alignment with the local school district. As part of the grant requirements, UPK programs must provide the state with: (1) child-level data using either a State Assigned Student Identification or program-specific child ID number and (2) staff information from EEC's Professional Qualifications (PQ) Registry.

Massachusetts also offers the Inclusive Preschool Learning Environments (IPLE) Grant, or the Grant 391 program. The IPLE Grant is designed to support inclusive preschool learning environments serving preschool-age children with and without disabilities in high-quality, inclusive early education and care settings. This program has funded typically developing preschool-age children since 1985. There is no income qualification for enrollment. During the 2016-2017 program year, the state issued $8.4 million in renewal grants, further supported by $3.0 million in federal IDEA funds. The 2017 fiscal year grant priorities supported program capacity to offer inclusive preschool learning environments in center-based programs and public school preschool programs and enhanced program quality by continuing to require IPLE-funded programs to participate in QRIS.

In 2014, Massachusetts was awarded a federal preschool development grant (PDG) for $60 million over four years. During the 2016-2017 school year, these funds were used to create 752 new preschool slots for low-income children. Unlike other PDG grantees, Massachusetts did not use the funds to enhance or improve existing, state-funded UPK or IPLE slots.

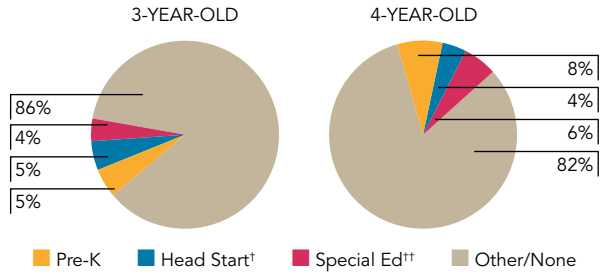
To document Massachusetts' contributions to pre-K, we first present a summary of the state's overall performance through enrollment and spending for both the IPLE/Grant 391 and UPK programs. We then present additional details about each program separately on subsequent pages.

MASSACHUSETTS STATE OVERVIEW

ACCESS

Total state pre-K enrollment 12,657
Special education enrollment, ages 3 and 4 10,395
Federally funded Head Start enrollment, ages 3 and 4 9,882
State-funded Head Start enrollment, ages 3 and 4 181

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

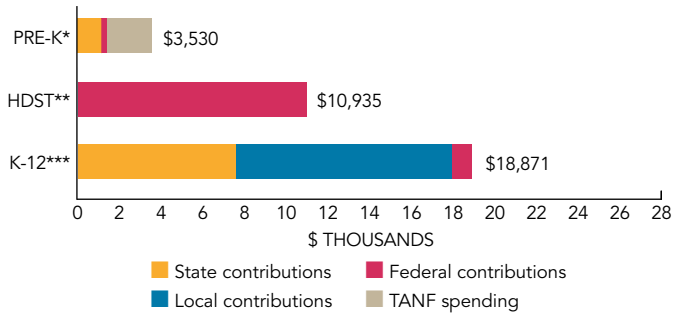


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $41,634,101
State Head Start spending $9,100,000
State spending per child enrolled $3,289
All reported spending per child enrolled* $3,530

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
35	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	40

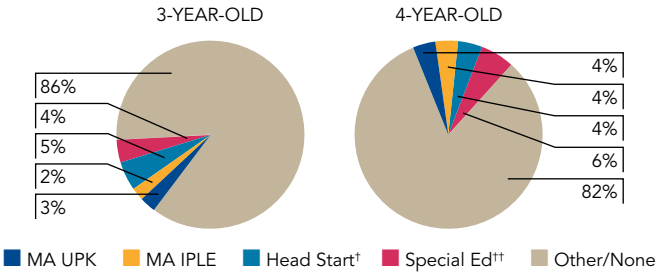
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6.6	6.3

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

ACCESS

Total state pre-K enrollment 4,729
School districts that offer state program ..... 29% (towns/communities)
Income requirement ..... No income requirement
Minimum hours of operation ..... 2 hours/day
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

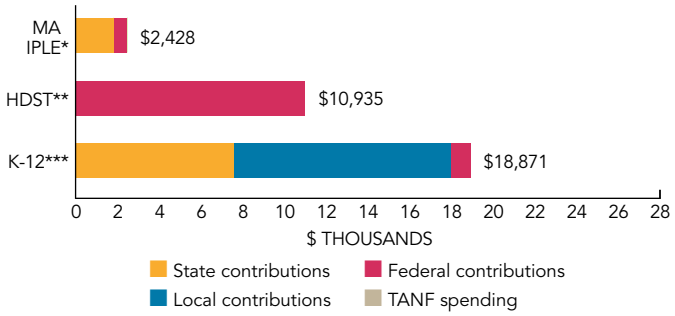
POLICY	MA IPLE REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**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

RESOURCES

Total state pre-K spending $8,434,807
Local match required? ..... No
State spending per child enrolled $1,784
All reported spending per child enrolled* $2,428

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

SPENDING PER CHILD ENROLLED

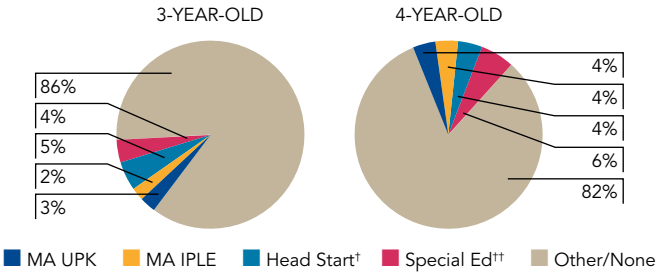


MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

ACCESS

Total state pre-K enrollment 7,928
School districts that offer state program ..... 19% (towns/communities)
Income requirement ..... No income requirement
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

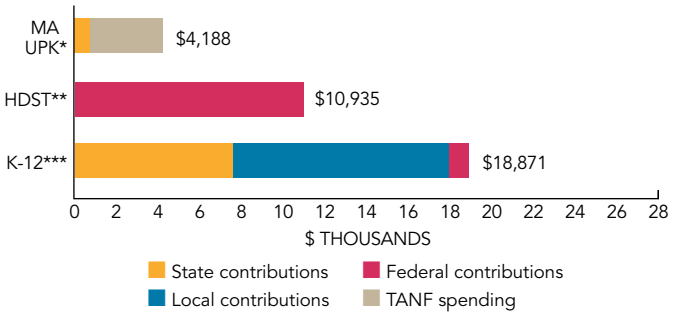
POLICY	MA UPK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA (public); HSD (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	Pre-K–3, EE with ECE endorsement, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	150 hours/5 years (public teachers); 20 hours/year (non-public teachers & assistants); PD plans	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:6-10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Health screenings & referrals through Child Find; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Snack	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			7		7

RESOURCES

Total state pre-K spending $33,199,294
Local match required? ..... No
State spending per child enrolled $4,188
All reported spending per child enrolled* $4,188

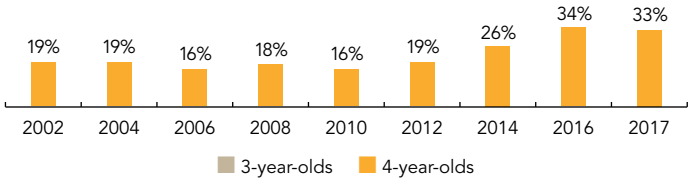
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

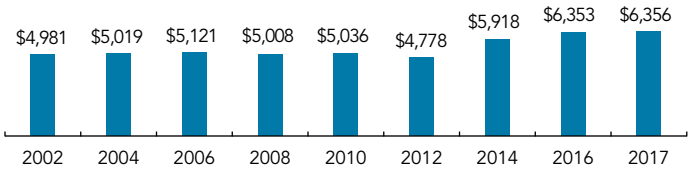


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

Intermediate School Districts (ISDs) receive financial support directly, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. The level of poverty in each ISD and a funding formula determine overall ISD funding. Cross-ISD boundary enrollment has always been permitted via GSRP policy, but this was legislatively allowed beginning in the 2014-2015 school year, with slot funding following the child. GSRP has both a community needs assessment and a formula component that contribute to the final grantee allocation.

All GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality (tiered rating and improvement system). In previous years, 75% of families in the program had to be at or below 300% FPL. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. Any family over-income for the remaining 10% must pay a fee on a locally determined sliding scale unless they are homeless, in foster care, or have an IEP.

The 2013-2014 school year was also the first in a three-year transition to roll back the age-eligibility date, from December 1 to September 1 to align with a change in the kindergarten entry date. In the 2015-2016 school year, the new age eligibility date changed to September 1. In fiscal year 2013-2014, Michigan invested an additional $65 million in GSRP, increasing the number of slots available and increasing the per-slot funding by $225.

In fiscal year 2014-2015, Michigan invested another $65 million in GSRP, though per-slot funding was kept level. Of the total funding allocated for GSRP, a $10 million special transportation fund for GSRP has been set aside. In both budget increases, two percent of funding was specifically earmarked for recruiting and increasing public awareness of GSRP. In fiscal year 2015-2016, an additional $4.3 million was invested in GSRP. Funding for the 2016-2017 remained flat from the previous year, including $300,000 allocated for ongoing statewide evaluation activities.

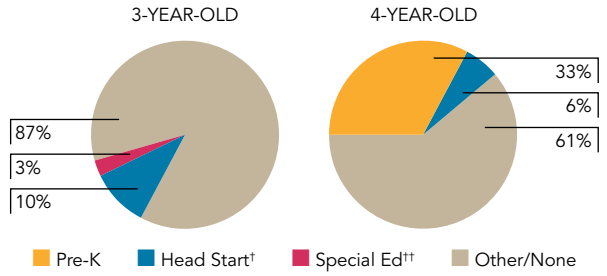
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
16	None Served	12	22	9	10

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment 38,371
School districts that offer state program 66%
Income requirement ..... 250% FPL
Minimum hours of operation ..... 3 hours/day; 4 days/week
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 11,943
Federally funded Head Start enrollment, ages 3 and 4 24,327
State-funded Head Start enrollment, ages 3 and 4 48

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

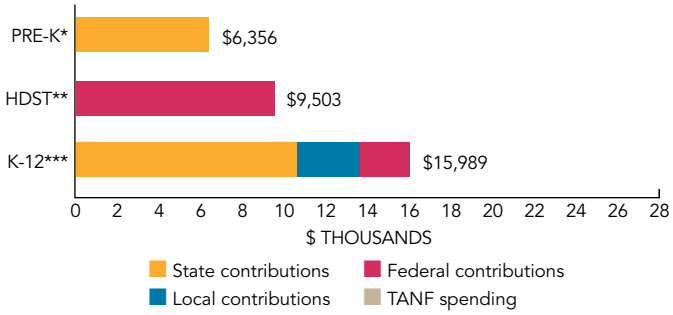
Total state pre-K spending $243,900,000
Local match required? ..... No
State Head Start spending ..... Not reported
State spending per child enrolled $6,356
All reported spending per child enrolled* $6,356

* 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.

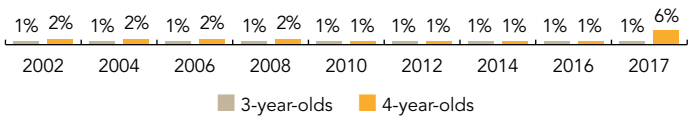
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

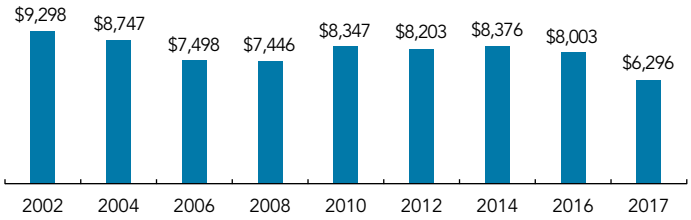


Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



As part of Minnesota's efforts to increase access to early childhood education for children birth to five, the state financially supplements Early Head Start and Head Start. All state-supported Head Start programs are required to follow the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards birth to kindergarten entrance. ECIPs guide required training, support, and technical assistance for all program staff. The ECIPs, which were revised in 2017, are aligned with the English Language Arts Common Core standards for the early grades, the state's college and career ready standards. The ECIPs are in process of being aligned with the newly revised Head Start Early Learning Outcomes Framework.

Minnesota spent $25.1 million to supplement federally funded Head Start and Early Head Start in the state during the 2016-2017 school year. The state served an additional 1,443 three- and four-year-olds in Head Start and 937 children under age three in Early Head Start. Grantees submit an annual plan to the state which describes how they will allocate funds between Head Start and Early Head Start programs. The $25.1 million allocation reflects a $5 million increase from 2015-2016.

Organizations receiving federal Head Start funding are eligible to receive other supplemental funding from the state. Head Start programs are eligible to receive funding directly or may subcontract with private child care, family child care, and public schools to provide the program. All programs formally partnered with Head Start are required to follow the federal Head Start Performance Standards.

A second state-funded preschool program, Voluntary Pre-Kindergarten, was established for the 2016-17 school year by Governor Dayton and the Legislature. This $27.092 million investment is funded through general education monies as a new grade level. Approximately 3,160 seats were allocated to 65 school districts and nine 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 350 hours per year and serves children who are four years old by September 1. It is designed to prepare children for success as they enter kindergarten through high-quality early learning programs. The statutory standards build on existing School Readiness standards (see below) 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. The legislature approved an expansion of VPK that will nearly double the number of children served in 2017-2018.

Minnesota has other state-supported early childhood initiatives that are not included in The State of Preschool 2017 yearbook. The Early Learning Scholarships Programs provides scholarships to eligible families in order to increase access to high-quality early childhood programs. Families with children between the ages of 3 and 4 years old as of September 1 are eligible for scholarships and can chose any early childhood program that receives a Three- or Four-Star Parent Aware Rating. During 2016-2017 school year, approximately 15,079 scholarships of up to $7,500 were awarded using an appropriation of $59.88 million.

The School Readiness Program aims to improve children's kindergarten readiness through preschool education programs and home visits. While individual districts exercise local control over the programming and services provided, all programs must meet the following requirements: ensure children complete health and developmental screening within 90 days of program enrollment, involve parents in program planning and decision making, use comprehensive research-based program content, and coordinate with relevant community-based services. Early childhood programming and services may also be provided through subcontracts with community-based organizations, or charter schools.

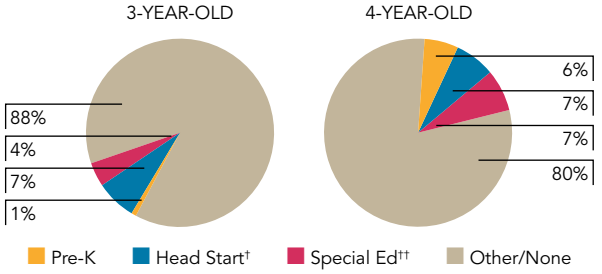
Minnesota's overall support for state prekindergarten, including enrollment and funding for both Minnesota Head Start and Voluntary Pre-Kindergarten, is shown in the first two pages of this state profile. The third page focuses on Minnesota Head Start and the fourth page provides information about Voluntary Pre-Kindergarten.

MINNESOTA STATE OVERVIEW

ACCESS

Total state pre-K enrollment 4,603
Special education enrollment, ages 3 and 4 9,352
Federally funded Head Start enrollment, ages 3 and 4 9,499
State-funded Head Start enrollment, ages 3 and 4 1,443

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

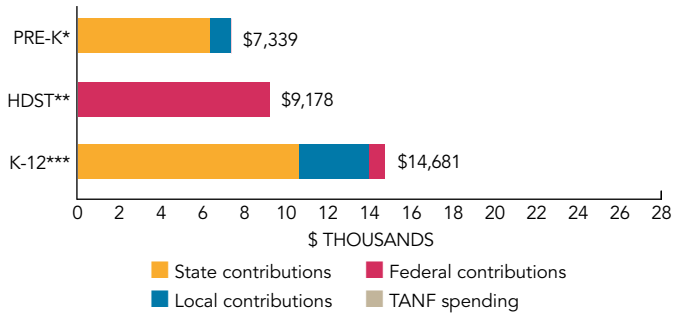


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $28,982,528
State Head Start spending $11,682,528
State spending per child enrolled $6,296
All reported spending per child enrolled* $7,339

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
37	24

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	15

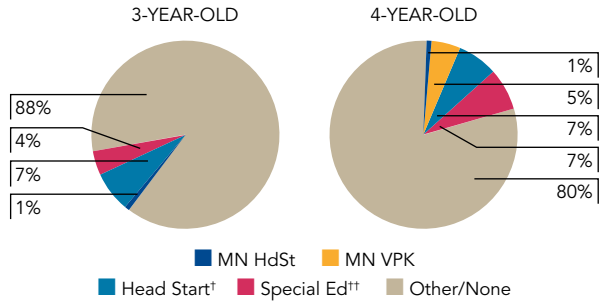
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6.3	6.6

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment 1,443
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... 100% FPL
Minimum hours of operation ..... 3.5 hours/day; 4 days/week
Operating schedule ..... 128 days/year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	MN HDST REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA (public); AA (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	15 hours/year; PD plans; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal/day	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Site visits; Monitoring data used for program improvement at state level only	Site visits	✓	**Structured classroom observation; program improvement plan**	☐
			9		8

RESOURCES

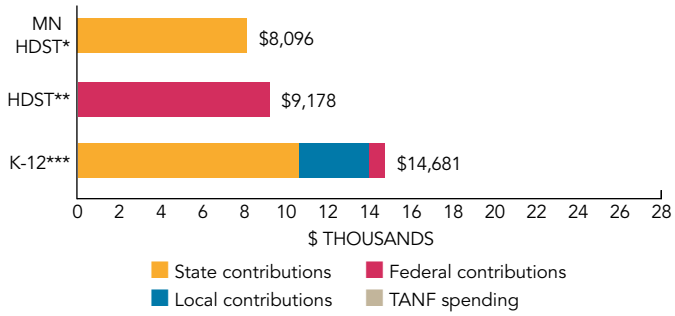
Total state pre-K spending $11,682,528
Local match required? ..... Yes
State spending per child enrolled ..... $8,096[1]
All reported spending per child enrolled* $8,096

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

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

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

SPENDING PER CHILD ENROLLED



[1] MDE calculates the average cost per child each year based on each program's negotiated federal rate. There are 33 Head Start programs, each with a different cost per child.

MINNESOTA VOLUNTARY PRE-KINDERGARTEN

ACCESS

Total state pre-K enrollment 3,160

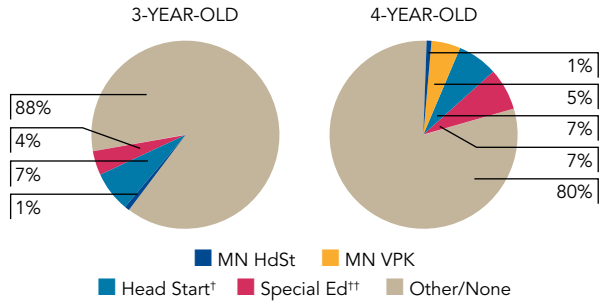
School districts that offer state program ..... 15% (school districts & charter schools)

Income requirement ..... No income requirement

Minimum hours of operation ..... Determined locally

Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	MN VPK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	Other	BA	☐	**BA**	☐
Teacher specialized training	Other	Specializing in pre-K	☐	**Specializing in pre-K**	☐
Assistant teacher degree	Determined locally	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	125 hours/5 years (licensed teachers only); PD plans (teachers only); Coaching	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	None	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			5		6

RESOURCES

Total state pre-K spending $17,300,000

Local match required? ..... No

State spending per child enrolled $5,475

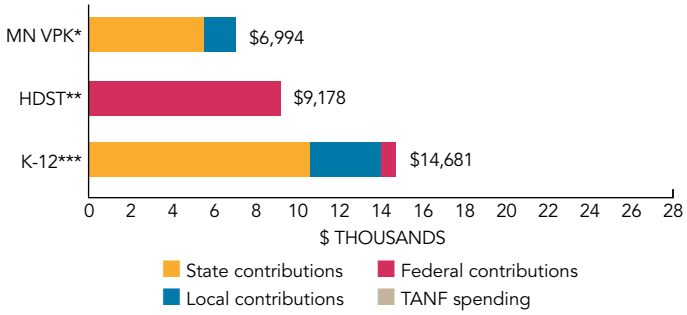
All reported spending per child enrolled* $6,994

* 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.

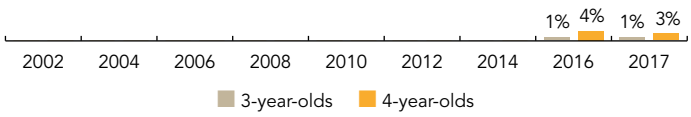
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

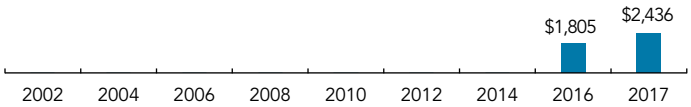


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

The 2014-2015 and 2015-2016 school years saw steady state funding for preschool in Mississippi, at $3 million per year, but state funding increased to $4 million in 2016-2017. In January 2017, four new collaboratives were funded and used the remainder of the 2016-2017 school year as a planning period. Full services in these new collaboratives launched with the 2017-2018 school year. As long as the Early Learning Collaborative Act of 2013 is funded, current collaboratives that meet program requirements will continue to be funded.

The voluntary pre-K program intends to improve quality, increase access to high-quality pre-K programs for 4-year-olds, and prepare more children to enter kindergarten ready to succeed in school. The program also supports local programs to improve quality, and families have access to information about the pre-K program. Pre-K programs will increase their collaboration with other early childhood education programs and related services. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the MDE's Early Learning Standards for Classrooms Serving Four-Year-Old Children. In the 2016-2017 school year, the program implemented the LAP-3 assessment in order to identify children who may need additional interventions or gifted services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
41	27

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	27

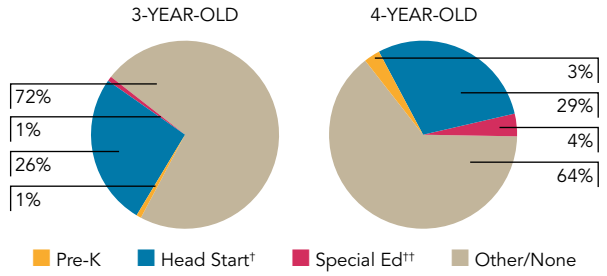
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
10	9

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment 1,642
School districts that offer state program 10%
Income requirement ..... No income requirement
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 4,125
Federally funded Head Start enrollment, ages 3 and 4 21,333
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

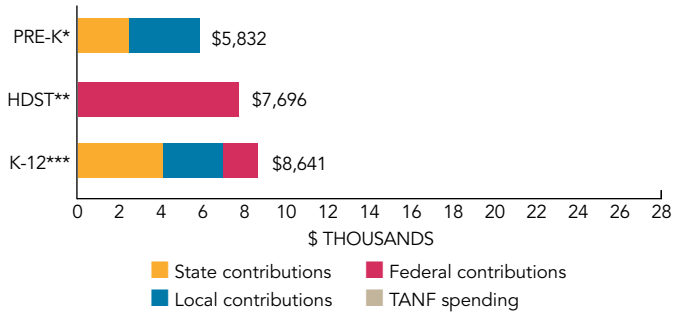
POLICY	MS PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE, CD	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	AA in ECE or CD	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	15 hours/year; PD plans (classrooms on probation)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	14 (3-year-olds); 20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:7 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal/day	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			10		9

RESOURCES

Total state pre-K spending $4,000,000
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $2,436
All reported spending per child enrolled* $5,832

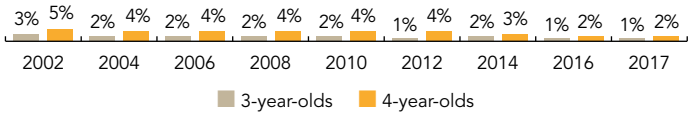
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

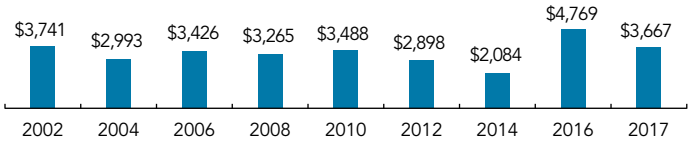


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



The Missouri Preschool Program (MPP) began serving 3- and 4-year-olds in early childhood settings in 1998. The MPP operates in public schools, private child-care centers, and nonprofit agencies. In 2016-2017, MPP was offered in 15% of districts in the state. Almost 90% of children in MPP were enrolled in programs that were operated by a public school. All preschool programs are required to work with their local Parents as Teachers (PAT) program, which provides parent education, including family visits and group connections, and health and development screenings. In addition, PAT provides referrals to services that may be beneficial to the family, based on need or request.

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

Funding for MPP in 2016-2017 was $9.7 million, a decrease of $2 million from the previous year. MPP is funded through the state's Tobacco Settlement Fund. In the 2016-2017 school year, there were 2,646 children attending MPP, a 6% increase from the previous year.

Starting in 2014-2015, site visits are conducted for all MPP programs on a regular basis throughout the year. On-site consultation hours are also provided, ranging from 14 to 20 annually, based on a program's need. In 2015-2016, ECERS-3 was piloted and in 2016-2017 it was used in all classrooms to support teacher and program goal setting and planning for professional development.

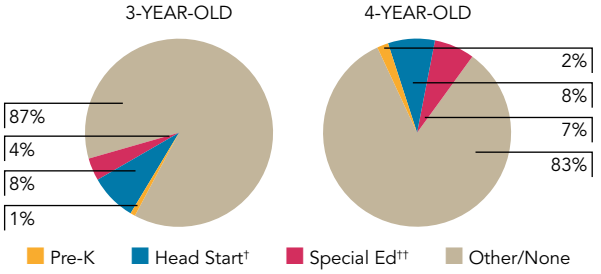
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
42	23	31	38	8	8

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 2,646
School districts that offer state program 15%
Income requirement ..... No income requirement
Minimum hours of operation ..... 3 hours/day
Operating schedule ..... School/academic year
Special education enrollment, ages 3 and 4 10,257
Federally funded Head Start enrollment, ages 3 and 4 11,379
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

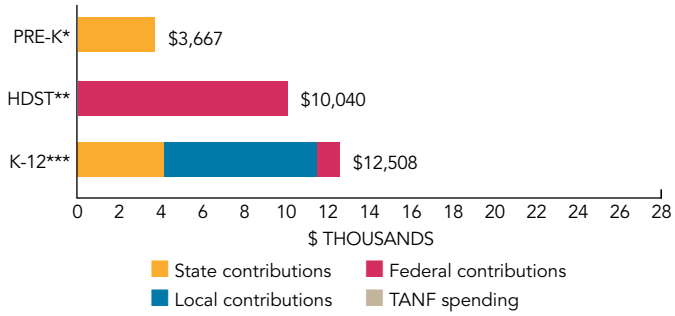
Total state pre-K spending $9,703,786
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $3,667
All reported spending per child enrolled* $3,667

* 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



Montana

NO PROGRAM

In 2016-2017, Montana did not offer a state-funded pre-K program as defined in this report but the state has made other commitments to early learning, and early childhood education is one of Governor Bullock's top priorities.

Governor Bullock recently proposed the Montana Early Edge Initiative to fund voluntary public preschool but failed to win legislative approval for a two-year, $37 million state investment in preschool. The Governor continues to support investments in preschool and recently, in 2017, House Bill 639 was passed, which allocates spending $6 million over two years on a pilot preschool program, the STARS Preschool Program, for 4- and 5-year-olds. More than 300 children are served across 17 programs which include Head Start, public schools, and private child care centers. Programs are encouraged to prioritize at least 25% of classroom slots to children who are high-needs. All STARS Preschool Programs follow standards aligned with Head Start, Montana's STARS to Quality QRIS, and the state's Preschool Development Grant (PDG) program. While this is a significant investment for the state, Governor Bullock continues to seek additional funding for preschool.

In 2014, Montana was awarded a competitive federal Preschool Development Grant (PDG). The state received $10 million per year for up to four years to develop preschools for low- and moderate-income families in 16 communities. During the 2016-2017 school year, the state provided 763 new early childhood education slots, many of which were created through partnerships with Head Start and other early childhood programs in the state.

In 2017, Montana received another competitive federal grant through the Striving Readers Comprehensive Literacy Program to support literacy skills among disadvantaged children. Fifteen percent of grant funding will be distributed to preschool programs in the state.

The Montana Board of Public Education, in 2014, adopted a new rule that includes Early Childhood Education Program and Content Standards for school districts choosing to provide public preschool to children ages three to five. It also changed requirements for educator licensure to include an Early Grades endorsement (age three to grade three) and changed the educator preparation program requirements for the early grades endorsement.

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

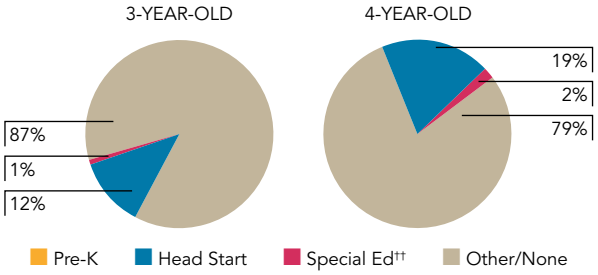
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

MONTANA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	894
Federally funded Head Start enrollment, ages 3 and 4	3,894
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

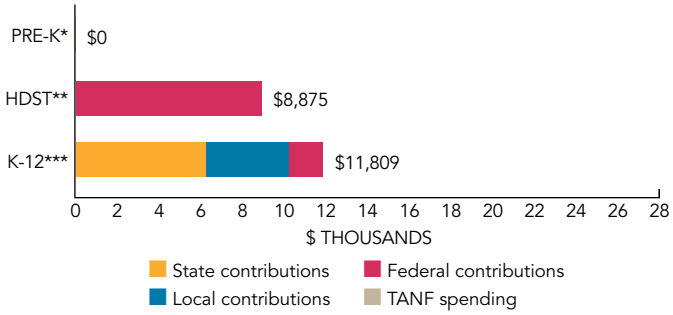
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

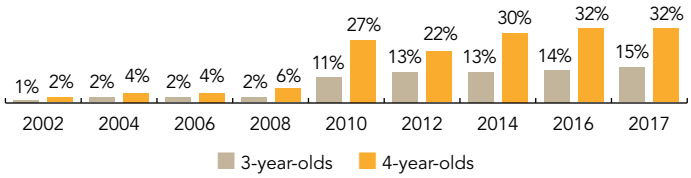
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

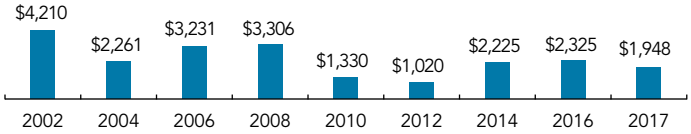


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



The Nebraska Early Childhood Education Grant Program began as a pilot in 1992 and expanded in 2001. The program provides preschool education for children ages three to five. At least 70% of awarded grant funding to participating programs must be used to provide services to children with one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free- or reduced-price lunch (185% FPL), having teen parents or parents who have not completed high school, 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 and must operate for a minimum of 12 hours per week. Programs are encouraged to partner with Head Start and community providers. All teachers in the Nebraska Early Childhood Education Grant Program are required to have at least a bachelor's degree and training in early childhood education.

Direct financial support is available on a competitive basis for public schools and education service units that partner with child-care centers, as well as Head Start agencies and/or human services agencies to initiate or expand their early childhood program. Grantees are obligated to match 100% of the funding using local and/or federal sources. 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
44	29

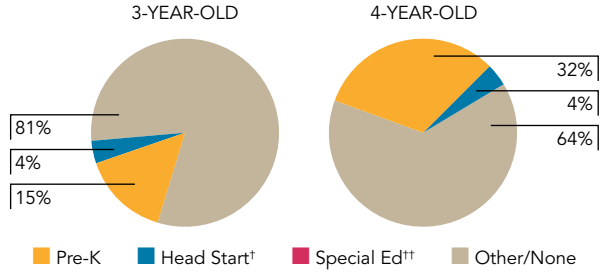
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
6	8

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment 12,864
School districts that offer state program 87%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 3.5 hours/day
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 3,183
Federally funded Head Start enrollment, ages 3 and 4 3,552
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	6 ECE credits by end of 1st year; 12 ECE credits by end of 2nd year	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	12 hours/year; PD plans; Coaching based on QRIS or Pyramid model	For teachers: At least 15 hours/year	☐	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Health screening & referrals determined locally; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Meal and/or snack	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	✓
			6		8

RESOURCES

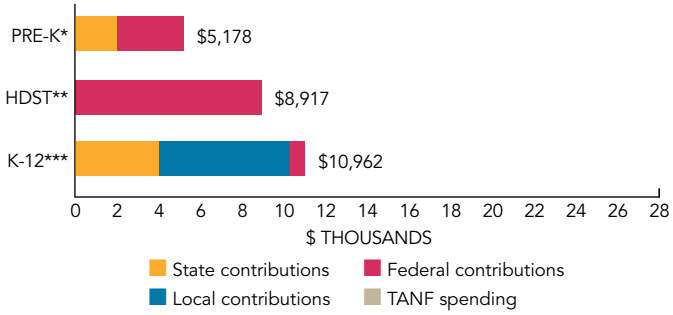
Total state pre-K spending $25,054,777
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $1,948
All reported spending per child enrolled* $5,178

* 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.

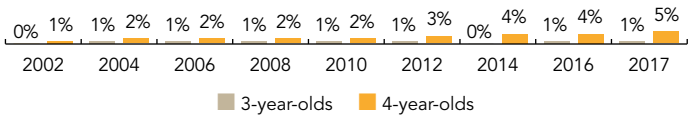
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

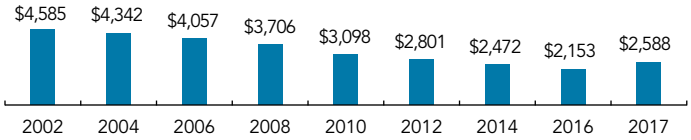


Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



Nevada's state-funded Pre-K program, initially called the Early Childhood Education Comprehensive Plan when it began in 2001, is now referred to as the Nevada State Pre-Kindergarten Program (State PreK). State PreK programs operate in both community-based organizations and school districts and nearly 98% of State PreK children were served in public school programs operated by their local school districts. During the 2016-2017 school year, 65% of school districts (11 out of 17) provided State PreK-funded programs or classrooms. Funding is made available through competitive grant applications and awards are determined based on community needs as stated in individual grant applications, but preference is given to 4- and 5-year-olds who will be eligible to attend kindergarten the following year. Children are also prioritized if they are from low-income families, homeless, English Language Learners, or receiving special education services. There is not an income requirement for program eligibility.

Formed in 2013, the Office of Early Learning and Development (ELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State PreK and the Preschool Development Grant (PDG). In 2014, Nevada was awarded a competitive federal Preschool Development Grant that created 550 new State PreK slots and expanded pre-K to a full-day for 200 of the 1,870 children enrolled in State PreK in 2016-2017. An additional 1,665 children were served with PDG funds, but not enrolled in State PreK.

State funding for the State PreK program increased by $1.5 million to 4.8 million in 2016-2017 due to the necessary state matching funds for PDG. Programs that receive PDG funding are required to participate in the state's QRIS system.

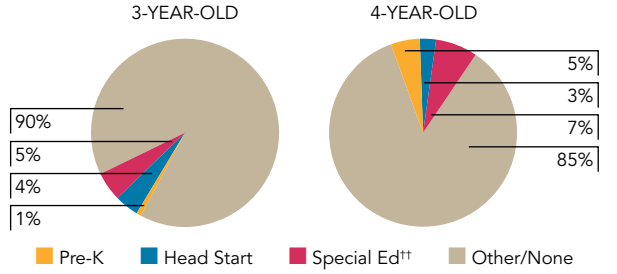
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
38	28	40	30	7	6

NEVADA STATE PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 1,870
School districts that offer state program 65%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 5,046
Federally funded Head Start enrollment, ages 3 and 4 2,588
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

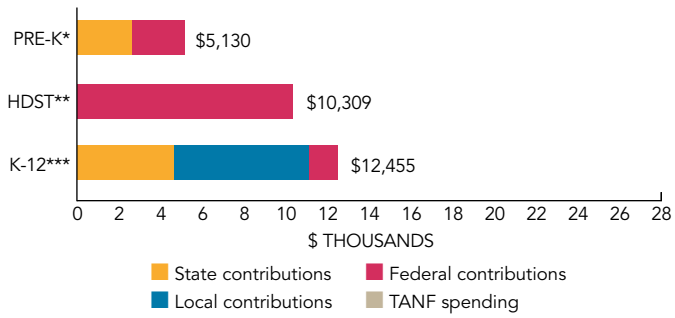
Total state pre-K spending $4,838,875
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $2,588
All reported spending per child enrolled* $5,130

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

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

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

SPENDING PER CHILD ENROLLED



New Hampshire

NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides support for early childhood education through other means. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. New Hampshire school districts also use Title I funds and local funds to implement voluntary preschool programs in public schools. In 2014-2015, Title 1 funding totaling $1.7 million was spent on early childhood learning programs in the state. Through IDEA Part B and Title I, 27% of 4-year-olds in New Hampshire were supported in 2014-2015.

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

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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

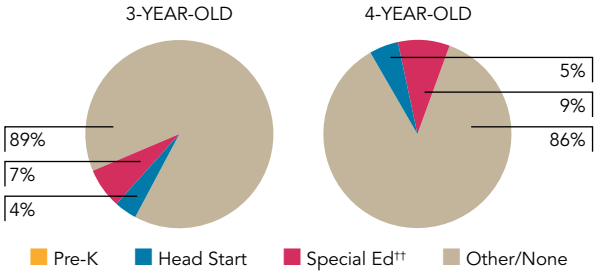
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

NEW HAMPSHIRE

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,180
Federally funded Head Start enrollment, ages 3 and 4	1,178
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

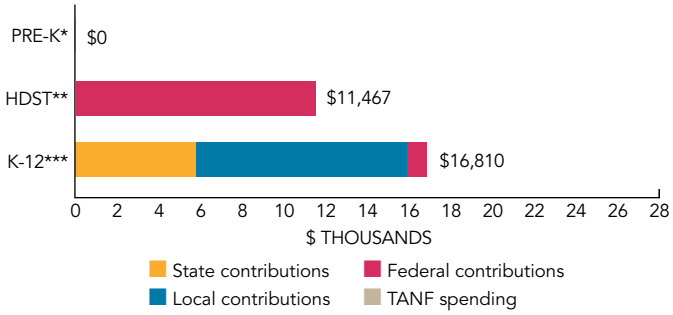
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

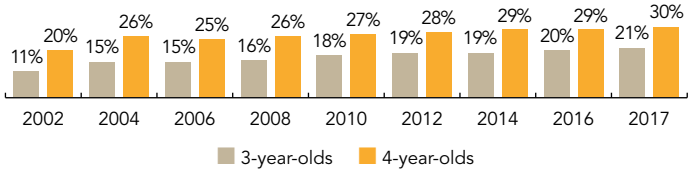
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

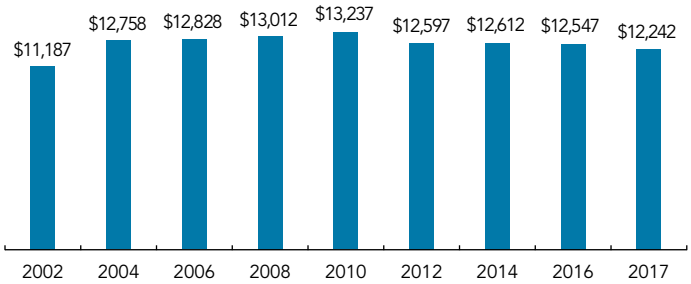


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, served 45,355 children in 35 of the state's poorest school districts during the 2016-2017 school year. The New Jersey Department of Education (DOE) provides funding to eligible districts to provide the program to all 3- and 4-year olds who live in those districts and choose to enroll. Private child-care centers or Head Start programs that meet state standards may contract with districts to deliver services. Abbott districts also receive supplemental child care subsidy funds from the state Department of Human Services (DHS) to provide extended-day and extended-year services to eligible families. When a new school funding formula was passed 2008-2009 school year, a "hold harmless" article was put in place which requires that former Abbott districts receive no less in preschool aid from the DOE than they did in the 2008-2009 school year.

The Non-Abbott Early Childhood Program Aid (ECPA) program is required only in districts where 20% to 40% of children meet the criteria for free or reduced-price lunch services. In the 2016-2017 school year, several former ECPA districts participated in the federal Preschool Expansion Grant, which enabled additional children to be served in full-day programs.

The third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established in 2004 as part of New Jersey's efforts to expand access to high-quality prekindergarten education to all 4-year-olds in low-income households across the state. In the initial year of funding, all Non-Abbott districts were eligible to apply for funds; however, new districts have been unable to apply due to limited funds. The 2016-2017 school year continues to see 24 districts offering the ELLI program to 753 children, an increase in enrollment from the previous year. One ELLI district was supported by PDG funding in 2016-2017. State funding for the ELLI program has remained the same since the 2008-2009 school year.

In 2014, New Jersey was awarded a competitive federal Preschool Development Grant (PDG) for $17.5 million annually for four years, subject to federal appropriations. Through this grant, in the 2016-2017 school year, 767 additional children were enrolled in preschool ECPA and ELLI programs as well as other districts. PDG funding was also used to enhance the quality of 1,120 slots in ECPA and ELLI programs as well as other districts in the state.

In the 2018 budget, the NJ legislature appropriated $25 million for expansion of high-quality preschool to eligible ECPA and ELLI districts. Preschool Education Expansion Aid was awarded on a competitive basis to 26 districts to create additional preschool slots or enhance existing preschool slots. However, the total amount awarded to districts was $20 million.

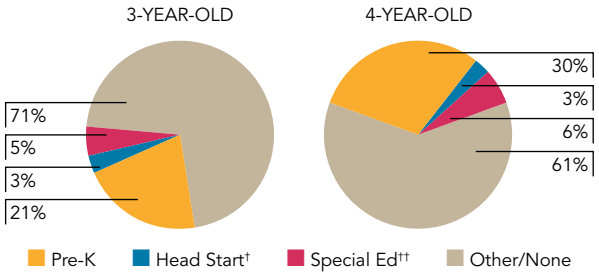
To report the contributions New Jersey makes to preschool education through its three separate programs, summary information reflecting the state's overall commitment to preschool is first presented, where enrollment and state spending for the former Abbott, ECPA, and ELLI programs are combined to demonstrate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

NEW JERSEY STATE OVERVIEW

ACCESS

Total state pre-K enrollment 53,370
Special education enrollment, ages 3 and 4 12,437
Federally funded Head Start enrollment, ages 3 and 4 12,519
State-funded Head Start enrollment, ages 3 and 4 0

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

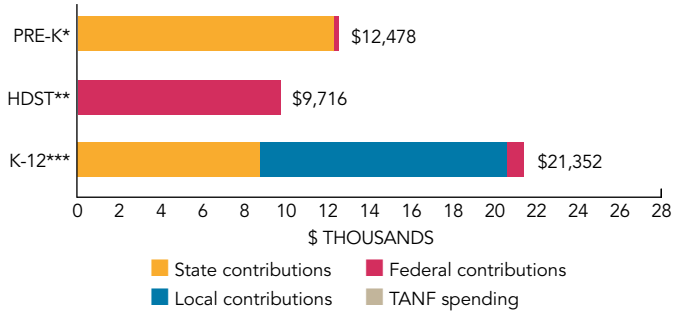


† Some Head Start children may also be counted in state pre-K (ECPA).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $653,333,890
State Head Start spending $0
State spending per child enrolled $12,242
All reported spending per child enrolled* $12,478

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
21	3

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

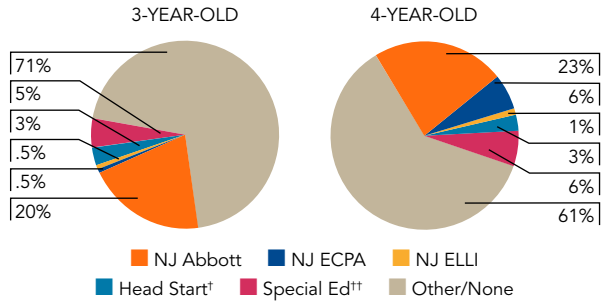
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8.1	7.8

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 45,355
School districts that offer state program 6%
Income requirement ..... No income requirement
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ABBOTT REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	15 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	2:15 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Breakfast, lunch, snack	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		8

RESOURCES

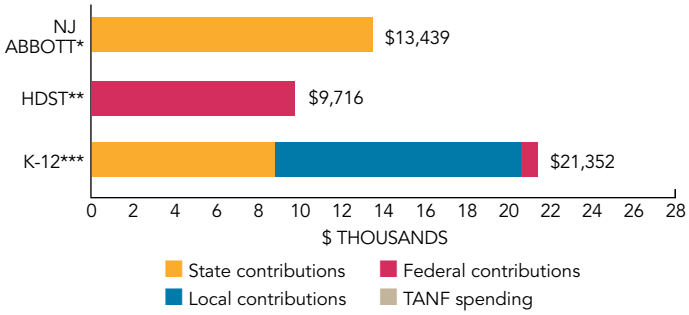
Total state pre-K spending $609,503,219
Local match required? ..... No
State spending per child enrolled $13,439
All reported spending per child enrolled* $13,439

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

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

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

SPENDING PER CHILD ENROLLED

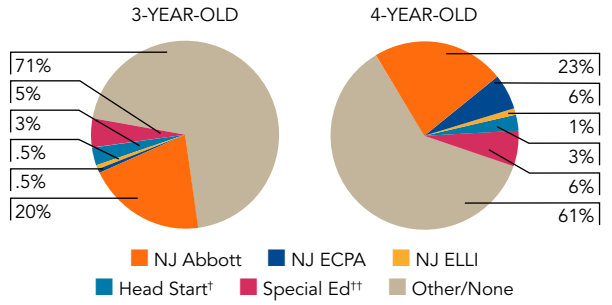


NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state pre-K enrollment 7,262
School districts that offer state program 16%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ECPA REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	☑
Teacher degree	BA	BA	☑	**BA**	☑
Teacher specialized training	ECE	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (public teachers only; Coaching	For teachers: At least 15 hours/year	☑	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3- & 4-year-olds)	20 or lower	☑	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	☑	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	☑	**Vision, hearing & health screenings; & referral**	☑
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (PDG classrooms); Monitoring data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			7		7

RESOURCES

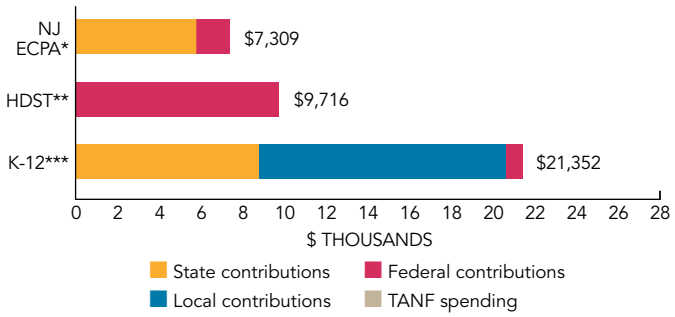
Total state pre-K spending $41,550,371
Local match required? ..... No
State spending per child enrolled $5,722
All reported spending per child enrolled* $7,309

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

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

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

SPENDING PER CHILD ENROLLED

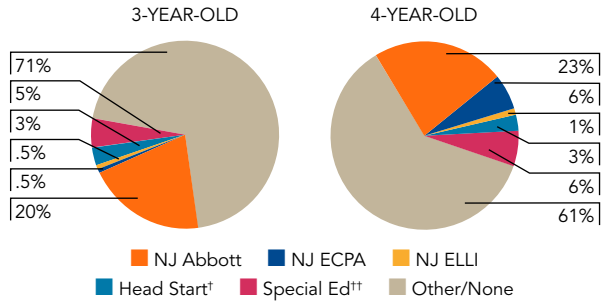


NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state pre-K enrollment 753
School districts that offer state program 4%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ELLI REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (teachers only; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (PDG classrooms); Monitoring data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			7		7

RESOURCES

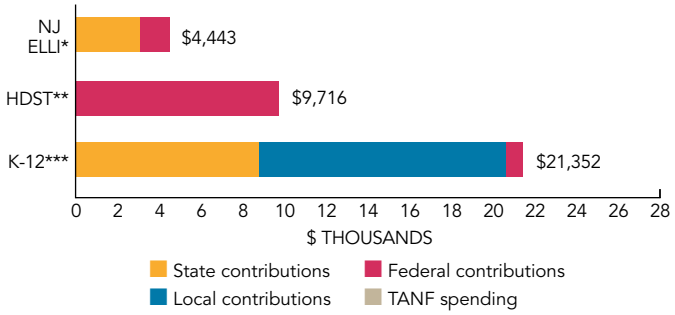
Total state pre-K spending $2,280,300
Local match required? ..... Yes
State spending per child enrolled $3,028
All reported spending per child enrolled* $4,443

* 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.

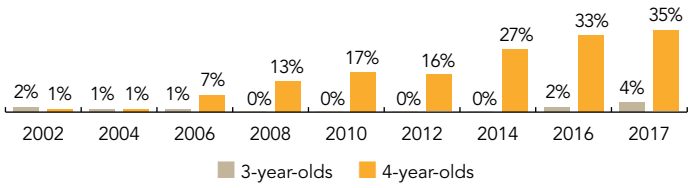
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

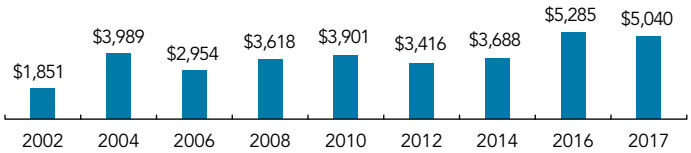


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



State-funded New Mexico PreK (NM PreK) began in the 2005-2006 school year with the enactment of the PreK Act of 2005. NM PreK is jointly administered by the New Mexico Public Education Department (PED) and the Children, Youth and Families Department (CYFD). PED is responsible for funding and monitoring NM PreK programs provided through school districts, and CYFD for programs operating in community-based organizations and other eligible providers. In the 2016-2017 school year, nearly 70% of school districts offered NM PreK.

In prior years, NM PreK was solely funded through state funds; however, for the past three years, federal TANF funds were added to the state dollars. In 2016-2017, total NM PreK spending increased by $1.25 million, bringing the total operating budget to $52.3 million. A competitive process awards programs funds, though preference is given to programs in communities with public elementary schools designated as Title I. Two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school, though eligibility is not determined by a specific family income requirement.

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

Despite a significant decrease in enrollment during the 2010-2011 school year, participation and funding for NM PreK has steadily increased. In the 2016-2017 school year, there were 10,379 children (89% were 4-year-olds) participating in NM PreK—a six percent increase from the previous year. The CYFD Early PreK for 3-year-olds doubled in 2016-2017, serving 1,092 three-year-olds across the state.

The New Mexico Early Learning Guidelines (NMELGs) were updated in spring 2017, while infant/toddler ELGs are currently under revision. The New Mexico Kindergarten Observation Tool was field tested in approximately 50% of school districts in 2015-2016 and fully implemented statewide in 2016-2017.

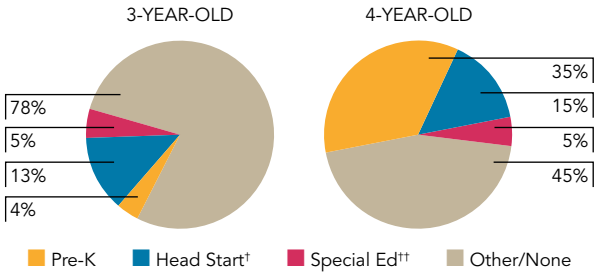
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
15	18	20	31	9	9

NEW MEXICO PREK

ACCESS

Total state pre-K enrollment 10,379
School districts that offer state program 69%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 3,893
Federally funded Head Start enrollment, ages 3 and 4 7,300
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

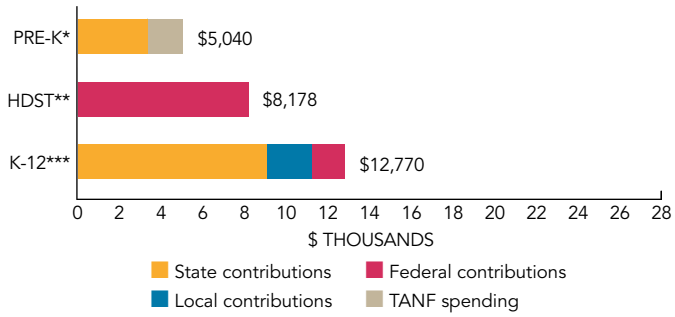
POLICY	NM PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA (public); HSD (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	AA in ECE	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	40 hours/year (public teachers); 28 hours/year (nonpublic teachers & all assistants); PD plans; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal/day	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		9

RESOURCES

Total state pre-K spending $52,310,000
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $5,040
All reported spending per child enrolled* $5,040

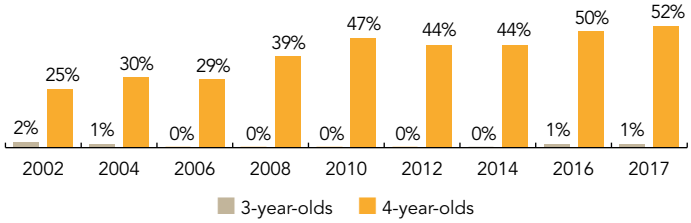
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

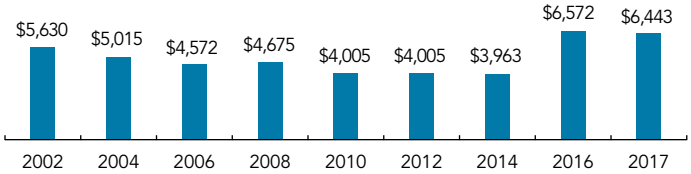


New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

In 2014, through a competitive grant process, the state began the New York State Priority Prekindergarten Program (NYSPPK) ($25 million) which creates new full- and half-day slots for high-need children in low-income districts and provides funding to convert half-day slots to full-day. In 2014-2015, the state issued another competitive grant called Statewide Universal Full-Day Prekindergarten Program (SUFDPK) to provide full-day prekindergarten, resulting in a dramatic increase in access to full-day slots in New York City ($300 million) and some expansion of full-day programs elsewhere in the state ($40 million). In the 2016-2017 school year, there were 50,902 SUFDPK slots available to 4-year-olds in full-day programs in 58 school districts and 18 community-based organizations.

New York was also awarded a Federal Preschool Development Grant (PDG). In 2016-2017, $25 million was used to support the enrollment of 2,350 low-income 4-year-olds in five school districts. PDG funds were used to create new slots and enhance existing slots. Yet, another competitive grant, Expanded Prekindergarten for 3- and 4-Year-Old Students ($30 million), began in 2015-2016, creating an additional 1,163 slots for 4-year-olds and 2,184 slots for 3-year-olds in 2016-2017.

Overall, in 2016-2017, a total of 122,871 three- and four-year-old children were served in state administered prekindergarten programs, with an operating budget exceeding $816 million. Approximately 75% of children served were in in full-day programs.

The New York Board of Regents adopted revised early learning standards in 2011—the New York State Prekindergarten Foundation for the Common Core. These comprehensive, multi-domain standards are aligned with state K-3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. The New York State P-12 Learning Standards for the Arts will be fully implemented in the 2018-2019 school year. New York implemented a quality rating and improvement system (QRIS) in 2012, called QUALITYstarsNY. Although not required to participate in the QRIS, programs are encouraged to do so by the New York State Education Department, especially those in low-performing districts.

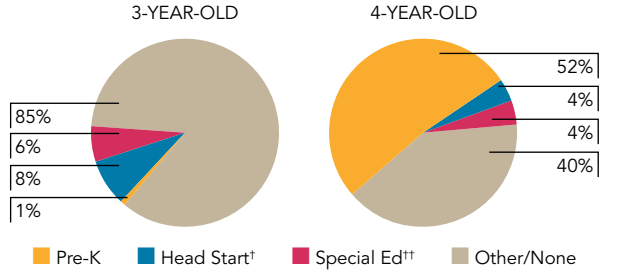
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
9	22	11	20	7	7

NEW YORK STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 122,871
School districts that offer state program 68%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 44,806
Federally funded Head Start enrollment, ages 3 and 4 41,649
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

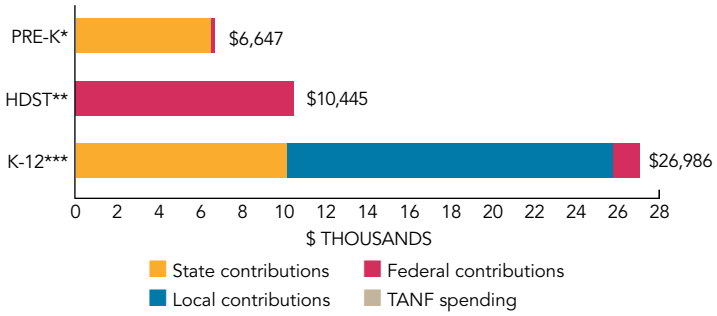
POLICY	NY PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	☑
Teacher degree	BA	BA	☑	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	Level I Teaching Assistant Certification (public); HSD (nonpublic)	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	175 hours/5 years (teachers only)	For teachers: At least 15 hours/year	☑	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	☑	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	☑	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	☑	**Vision, hearing & health screenings; & referral**	☑
Meals	Snack or meal (part-day); At least one meal (school-day)	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations based on funding stream; Monitoring data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			7		7

RESOURCES

Total state pre-K spending $791,700,144
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $6,443
All reported spending per child enrolled* $6,647

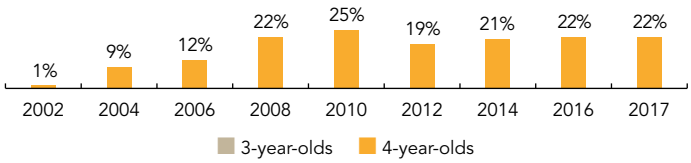
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

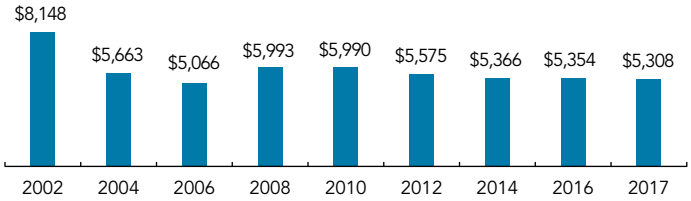


North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

The program currently serves 27,019 four-year-olds, approximately 22% of the 4-year-old population in North Carolina. Pre-K programs receiving funding are mandated to operate 6.5 hours per day for 36 weeks each year. Student eligibility for services generally consists of being from a household with income at or below 75% of the state median income. Yet, up to 20% of children enrolled may have a household income above that threshold contingent on having one of five risk factors, such as a developmental delay or identified disability, a chronic health condition, or limited English proficiency. Not all eligible children are able to enroll in NC Pre-K, as funding is limited. Waiting lists exist in counties where funding is not sufficient to serve all eligible children.

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

North Carolina has a maximum class size of 18 four-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor degree and a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments that are aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

Starting in 2017, North Carolina began implementation of a standardized Kindergarten Transition Plan. The plan is meant to inform the transition of children from preschool to kindergarten by addressing recommendations for sharing information from preschool to kindergarten teachers, training preschool teachers to transition children, and collecting requisite data.

Funding for the state pre-K program comes primarily from state general appropriations and North Carolina Education Lottery receipts, as well as from federal funds and a required contribution from local sources. In 2016-2017, approximately $209 million of federal, state, and local funds supported the program. The majority of funding for NC Pre-K comes from the state, including $78 million generated by the North Carolina Education Lottery.

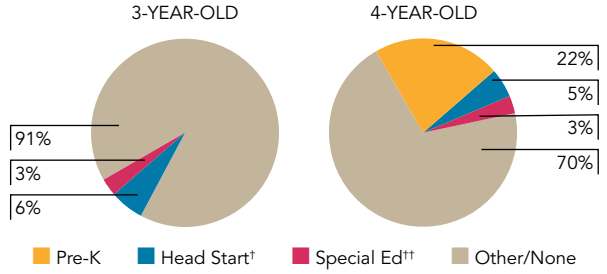
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
26	None Served	18	10	9	8

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 27,019
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... 75% SMI
Minimum hours of operation ..... 6.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 10,796
Federally funded Head Start enrollment, ages 3 and 4 17,329
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE, CD	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	80 hours/year (teachers only); PD plans (teachers only); Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Lunch and either breakfast or snack	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		8

RESOURCES

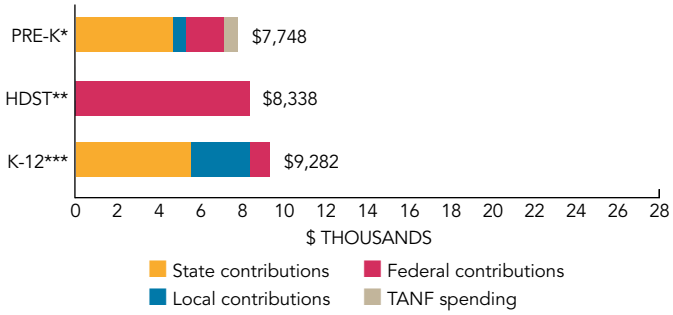
Total state pre-K spending $143,419,198
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $5,308
All reported spending per child enrolled* $7,748

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

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

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

SPENDING PER CHILD ENROLLED



North Dakota

NO PROGRAM

North Dakota does not offer state-funded pre-K as defined in this report. However, the state legislature provided $3 million in Early Childhood Education grants beginning in the 2017-2018 school year through the state Department of Commerce.

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

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

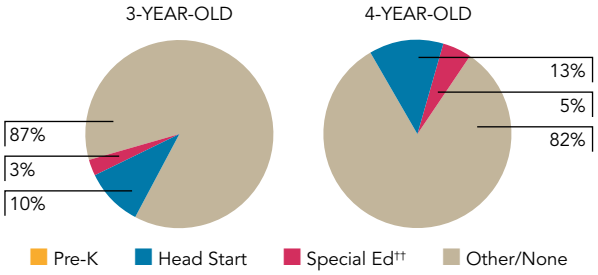
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

NORTH DAKOTA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1,210
Federally funded Head Start enrollment, ages 3 and 4	2,360
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

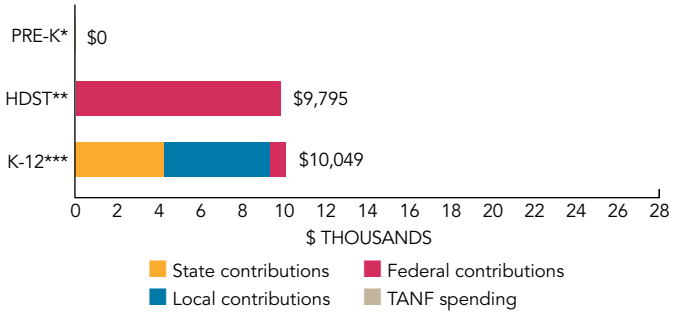
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	Not reported
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

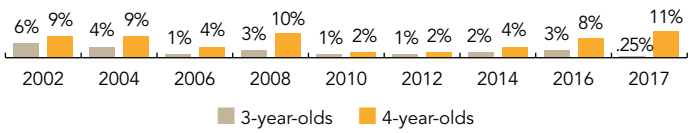
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

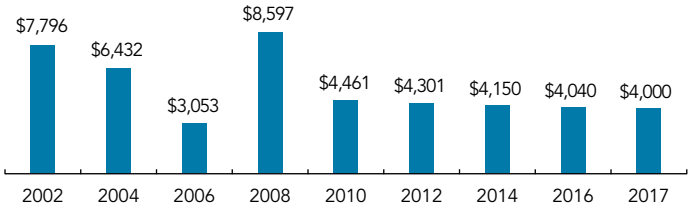


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



The Ohio Public Preschool Program (PSP) was officially established in 1990, after four years as a pilot program. Ohio's focus is on ensuring children have access to quality programs through public preschool and publicly funded child care. The state has worked to remove barriers to funding, so all types of programs have access to both public preschool and child care funds. This report focuses on the Ohio Department of Education's publicly funded preschool program, the Ohio Early Childhood Education (ECE) program, which does not include the publicly funded preschool programs in child care or Head Start (where more than 38,000 preschool-aged children are served in highly rated programs).

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

The state added $22 million to fund preschool in the 2013-2015 state budget biennium. This increased the number of funded children from 5,700 in 2012-2013 to 11,090 in 2014-2015. In 2015-2016, the state added $15 million to the $45 million already being invested in ECE. This increased the number of funded children to 14,765 in 2015-2016. Ohio disseminated a total of $63,768,000 to serve 15,942 preschool-aged children in 2016-2017. Age-eligibility for ECE increased from age 3 to age 4 in 2016-2017.

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

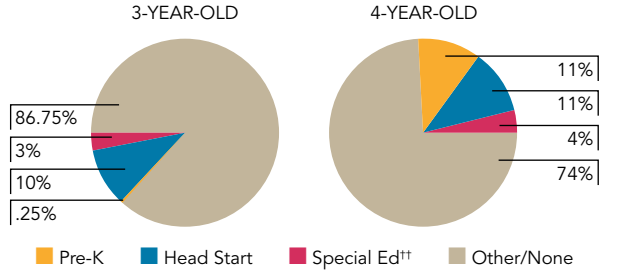
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
32	29	27	36	4	5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment 15,942
School districts that offer state program 64%
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 14,540
Federally funded Head Start enrollment, ages 3 and 4 29,888
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

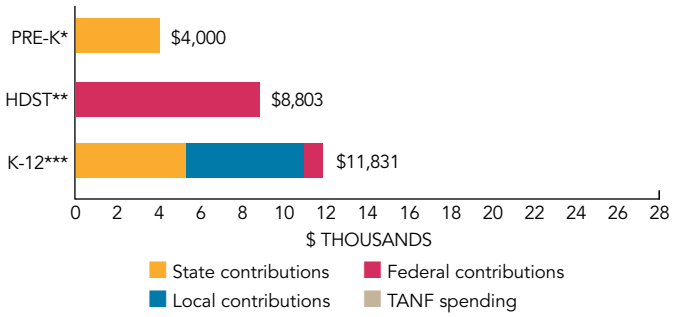
Total state pre-K spending $63,768,000
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,000
All reported spending per child enrolled* $4,000

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

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

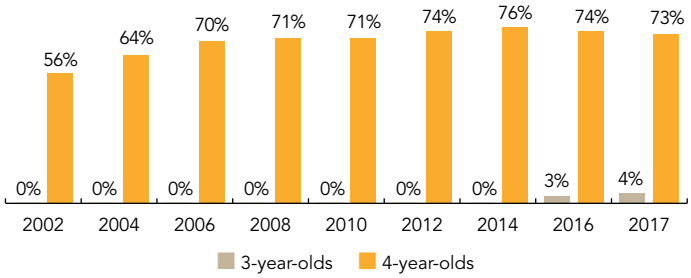
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

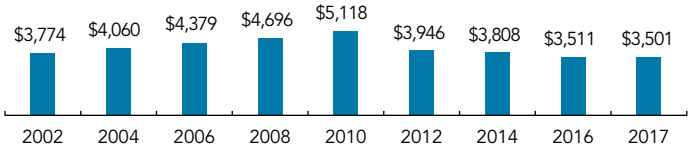


Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



Oklahoma started its Early Childhood Four-Year-Old Program in 1980 with the intent of serving all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 99% of school districts providing the program. Approximately 73% of the state's 4-year-olds are enrolled in the program. Most of these children (87% of enrollment) are in full-day programs. Schools can collaborate with other agencies and programs to provide extended-day services.

Through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. A per-pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts.

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

In 2016, Oklahoma adopted the Oklahoma Academic Standards, which created vertically aligned pre-K to 12th grade standards. The Oklahoma State Department of Education is providing continuous professional development and support to help teachers and administrators successfully implement these standards to strengthen pre-K programs and provide effective instruction and learning beyond the early years. During the 2017-2018 school year, individualized professional development plans will be piloted throughout the state and mandatory for all educators in 2018-2019.

Oklahoma continues to prioritize early learning initiatives in its ESSA plan with strategies that support the goal of ensuring at least 75% of students are "ready to read" upon kindergarten entry by 2025. Oklahoma is investigating the use of an early learning inventory, which will assess the strengths and needs of students at the beginning of kindergarten. Oklahoma is currently piloting early learning inventories.

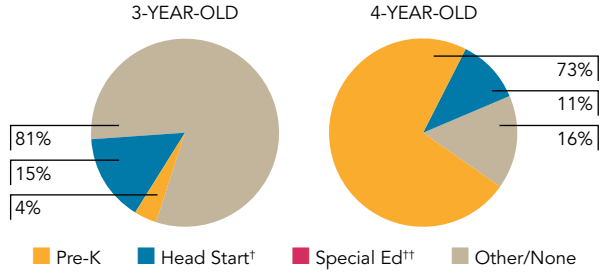
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
4	19	33	13	9	7

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment 41,264
School districts that offer state program 99%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 4,766
Federally funded Head Start enrollment, ages 3 and 4 14,059
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	OK PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	75 hours/5 years	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, immunizations; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Lunch and/or breakfast	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		7

RESOURCES

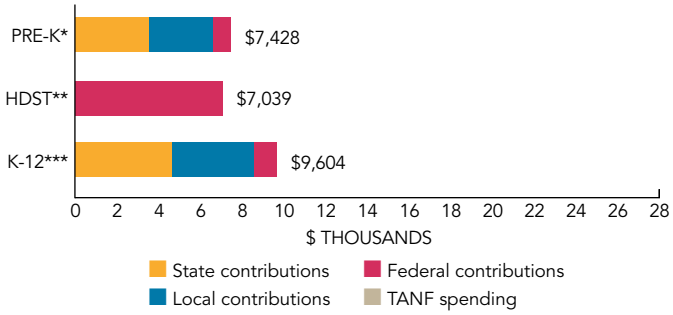
Total state pre-K spending $144,470,607
Local match required? ..... No
State Head Start spending $1,818,051
State spending per child enrolled $3,501
All reported spending per child enrolled* $7,428

* 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.

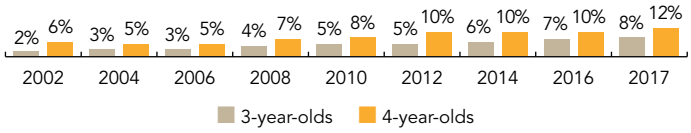
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

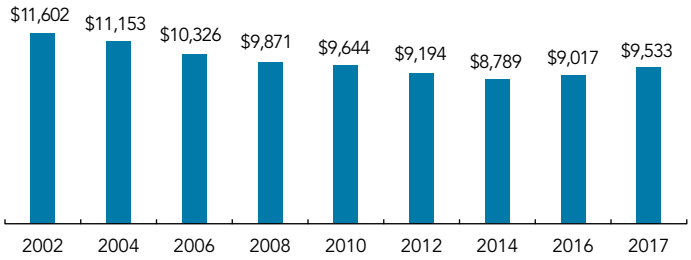


Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



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

OHSP programs operate using federal and/or state funds. To provide state funding for the program, general fund dollars are allocated on a biennial basis by the state legislature. OHSP program funding is available to a number of organizations. Nonsectarian private and public organizations not receiving federal Head Start funding, including public schools, private agencies, community action agencies, government agencies, and colleges and universities, have been awarded competitive state prekindergarten funds.

In 2016-2017, enrollment in OHSP programs increased slightly. Approximately 22% of OHSP children were served in public settings, and 78% of children were in Head Start settings. Programs ensure children receive services in inclusive settings, with almost 18% of enrolled students qualifying for and receiving special education services in regular classrooms. Federal Head Start Performance Standards must be followed, and all programs must meet monitoring requirements.

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

Beginning in fall 2016, Oregon began an additional state-funded preschool program called Preschool Promise which is overseen by the Early Learning Division. This program was created via new legislation and funding to develop and implement a mixed-delivery preschool program for children from families with incomes up to 200% of federal poverty level. The mixed-delivery model recognizes that high-quality learning experiences can take place in a wide variety of settings, and families should be able to choose the setting that works best for them and their children. In the first year of implementation, the program was funded to serve 1,300 three- and four-year-old children. Funding for Preschool Promise goes directly to Early Learning Hubs which can then subcontract with public schools, child care, Head Start, Relief Nurseries, Education Service Districts, and other community-based organizations.

In 2012, Oregon adopted the Head Start Child Development Early Learning Framework (now the Head Start Early Learning Outcomes Framework), which is currently being aligned with Common Core State Standards for K–12. More recently, Oregon adopted the Oregon Early Learning and Kindergarten Guidelines. Both sets of early learning standards are used by OHSP and Preschool Promise.

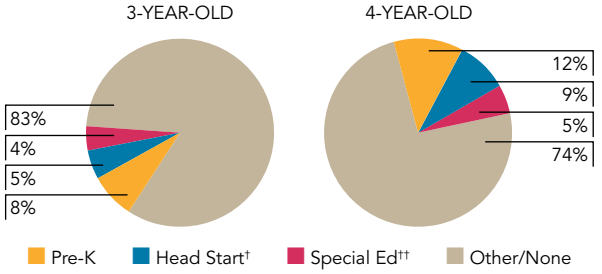
Oregon's general contribution and commitment to state-funded preschool for both OHSP and Preschool Promise are summarized in the first two pages of this state profile. OHSP is the focus of the third page, and the fourth pages covers Preschool Promise.

OREGON STATE OVERVIEW

ACCESS

Total state pre-K enrollment 9,456
Special education enrollment, ages 3 and 4 6,881
Federally funded Head Start enrollment, ages 3 and 4 6,674
State-funded Head Start enrollment, ages 3 and 4 8,156

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

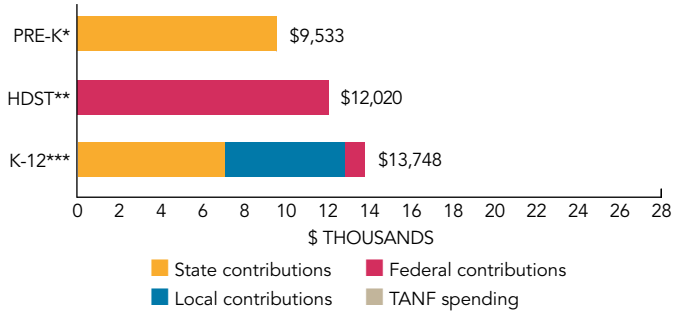


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $90,146,488
State Head Start spending $72,646,488
State spending per child enrolled $9,533
All reported spending per child enrolled* $9,533

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	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	5

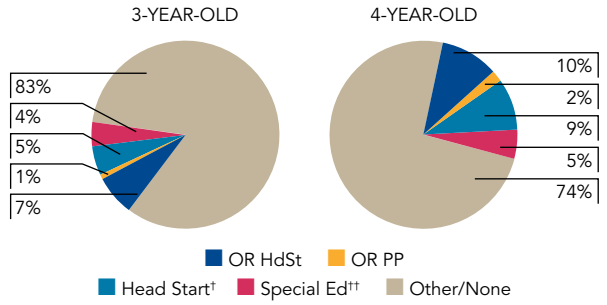
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8.9	7.7

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state pre-K enrollment 8,156
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... 100% FPL
Minimum hours of operation ..... 3.5 hours/day
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

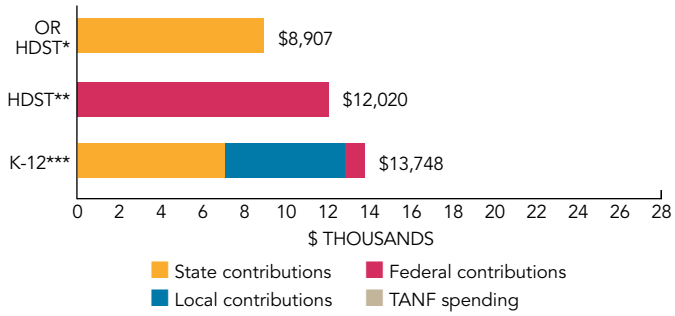
POLICY	OR HDST REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	AA	BA	☐	**BA**	☐
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	15 hours/year; PD plans; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal/day	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (frequency not specified); Site visits; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	☐
			9		8

RESOURCES

Total state pre-K spending $72,646,488
Local match required? ..... No
State spending per child enrolled $8,907
All reported spending per child enrolled* $8,907

* 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 1,300

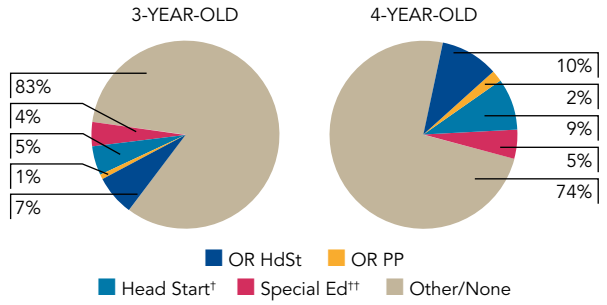
School districts that offer state program ..... 56% Early Learning Hub regions

Income requirement ..... 200% FPL

Minimum hours of operation ..... Determined locally

Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

POLICY	OR PP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & support	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	CDA	BA	☐	**BA**	☐
Teacher specialized training	ECE or CDA	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	20-24 hours/year; PD plans (teachers not meeting education requirements)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Developmental; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	At least one meal and one snack, or two meals	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Site visits	Site visits	✓	**Structured classroom observation; program improvement plan**	☐
			8		6

RESOURCES

Total state pre-K spending $17,500,000

Local match required? ..... No

State spending per child enrolled $13,462

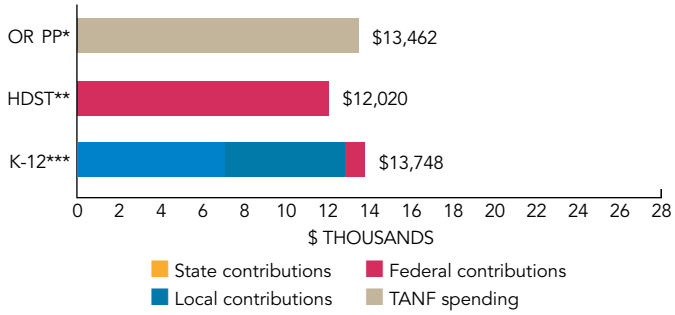
All reported spending per child enrolled* $13,462

* 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.

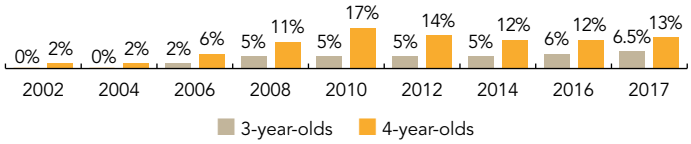
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

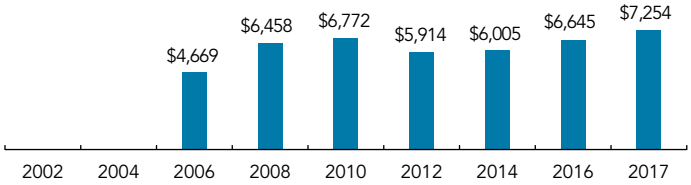


Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



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

The prekindergarten programs in PA with the most longevity are the K4/SBPK programs, which are funded through the state's general fund. Funds are available to districts wishing to offer these programs, and in the 2016-2017 school year, 19% of school districts offered pre-K through the K4/SBPK program. Many of the policy decisions for this program are decentralized to individual school districts at the local level.

During the 2004-2005 school year, Pennsylvania authorized its second prekindergarten program, the Education Accountability Block Grant, now called the Ready to Learn Block Grant. RTL is funded through a state aid formula, with 75% of funds targeted to serving children who have not achieved proficiency on the PA System for School Assessment test. School districts can opt to offer this pre-K program or choose from a list of other approved services.

The PAHSSAP was also created during the 2004-2005 school year, with an original investment of $15 million. The PAHSSAP provides extended-day services for federally funded Head Start children, as well as additional slots in Head Start programs. All programs are required to meet the federal Head Start Performance Standards and those programs located in child care centers are required to participate in the state's QRIS system.

The PAPKC Program was created in the 2007-2008 school year, with the intention of further expanding access within the commonwealth to high-quality pre-kindergarten programs. PAPKC serves children who are income-eligible at 300% FPL, though districts have the option to set lower income thresholds. PAPKC programs can also serve children up to two years before their locally determined kindergarten entry age, though individual programs have the flexibility to make decisions based on local demand. PAPKC funds are awarded on a competitive basis every five years, with the most recent re-bidding occurring in 2013. Programs from a variety of auspices (e.g., Head Start, child care, private academic schools and school districts) can apply for PAPKC funding. In the 2015-2016 school year, changes in non-regulatory guidance updates included a meal requirement for part-day programs and the inclusion of comprehensive (developmental, behavioral, vision, hearing, and health) screenings and referrals.

Fiscal monitoring is required of each grantee in all four programs and is conducted by the state. For the HSSAP and PAPKC programs, onsite monitoring is conducted annually by program specialists. Additionally, PAHSSAP programs are required to use either CLASS, ECERS, or another locally selected tool to annually conduct structured observations of classroom quality, and PAPKC programs are required to have an ECERS assessment annually; these may include self-assessments.

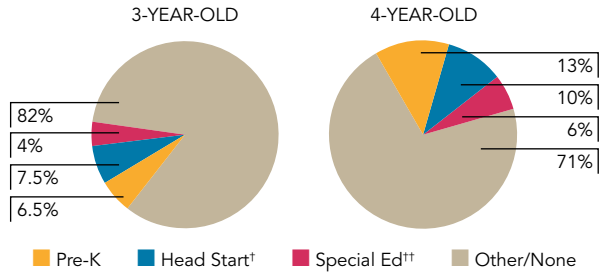
The first two pages of this state profile provide data on the commonwealth's commitment and contributions to serving children in state-funded pre-K programs, including state expenditures and enrollment data, aggregated across the four programs. The subsequent pages provide disaggregated data for each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

PENNSYLVANIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment 28,833
Special education enrollment, ages 3 and 4 22,059
Federally funded Head Start enrollment, ages 3 and 4 24,575
State-funded Head Start enrollment, ages 3 and 4 5,380

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

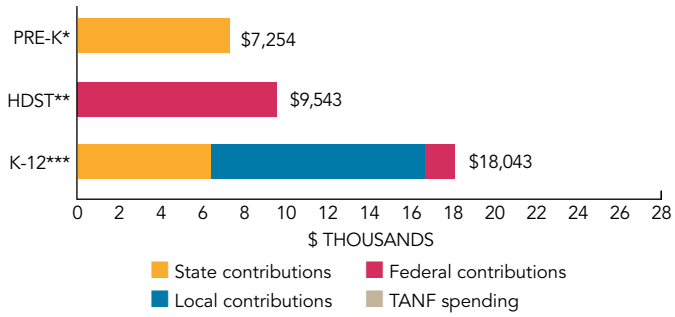


† Some Head Start children may also be counted in state pre-K (PKC).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $209,159,001
State Head Start spending $48,551,327
State spending per child enrolled $7,254
All reported spending per child enrolled* $7,254

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	14

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	16

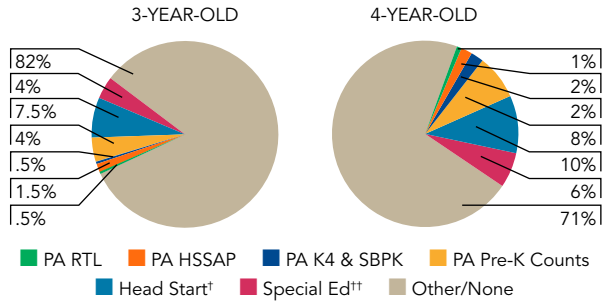
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
8	6.9

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment 2,052
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

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

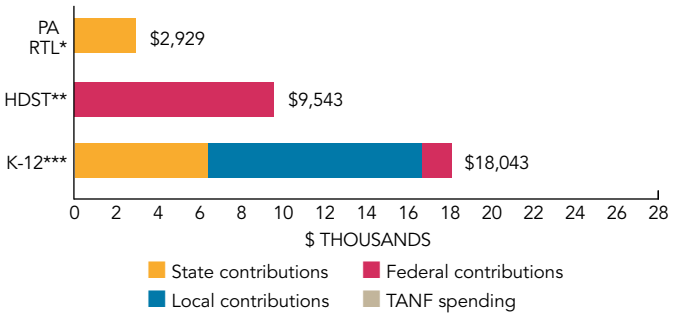
Total state pre-K spending $6,010,766
Local match required? ..... No
State spending per child enrolled $2,929
All reported spending per child enrolled* $2,929

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

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

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

SPENDING PER CHILD ENROLLED

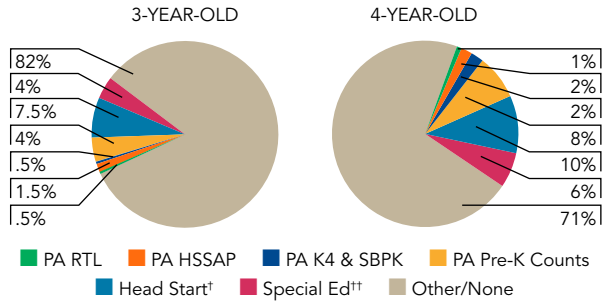


PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment 5,598
School districts that offer state program 26%
Income requirement ..... 100% FPL
Minimum hours of operation ..... 3.5 hours/day
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

POLICY	PA HSSAP REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process	New in 2015-2016	—	**Approval process & supports**	☐
Teacher degree	AA	BA	☐	**BA**	☐
Teacher specialized training	PK-4, B-3	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Lunch & either breakast or snack	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		7

RESOURCES

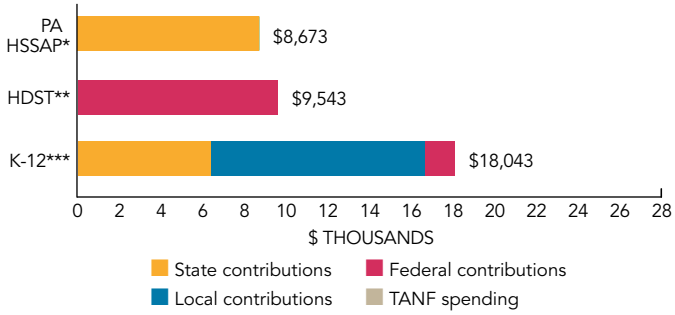
Total state pre-K spending $48,551,327
Local match required? ..... No
State spending per child enrolled $8,673
All reported spending per child enrolled* $8,673

* 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

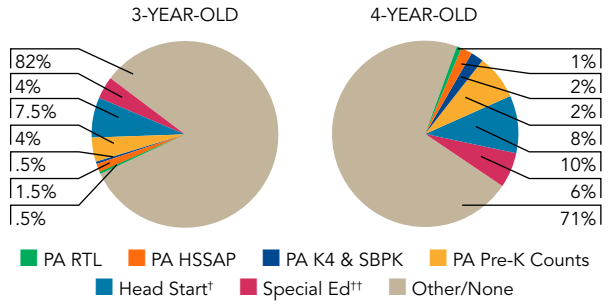


PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

ACCESS

Total state pre-K enrollment 2,868
School districts that offer state program 19%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year

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



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

QUALITY STANDARDS CHECKLIST

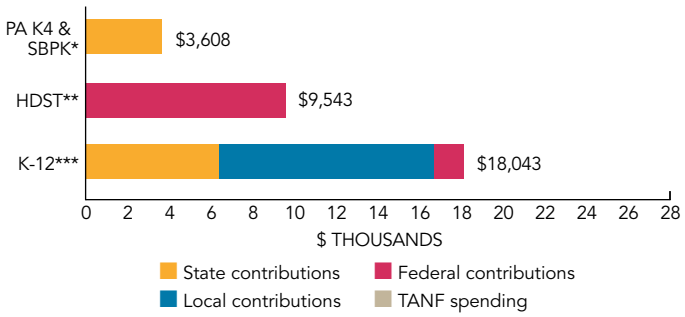
POLICY	PA K4 & SBPK REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**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

RESOURCES

Total state pre-K spending $10,347,289
Local match required? ..... No
State spending per child enrolled $3,608
All reported spending per child enrolled* $3,608

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

SPENDING PER CHILD ENROLLED

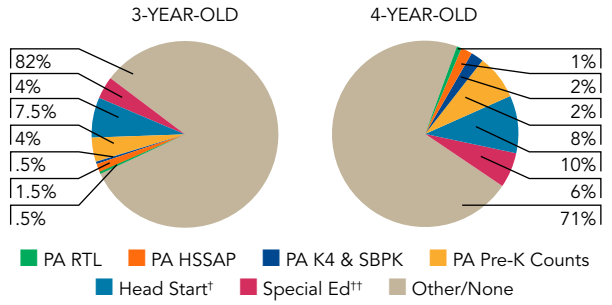


PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state pre-K enrollment 18,315
School districts that offer state program 86%
Income requirement ..... 300% FPL
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... 180 days/year

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



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

QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	PK-4, B-3	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	Meets NCLB requirements	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (teachers only); PD plans (some teachers per QRIS); Coaching (new teachers)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal/day	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		8

RESOURCES

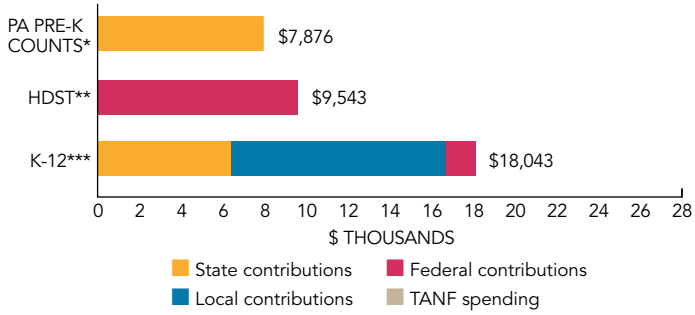
Total state pre-K spending $144,249,620
Local match required? ..... No
State spending per child enrolled $7,876
All reported spending per child enrolled* $7,876

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

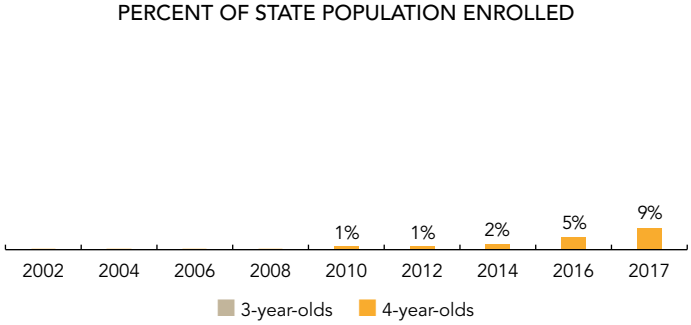
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

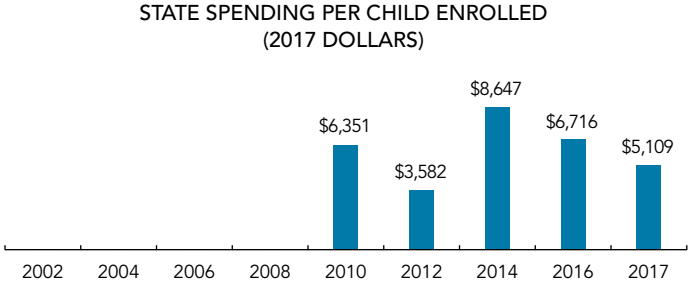
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Rhode Island





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

The Rhode Island Education Aid Foundation Formula, the state's school funding formula, provides funding for the Rhode Island State Pre-Kindergarten Program. Using a phased-in approach, $10 million will be invested over 10 years to expand access to high-quality pre-K, beginning with communities with a high proportion of children eligible for free and reduced-price lunch. The goal is that pre-K expansion will create high-quality learning programs, improve access for the students who need it the most, and assure a smooth transition between early childhood and K–12. Rhode Island Department of Education plans to expand access from 17 classrooms and 306 children in 2014-2015 to 60 classrooms and 1,080 children in 2017-2018. The program is set to remain at 1,080 children moving forward. The Rhode Island General Assembly increased the investment in the Rhode Island State Pre-Kindergarten Program by $1 million for the 2016-2017 school year and the legislature committed another $1.1 million increase for 2017-2018.

In 2014, Rhode Island was awarded a competitive federal Preschool Development Grant (PDG) for a total of $19 million to expand access to its high-quality pre-K program. PDG funding is being used to expand access in high-need communities and to improve program monitoring, evaluation, and technical assistance. As a result of PDG, enrollment in Rhode Island's pre-K program nearly doubled between the 2015-2016 and 2016-2017 school years, the largest expansion in the program's history.

Teachers in the program must have a bachelor's degree with an early childhood teaching certificate. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development. Additionally, a new evaluation of the program is underway, which will gauge child outcomes, overarching classroom quality and include an analysis of long-term costs.

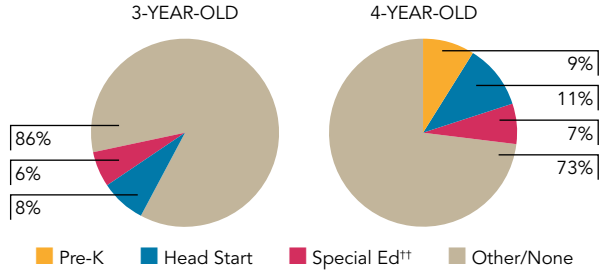
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
33	None Served	19	4	10	10

RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 1,008
School districts that offer state program ..... 28% (communities)
Income requirement ..... No income requirement
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 1,808
Federally funded Head Start enrollment, ages 3 and 4 1,956
State-funded Head Start enrollment, ages 3 and 4 130

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

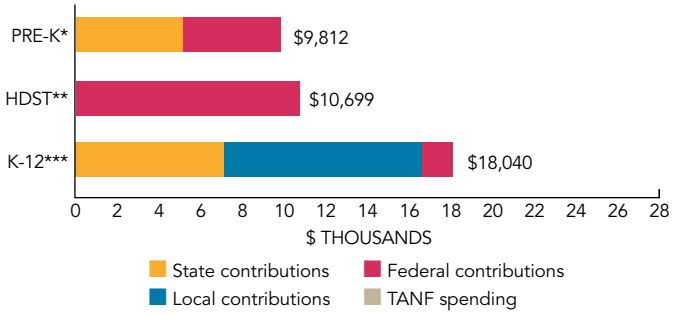
Total state pre-K spending $5,149,554
Local match required? ..... No
State Head Start spending $800,000
State spending per child enrolled $5,109
All reported spending per child enrolled* $9,812

* 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.

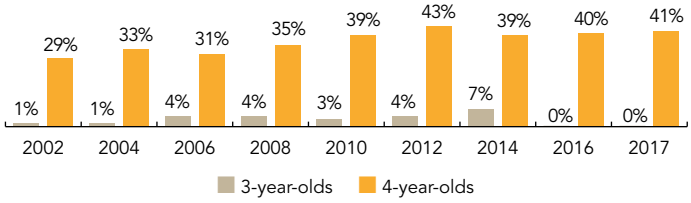
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

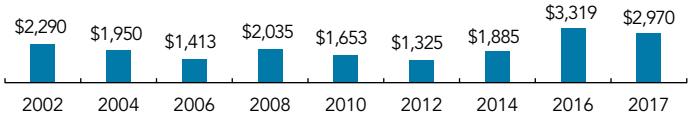


South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



South Carolina has two state-funded preschool programs: the Education Improvement Act Child Development Program (EIA 4K) and the public-private Child Early Reading Development and Education Program (CERDEP). Both programs are delivered in public school settings via the South Carolina Department of Education's (SCDE) recently created Office of Early Learning and Literacy (OELL). CERDEP is co-administered in private preschool settings by South Carolina First Steps to School Readiness (First Steps), the state's school readiness initiative. In previous years, the Yearbook has listed the two programs separately, however this year they are combined.

EIA 4K was initiated in 1984 as part of a one-cent sales tax created to support public education projects. Delivered in all SC school districts prior to the creation of CERDEP, EIA 4K is now delivered in only 25 percent of districts, serving 12,295 children. State law limits eligibility to children qualifying for free- or reduced-price lunches or Medicaid, with additional provisions to consider children with documented developmental delays. State funding for districts eligible to offer EIA 4K is allocated to districts by OELL on a formula basis according to the number of kindergarten students qualified for free or reduced-price lunch in each district. Participating school districts are required to offer at least one half-day pre-K program. While a handful of school districts continue to provide half-day programs, a majority now provide full-day services using EIA funds.

CERDEP, the state's second early education initiative, was created as a pilot program in 2006 and codified alongside the state's Read to Succeed legislation (Act 284) in June 2014. Previously, the program was called the Child Development Education Pilot Program (CDEPP). The original pilot program was established in response to Abbeville County School District, et. al. v. South Carolina, a school equity funding lawsuit brought by rural school districts. Children who qualify for free- or reduced-price lunch, those receiving Medicaid, or those with a documented developmental delay are eligible to participate in CERDEP. In 2016-2017, 587 public school classrooms in 61 school districts served 9,838 students, and 1,946 students were served in more than 200 private classrooms.

Monitoring visits for both programs by the OELL include an evaluation based on the ELLCO checklist to provide feedback and support to ensure all classrooms are language- and literacy-rich. Some programs receive an additional level of monitoring which includes a fidelity verification measuring curriculum implementation. Feedback is provided to the teacher, school administrator, and/or the CERDEP district liaison/reading coach to provide post-observation feedback and set future goals.

First Steps' Regional 4K Coordinators make announced and unannounced monitoring and technical assistance visits twice monthly to CERDEP classrooms in private settings. These visits include unannounced evaluative monitoring using the ECERS-3 as well as measures of curricular fidelity with reflecting, goal-setting and action plans for programs.

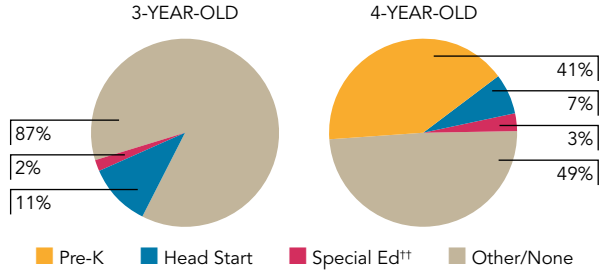
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
11	None Served	38	42	6	7

SOUTH CAROLINA CHILD EARLY READING DEVELOPMENT AND EDUCATION PROGRAM (CERDEP)

ACCESS

Total state pre-K enrollment 24,079
School districts that offer state program 100%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 4 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 4,927
Federally funded Head Start enrollment, ages 3 and 4 10,600
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	SC PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	BA (public); Working toward AA (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	ECE, P-2 (public); ECE, CD (nonpublic)	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	15 hours/year; PD plans; Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	✓
Maximum class size	20 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Immunizations, developmental; Referrals	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Breakfast, lunch	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	☐	**Structured classroom observation; program improvement plan**	✓
			6		7

RESOURCES

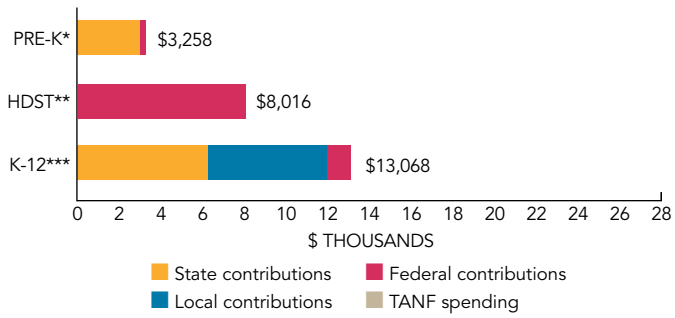
Total state pre-K spending $71,513,051
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $2,970
All reported spending per child enrolled* $3,258

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

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

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

SPENDING PER CHILD ENROLLED



South Dakota

NO PROGRAM

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

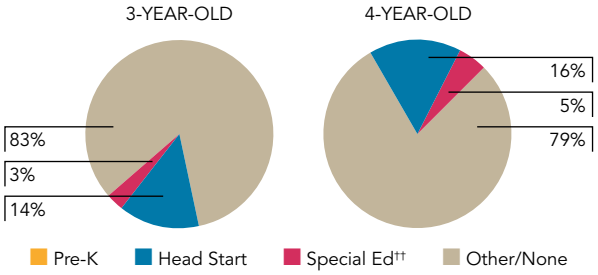
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

SOUTH DAKOTA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1,553
Federally funded Head Start enrollment, ages 3 and 4	3,664
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

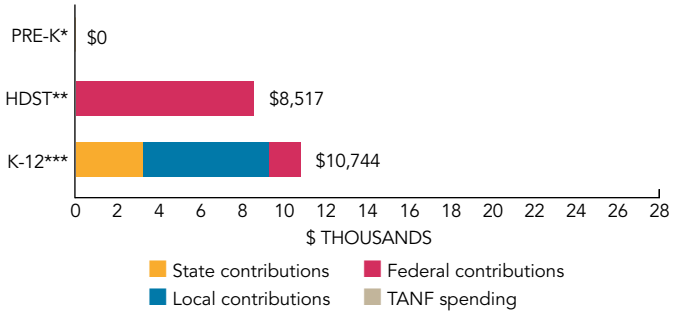
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

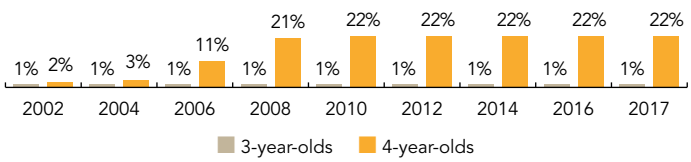
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

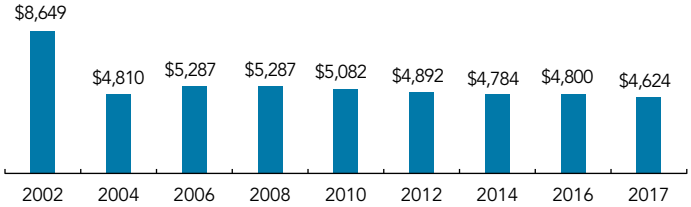


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



Building upon the 1998 Early Childhood Education Pilot Project, Tennessee Voluntary Pre-K (VPK) was launched in 2005. Since 2012, almost every district has offered at least one full-day VPK classroom where low-income, homeless, or foster care children receive priority for enrollment. The second tier for priority includes students with an IEP and English Language Learners. VPK enrollment leveled off between 2008 and 2015 but in 2016 enrollment increased by almost 2,000 students where it remained relatively level in 2016-2017 when 18,640 at-risk children were served.

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

Since its inception, VPK has relied on numerous funding sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. State funds for the VPK program have been mostly level since the 2014 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required 25% local match. Districts have used the same funding, $117,490 per classroom, to operate VPK for the past several years. In 2014, Tennessee was awarded a competitive federal Preschool Development Grant for $17.5 million annually, to expand pre-K enrollment in Nashville and Shelby County. PDG funds supported 1,320 children in new slots in the state and 3,380 in improved slots in VPK classrooms in 2016-2017.

During the 2014-2015 school year, the Peabody Research Institute (PRI) at Vanderbilt University was involved in the fifth year of an ongoing external evaluation on the effectiveness of the VPK program for children who attended VPK in 2009-2010. The study reported statistically significant cognitive and social-emotional gains for VPK participants during the pre-K year and a significant reduction in kindergarten retention for participants. However, the gains appeared to gradually dissipate and turned significantly negative in some subtests (favoring the control group) by third grade. PRI reports the quality of pre-K programs across the state is inconsistent, and in some cases below expectations, based on ECERS classroom observations. ECERS data collected by PRI on a statewide sample shows the average ECERS score is about 4 with the Activities subscale at 3 (on a 7-point scale). Only a very small fraction of classrooms scored 5 or higher overall (the threshold for a rating of "good"). PRI has received additional funding to continue to follow a portion of the children through their 7th grade year 2018-2019). The cohort of children in the PRI study attended VPK in 2009-2010 and the state has made changes in the VPK program that are not reflected in this study.

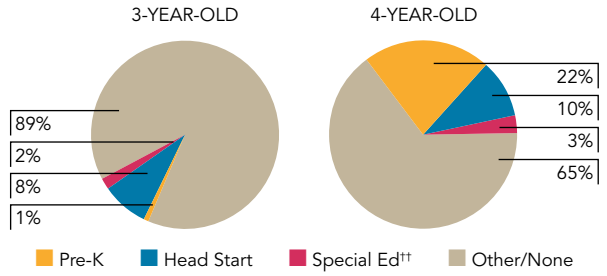
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
27	25	23	25	9	5

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state pre-K enrollment 18,640
School districts that offer state program 96%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 5.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 6,931
Federally funded Head Start enrollment, ages 3 and 4 15,126
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

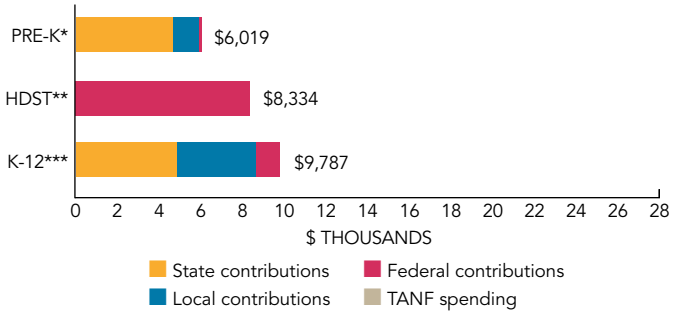
POLICY	TN PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process	New in 2015-2016	—	**Approval process & supports**	☐
Teacher degree	BA	BA	☑	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	18 hours/year (teachers); 12 hours/year (assistants); Coaching (PDG teachers)	For teachers: At least 15 hours/year	☑	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	20 or lower	☑	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	☑	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	☑	**Vision, hearing & health screenings; & referral**	☑
Meals	Breakfast, lunch	At least one meal/day	☑	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations (new classrooms & every 5 years); Data used for program improvment	Site visits	☑	**Structured classroom observation; program improvement plan**	☐
			9		5

RESOURCES

Total state pre-K spending $86,200,000
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $4,624
All reported spending per child enrolled* $6,019

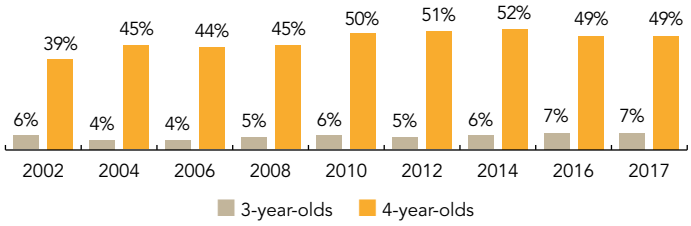
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

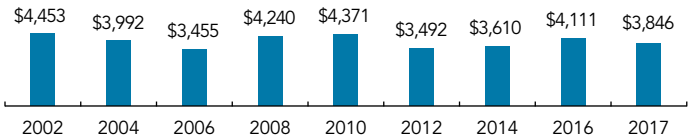


Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2017 DOLLARS)



In 1985, Texas began funding half-day prekindergarten for eligible 4-year-olds through the Texas Public School Prekindergarten program. Currently, districts that have 15 or more eligible 4-year-olds are required to offer prekindergarten. Districts that have 15 or more eligible 3-year-olds can also offer prekindergarten, but are not required to do so.

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

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

In 2017, the Texas Legislature did not appropriate funding to continue the $118 million High-Quality Prekindergarten Grant program or the $15 million in supplemental funding for prekindergarten. However, the legislature included Rider 78 in the General Appropriations Act. The rider states that the Commissioner shall ensure districts and charter schools with eligible 4-year-olds use at least 15% of their Foundation School Program funds on high-quality efforts. It also passed HB 2039, a new prekindergarten-to-third grade teacher certification.

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

TEA's Early Childhood Data Systems (ECDS) is a state data reporting platform that is part of the Texas Student Data System. Through the ECDS, early childhood data is collected and used to inform school districts, early childhood programs, communities and stakeholders about the effectiveness of prekindergarten programs in preparing children to be successful in kindergarten. Starting in the 2016-2017 school year, school districts and charter schools report demographic information on prekindergarten students enrolled, number of half-day and full-day classes, source of funding, class size/ratio, type of curriculum and the type of progress monitoring tool (if administered). Kindergarten programs will report demographic information, type of assessment and the beginning of year results from the kindergarten assessment instruments. The information collected in ECDS is now being reported at the state, district and campus-level and is available on the Texas Public Education Information Reports (TPEIR) web page.

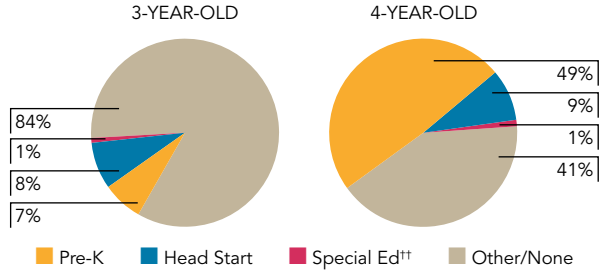
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
10	13	28	37	4	4

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment 224,114
School districts that offer state program 86%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 3 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 25,474
Federally funded Head Start enrollment, ages 3 and 4 63,668
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

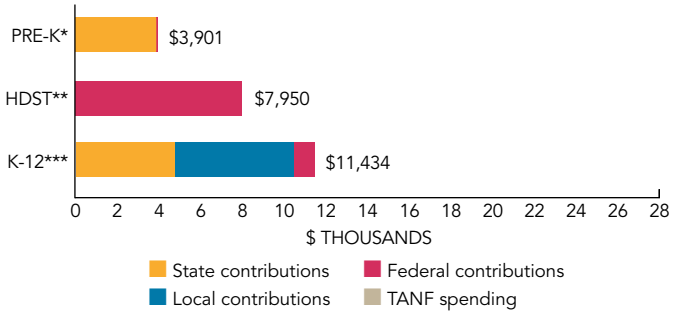
POLICY	TX PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process	New in 2015-2016	—	**Approval process & supports**	☐
Teacher degree	BA	BA	✓	**BA**	✓
Teacher specialized training	P-6	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	150 hours/5 years (teachers only); Coaching in the grant covering 85% of children	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	No limit (3- & 4-year-olds)	1:10 or better	☐	**1:10 or better**	☐
Screening & referral	Vision, hearing, immunizations	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	✓
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Other monitoring; Data used for program improvement at state level only	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			4		4

RESOURCES

Total state pre-K spending $862,035,287
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $3,846
All reported spending per child enrolled* $3,901

* 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

NO PROGRAM

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

In 2014, Utah House Bill 96 was passed, creating the High-Quality School Readiness Initiative. The purposes of the Utah School Readiness Initiative are to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. In 2014, Utah approved future investment in some early learning programming through a partnership between businesses and the state. The Utah High-Quality School Readiness Initiative was signed by Governor Herbert, allowing the newly created School Readiness Board to enter into results-based financing contracts with private entities to fund proven high-quality early childhood education programs to serve at-risk students. The bill also creates grant funding for existing public and private early education programs to increase quality, and funds independent evaluation. The bill details components of high-quality programs as well as home-based educational technology programs that may enter into a results-based contract with the Board. The initiative began serving children in the 2014-2015 school year. During the 2016-2017 school year, 248 students were served by LEAs.

Utah Senate Bill 101, High-Quality School Readiness Initiative Expansion (HQSR-E), passed in 2016. HQSR-E is intended to expand access to high-quality school readiness programs for eligible students to increase school readiness, improve academic performance, and reduce remediation costs associated with poor academic outcomes. The HQSR-E Grant program provides grant funds to LEAs with existing early education programs deemed high-quality, as determined by the Early Childhood Environment Rating Scale (ECERS-3 or ECERS-R) and some additional rubric criteria. Programs are eligible to apply for HQSR-E funding if they provide services to economically disadvantaged 4-year-old children, can illustrate how funds will be used to expand their current preschool programs, and are deemed high-quality school readiness programs based on the criteria noted above. During the 2016-2017 school year 3,454 students were served in HQSR-E classrooms. A total of 470 of those seats were created to enroll 4-year-old children from economically disadvantaged families using approximately $2.5 million in TANF funding. The program is set to expire in June 2019.

Utah's UPSTART Program provides a home-based, technology-delivered kindergarten readiness program to children throughout the state. During the 2017-2018 school year, the UPSTART program is serving children in every Utah school district and reaching more than 14,000 students. State funds allocated to the program total $7.7 million, and an additional $2 million in TANF funding was made available through an RFP process. UPSTART prioritizes low-income, ELL, and rural children. The program includes an annual independent evaluation contracted by the Utah State Board of Education.

On February 10, 2017, the Utah State Board of Education agreed to have the Early Childhood Core Standards revised. The standards were originally written and adopted in 2012. The Early Childhood Core Standards cover multiple domains including: physical well-being and motor development, social-emotional development, approaches toward learning, language development, and cognitive and general knowledge. Revised standards were adopted in 2013 and provide strategies and activities aligned with these domains. The Early Childhood Writing Committee is currently meeting monthly and actively revising standards. The revised standards are expected to be published and distributed by Fall 2018.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

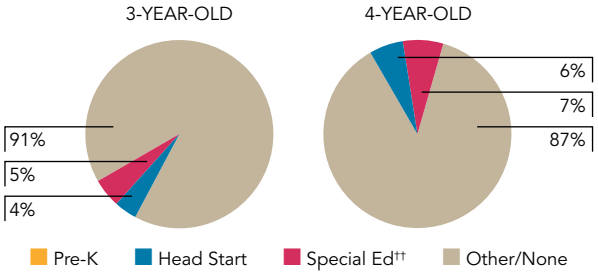
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

UTAH

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	6,464
Federally funded Head Start enrollment, ages 3 and 4	4,959
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

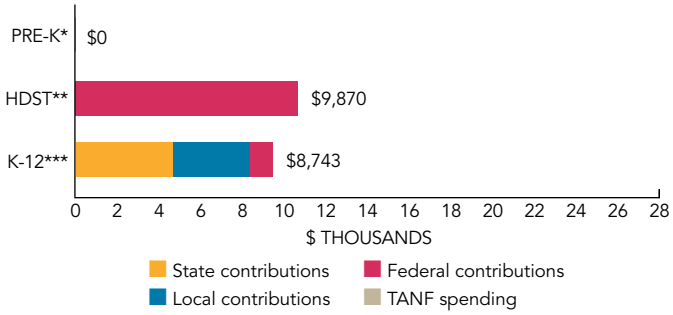
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

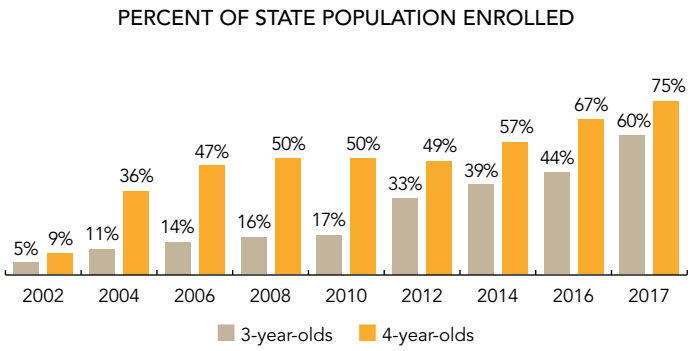
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

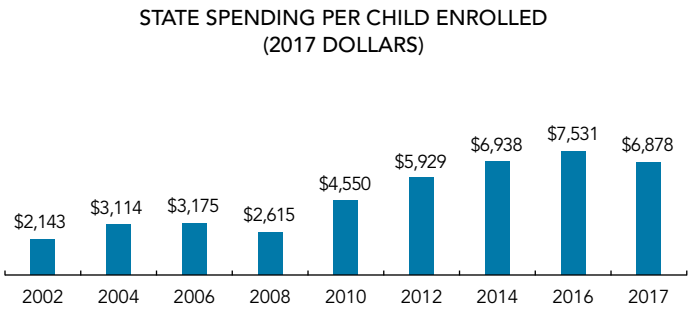
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Vermont





Vermont has a 30-year history of providing state-funded preschool. In 1987, the Vermont Early Education Initiative (EEI) was created as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Act 62 was signed into law in 2007, which significantly expanded publicly funded prekindergarten education for 4-year-old children in public schools and private programs. With Act 62, pre-K programs were supported through the state's Education Fund similarly to K–12, pro-rated based on the 10 hours per week model. In the 2014 Legislative Session, legislators passed Act 166, which built on Act 62 by requiring all Vermont school districts to provide prekindergarten funding for each and every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. Act 166 also requires an annual legislative evaluation of the state's pre-K efforts that includes TS GOLD data, quality rating and improvement system (QRIS) level, and the creation of a pre-K monitoring system. The 2016-2017 school year was the first year of full implementation of Act 166.

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

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

Funding for Act 166 is provided by a mix of federal, state, and local dollars. Federal funding in 2016-2017 came from various sources, including a $33 million, four-year federal Preschool Expansion Grant to create full-time, comprehensive, high-quality preschool experiences for 4-year-olds in families with incomes under 200% FPL.

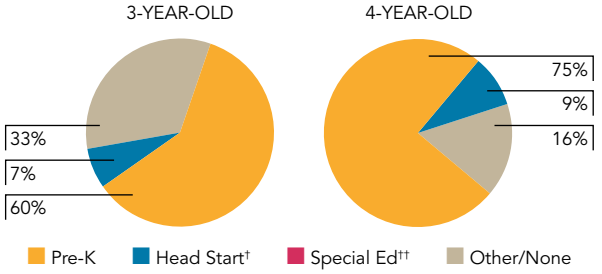
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
3	2	8	17	6	5

VERMONT UNIVERSAL PREKINDERGARTEN (ACT 166)

ACCESS

Total state pre-K enrollment 8,943
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 1,124
Federally funded Head Start enrollment, ages 3 and 4 991
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	VT PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process	New in 2015-2016	—	**Approval process & supports**	☐
Teacher degree	BA (public); BA for one teacher/center (nonpublic)	BA	☐	**BA**	☐
Teacher specialized training	ECE, ECE SpEd (public); ECE, ECE SpEd for one teacher/center (nonpublic)	Specializing in pre-K	☐	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	9 credit hours/7 years; (public teachers); 15 hours/year (assistants & nonpublic teachers); PD plans	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	Snack	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			6		5

RESOURCES

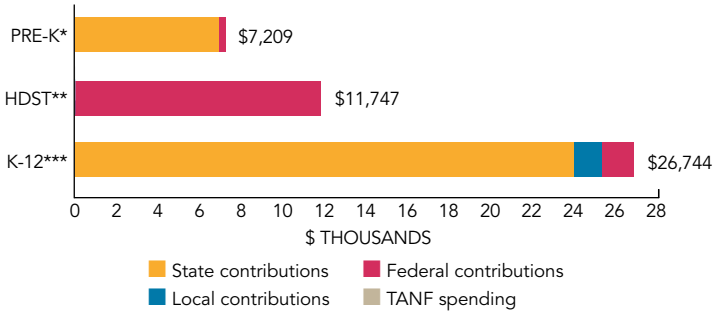
Total state pre-K spending $61,505,762
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $6,878
All reported spending per child enrolled* $7,209

* 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.

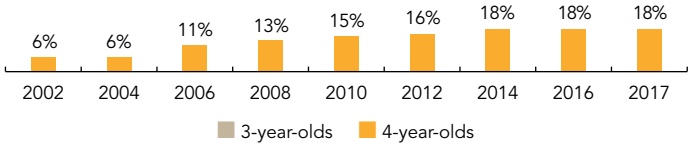
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

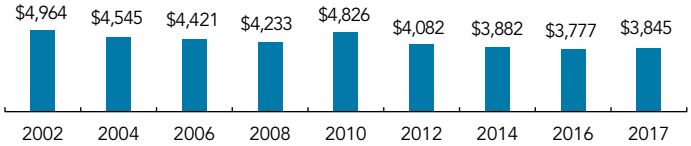


Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. The VPI program served 18,023 four-year-old children in the 2016-2017 school year, a slight decrease from the previous year. VPI programs may provide services on either a part- or school-day schedule throughout the school year, with most children attending school-day programs in 2016-2017. Eighty-nine percent of eligible school divisions operate VPI classrooms, and the majority of children participate in public school settings. Funding allocations to local school divisions are based on the number of students eligible for free lunch, but criteria for student eligibility are based on risk factors including, but not limited to: poverty, family unemployment, limited English proficiency, homelessness, parent with limited education, and parent incarceration.

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

Lottery revenues continued to account for all state funding for VPI in 2016-2017. In 2011, VPI was evaluated for both program quality and child outcomes by the Curry School of Education at the University of Virginia. Program monitoring by state education staff and consultants was conducted through site visits every two years prior to 2011-2012 to review program facilities, on-site safety procedures, and program record checks. Site visits were eliminated due to budget constraints in 2011-2012. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

Virginia's federal preschool expansion grant program, VPI+, expands services to 4-year-olds in high needs communities. The state serves an additional 1,406 students in 11 school divisions within this program. PDG funding was also used to enhance the quality of 1,891 VPI slots in 2016-2017.

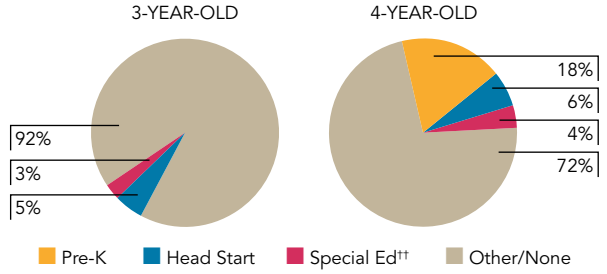
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
29	None Served	29	24	6	6

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment 18,023
School districts that offer state program 89%
Income requirement ..... 200% FPL
Minimum hours of operation ..... 3 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 10,025
Federally funded Head Start enrollment, ages 3 and 4 11,833
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

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

RESOURCES

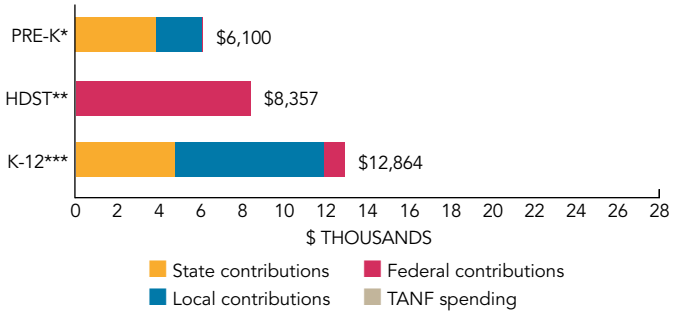
Total state pre-K spending $69,296,590
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $3,845
All reported spending per child enrolled* $6,100

* 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.

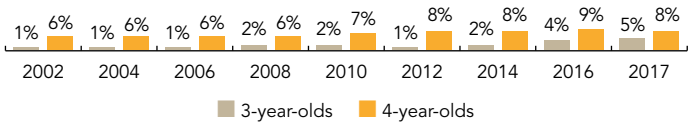
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

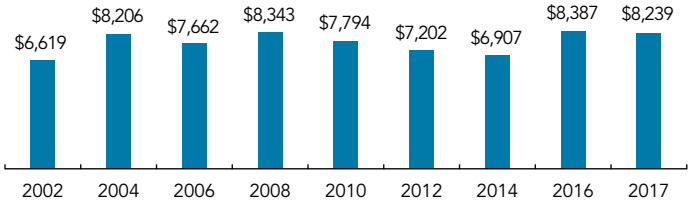


Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



The Washington State Early Childhood Education and Assistance Program (ECEAP), overseen by the Department of Early Learning (DEL), was created in 1985 to prepare 3- and 4-year-olds from low-income families for success in school and in life. ECEAP focuses on the well-being of the whole child by providing comprehensive nutrition, health, education and family support services to Washington's most at-risk young children. Funding for ECEAP is awarded through a competitive process. ECEAP is operated by a variety of agencies including school districts, educational service districts, colleges/universities, nonprofit organizations, and local governments. The program is offered in 35 of the state's 39 counties. Head Start serves 3- and 4-year-olds in three of the counties not served by ECEAP, and the other county is sparsely populated.

Three- and 4-year-olds from families with incomes at or below 110% of the federal poverty level are eligible to attend ECEAP. Children with IEPs are also eligible to enroll in ECEAP, regardless of income. Up to 10% of enrollment can be children who do not meet the income requirement but experience other risks that could jeopardize learning, development, or school success. Enrollment is prioritized based on a combination of income and other risk factors. In 2016-2017 ECEAP and Head Start together served 50% of eligible children. By 2022-2023, all eligible children not served by Head Start will be entitled to ECEAP services.

ECEAP is one strategy behind DEL's goal to ensure that 90% of children in the state are ready for kindergarten by 2020. In 2016-2017, Washington State invested $96 million in ECEAP. State funding comes from both the state general fund and the "opportunity pathways account," which consists of lottery funds. In 2015-2016, the state increased overall funding and enrollment as well as spending per child. The program will expand again in 2017-2018, adding 800 slots for children, and in 2018-2019, adding 1,000 more slots. In 2010, the Legislature passed House Bill 2731 establishing ECEAP as a statutory entitlement for all eligible children by the 2018-2019 school year. This deadline has since been extended to 2022-2023.

DEL completed a second-year pilot using EMPath's Mobility Mentoring as a family support tool. In 2016-2017, families showed gains in many areas related to family stability and ability to support their early learners. The largest gains were in parenting skills, school involvement and advocacy, healthy lifestyle, community resources knowledge, and family savings. This individualized approach, scheduled to be implemented statewide in 2018-2019, strengthens family outcomes and provides intensive services to the families who need them most.

Washington has committed to creating high-quality early learning experiences for young children in all early learning settings, including ECEAP. As of 2015-2016, all ECEAP sites were required to participate in the state's QRIS, Early Achievers, and receive a rating of level four or five by March 2016. Structured observations of classroom quality are conducted every three years using the ECERS and CLASS as part of the QRIS. ECEAP teachers assess children's development three times a year using Teaching Strategies GOLD. To promote a clear progression of quality in early learning programs, DEL is creating one set of standards that connects child care licensing, Early Achievers, and ECEAP.

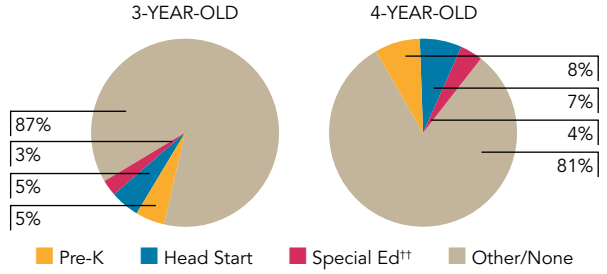
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
34	17	4	8	9	8

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment 11,691
School districts that offer state program ..... 90% (counties/parishes)
Income requirement ..... 110% FPL
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... School year (part- & school-day); Full calendar year (extended-day)
Special education enrollment, ages 3 and 4 9,068
Federally funded Head Start enrollment, ages 3 and 4 10,411
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	WA PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	AA	BA	☐	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	CDA, 12 ECE credits, WA State ECE Certificate	CDA or equivalent	✓	**CDA or equivalent**	✓
Staff professional development	15 hours/year (teachers only); PD plans (some teachers and assistants); Coaching	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓	**Vision, hearing & health screenings; & referral**	✓
Meals	At least one meal/day	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			9		8

RESOURCES

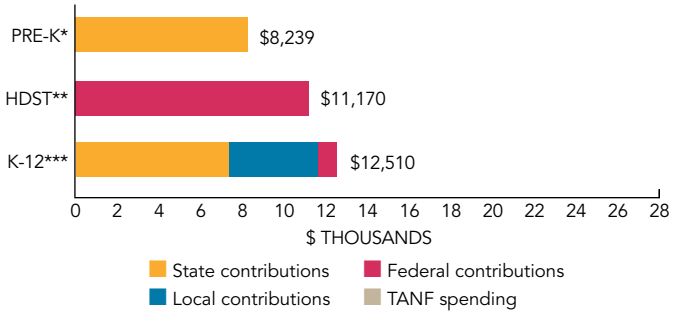
Total state pre-K spending $96,325,951
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $8,239
All reported spending per child enrolled* $8,239

* 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.

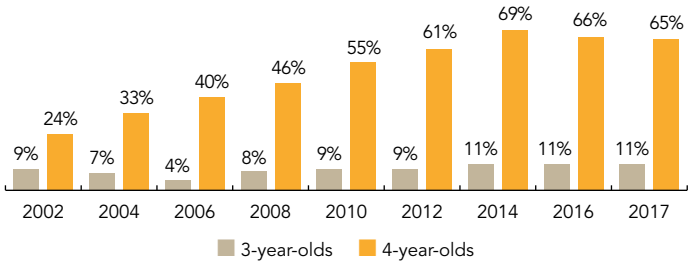
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

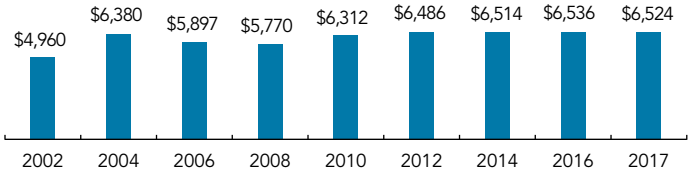


West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



West Virginia began offering preschool programs to 3- and 4-year-olds through the Public School Early Childhood Education program in 1983, when the state changed school policies to allow local school boards to serve children before kindergarten. Legislation passed in 2002 required pre-K to be available to all of the state's 4-year-olds by 2012. In 2016-2017, approximately 65% of the state's 4-year-olds were enrolled in West Virginia's Universal Pre-K program. In addition to 4-year-olds, some kindergarten age-eligible children with documented needs, and 3-year-olds with special needs, attended the program. During the 2016-2017 school year, approximately 11% of 3-year-olds in the state were enrolled.

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

The state has implemented many changes in recent years to improve program quality. Beginning July 1, 2013, all new lead teachers in nonpublic settings were required to have at least a BA degree in Early Childhood or a related field. Beginning July 1, 2014, all assistant teachers were required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia has also increased the duration of its preschool program, increasing instructional days per year and hours per week since 2012. Beginning in the 2016-2017 school year, each pre-K classroom must provide at least 1,500 minutes of instruction per week and 48,000 minutes of instruction annually, and programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

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

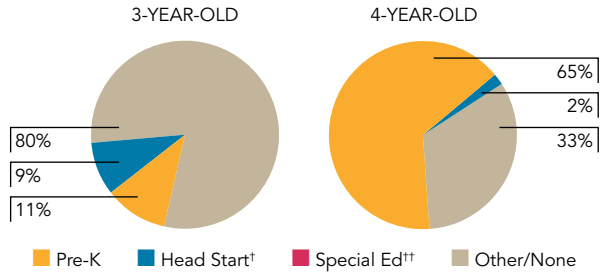
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
6	7	10	6	10	9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment 16,300
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... No income requirement
Minimum hours of operation ..... 25 hours/week; 4 or 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 2,823
Federally funded Head Start enrollment, ages 3 and 4 6,887
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

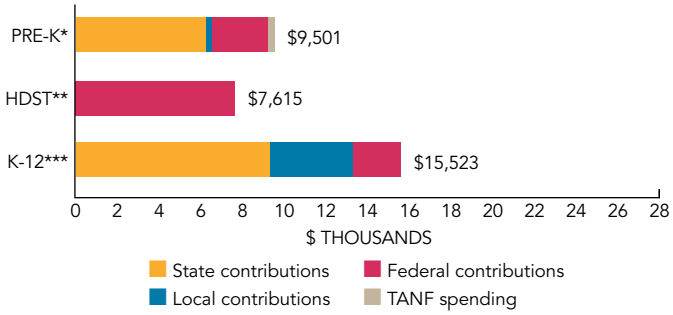
POLICY	WV PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval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

RESOURCES

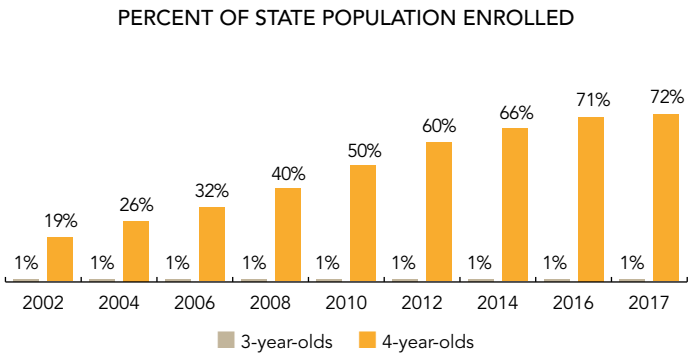
Total state pre-K spending $98,007,376
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $6,524
All reported spending per child enrolled* $9,501

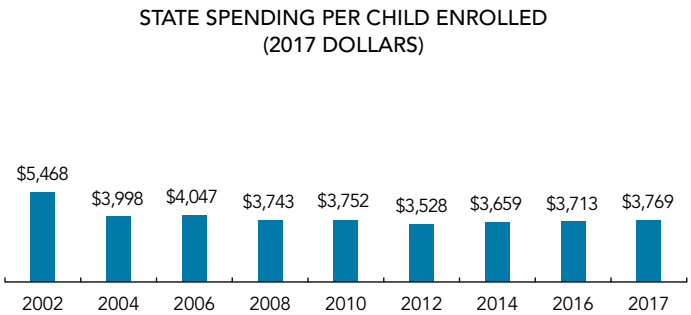
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Wisconsin





Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds since Wisconsin became a state in 1848. Districts in Wisconsin are not required to offer the Four-Year-Old Kindergarten program (4K), but if they do, it must be open to all age-eligible children. As it currently stands, 397 of Wisconsin's 413 school districts do offer the program. Funds for 4K are distributed to public schools, which then may subcontract and collaborate with private child-care centers, community-based programs, or Head Start agencies. Most programs operate part-day, four or five days per week, but some operate full-day, two or three days per week.

Funding for 4K is part of the overall school funding formula, funded at 50% of the funding for other grade levels. Districts receive 60% of full-day funding if they offer an additional 87.5 hours of parent outreach. During the 2016-2017 school year, more than 70% of the state's 4-year-old population was enrolled in 4K.

In the 2011-2012 school year, Wisconsin implemented a statewide early literacy assessment for kindergarten students, and 4K programs began early literacy screening with PALS PK in 2013-2014. Beginning in the 2016-2017 school year, districts may continue to use PALS or select a different assessment of reading readiness for use with each child enrolled in four-year-old kindergarten to second grade. The state does not require another assessment at 4K, so districts determine their own assessment process in other developmental areas. The 4K program was last evaluated for both process quality and program impact/child outcomes during the 2003-2004 year, but the University of Wisconsin-Madison is currently involved in a national study exploring 4K in Wisconsin. The WI Model Early Learning Standards, Early Literacy learning standards were updated in 2013.

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

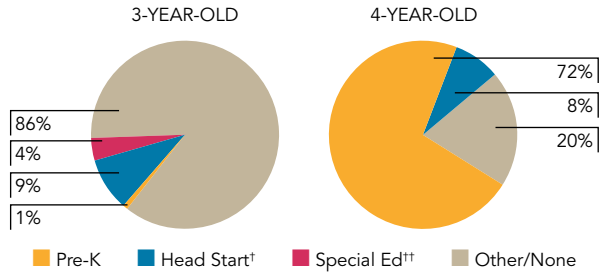
The first two pages of Wisconsin's profile give an overview of the state's overall promise and assistance to state-funded prekindergarten programs, including enrollment and state expenditures for both the 4K program and the Head Start State Supplement. The third page presents information on the 4K program,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

WISCONSIN STATE OVERVIEW

ACCESS

Total state pre-K enrollment 51,973
Special education enrollment, ages 3 and 4 8,930
Federally funded Head Start enrollment, ages 3 and 4 11,655
State-funded Head Start enrollment, ages 3 and 4 681

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

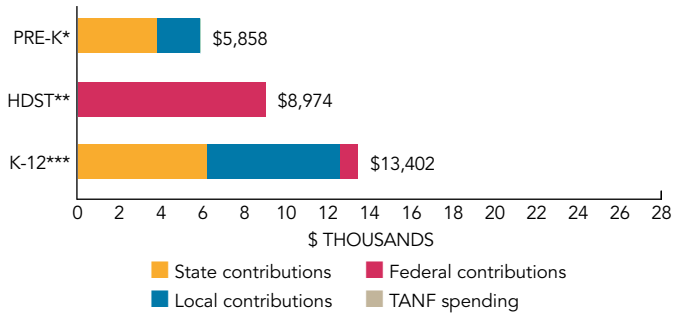


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $195,864,098
State Head Start spending $6,264,098
State spending per child enrolled $3,769
All reported spending per child enrolled* $5,858

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	26

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	26

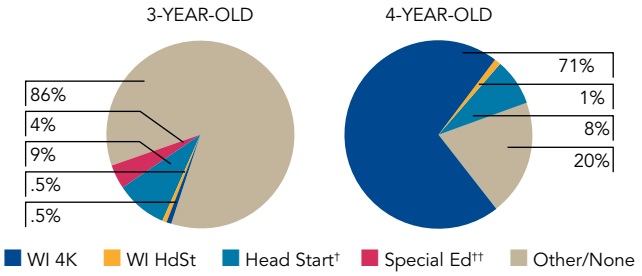
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
4.1	3

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment 51,292
School districts that offer state program 96%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

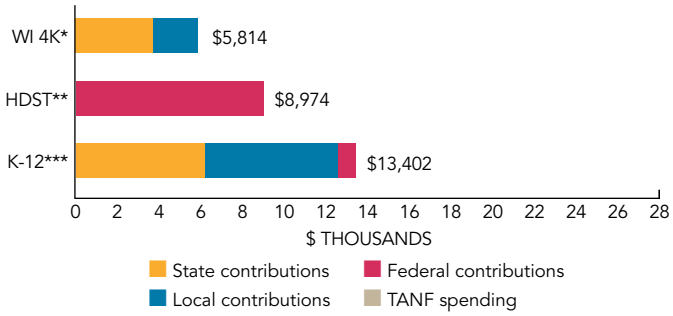
POLICY	WI 4K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	☑
Teacher degree	BA	BA	☑	**BA**	☑
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	Other	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 years (teachers only); Coaching (public teachers only)	For teachers: At least 15 hours/year	☑	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	Determined locally (4-year-olds)	20 or lower	☐	**20 or lower**	☐
Staff-child ratio	Determined locally (4-year-olds)	1:10 or better	☐	**1:10 or better**	☐
Screening & referral	Immunizations, full physical exam, developmental screening; Referrals determined locally; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Depends on length of program day	At least one meal/day	☐	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Data used for program improvement at local level only	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			4		3

RESOURCES

Total state pre-K spending $189,600,000
Local match required? ..... Yes
State spending per child enrolled $3,696
All reported spending per child enrolled* $5,814

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

SPENDING PER CHILD ENROLLED

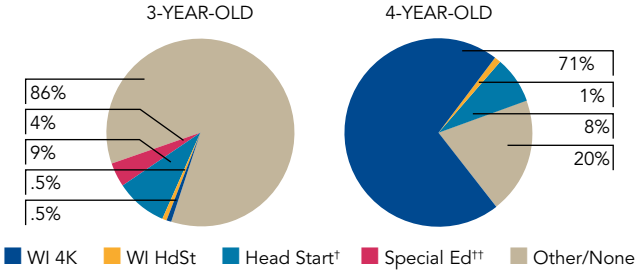


WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state pre-K enrollment 681
School districts that offer state program ... 100% (federal HdSt grantees)
Income requirement ..... Per Federal HdSt requirements
Minimum hours of operation ..... 3.5 hours/day
Operating schedule ..... Determined locally

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



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

QUALITY STANDARDS CHECKLIST

POLICY	WI HDST REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive	☑	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	☑
Teacher degree	AA	BA	☐	**BA**	☐
Teacher specialized training	Per federal Head Start requirements	Specializing in pre-K	☑	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	CDA or equivalent	☑	**CDA or equivalent**	☑
Staff professional development	15 hours/year	For teachers: At least 15 hours/year	☑	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	☑	**20 or lower**	☑
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	☑	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	☑	**Vision, hearing & health screenings; & referral**	☑
Meals	At least one meal/day	At least one meal/day	☑	**Discontinued**	—
Monitoring/ Continuous quality improvement system	None	Site visits	☐	**Structured classroom observation; program improvement plan**	☐
			8		6

RESOURCES

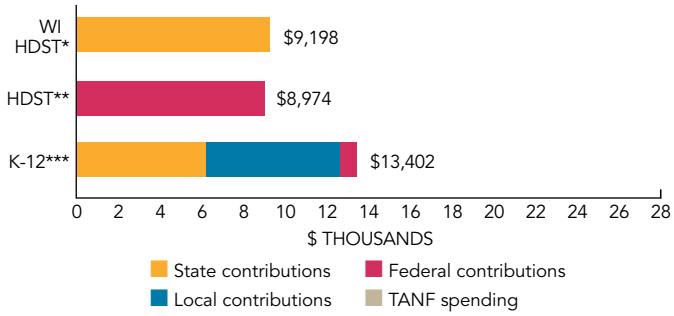
Total state pre-K spending $6,264,098
Local match required? ..... No
State spending per child enrolled $9,198
All reported spending per child enrolled* $9,198

* 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 Department of Health administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and the Department of Family Services (DFS) uses TANF dollars to fund 26 schools in the state. The Department of Education administers the TANF programs through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF. In the 2014 budget, the Wyoming State Legislature appropriated $665,000 for an Early Childhood Community Partnership Grant program to develop, enhance, and sustain high-quality early childhood education programs. DFS administers these grant funds. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to and do pursue accreditation through the National Association for the Education of Young Children (NAEYC).

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. Wyoming also has an Early Intervention Council which focuses on children with special needs.

In 2013, the state adopted the comprehensive Wyoming Early Learning Foundations. The Foundations cover multiple domains including cognition and general knowledge, physical well-being/motor development, approaches toward learning, social/emotional development, and language development.

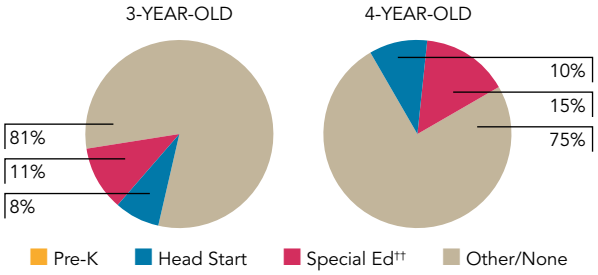
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	CURRENT STANDARDS	NEW STANDARDS
No Program		No Program		No Program	

WYOMING

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,302
Federally funded Head Start enrollment, ages 3 and 4	1,424
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

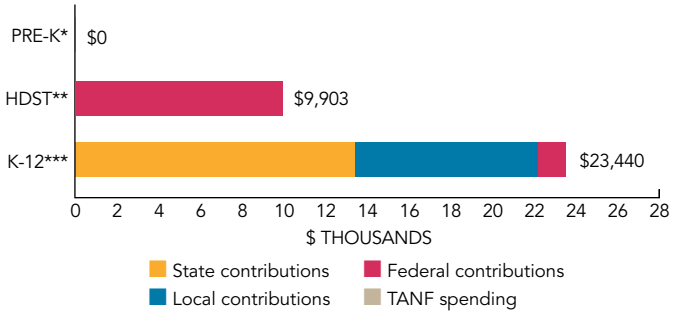
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

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

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

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

SPENDING PER CHILD ENROLLED



American Samoa

NO PROGRAM

American Samoa does not provide publicly funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages 3 to 5, address multiple domains including social and emotional development, mathematics, science, approaches to learning, logic and reasoning, social studies, physical development and health, language development, literacy, English language development, and creative arts expression. The early learning guidelines are aligned with the Head Start Child Development and Learning Framework.

In 2012-2013 American Samoa was in the process of developing a quality rating and improvement system (QRIS) which was in the later stages of development as of June 2015. One component of the system would be use of quality program assessment tools for quality assurance and monitoring.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

AMERICAN SAMOA

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 21
Federally funded Head Start enrollment, ages 3 and 4 1,332
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

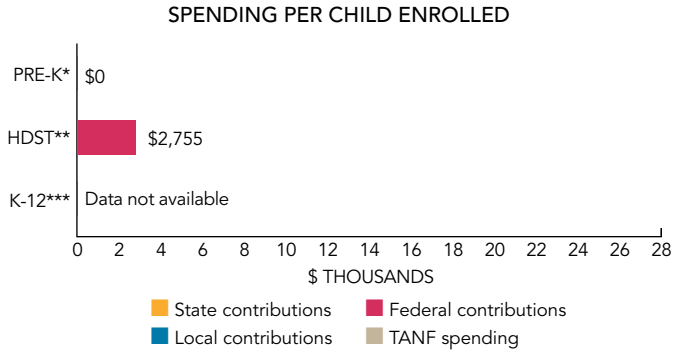
RESOURCES

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

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

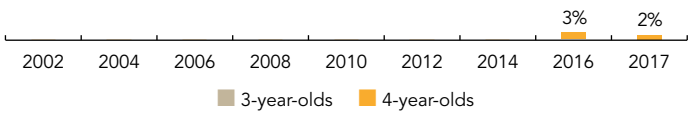
** Head Start per-child spending includes funding only for 3- and 4-year-olds.

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

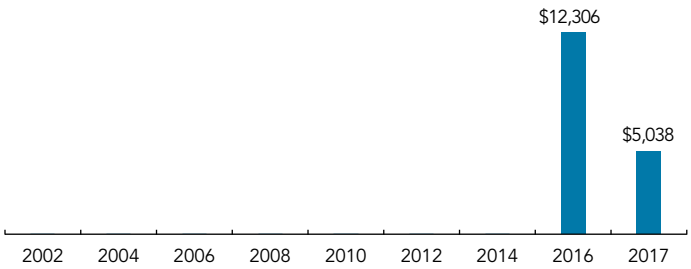


Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2017 DOLLARS)



The Guam Department of Education launched its first publicly funded Pilot Prekindergarten Program in October 2015. The Guam Department of Education oversees one school district, comprised of four regions. Each of the four regions has one Prekindergarten Program classroom. Currently, all four pre-K classrooms are located within public schools.

In the 2016-2017 school year, the four Prekindergarten Program classrooms served 71 four-year-old children. All age-eligible children may enroll in the program as there is no specified income requirement.

The Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, providing 978 hours of services per year. During this school-day program, both lunch and breakfast are served.

The maximum class size for the program is 18, with a teacher to student ratio of 1 to 9. Lead teachers are required to have an associate degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. Lead teachers are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are not required to participate in professional development and are only required to have a high school diploma.

A formal evaluation of the program was conducted by the Guam Department of Education's Administrator for Research, Planning & Evaluation. Legislation passed in fall 2017 to increase the number of pre-K classrooms.

The reduction in spending per child in 2016-2017 is due to not having one-time start-up costs included in the 2015-2016 spending.

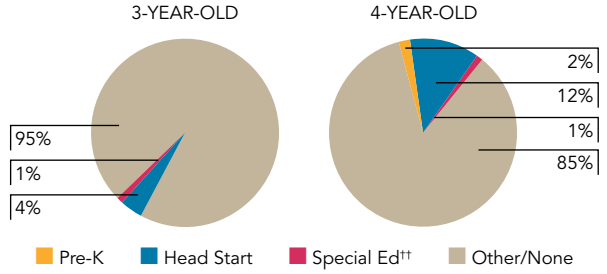
TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
7	6

GUAM DEPARTMENT OF EDUCATION PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 71
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 4 106
Federally funded Head Start enrollment, ages 3 and 4 534
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	CURRENT BENCHMARK	MEETS CURRENT BENCHMARK?	NEW BENCHMARK	MEETS NEW BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive	✓	**Comprehensive, aligned, supported, culturally sensitive**	✓
Curriculum supports	Approval process & supports	New in 2015-2016	—	**Approval process & supports**	✓
Teacher degree	AA	BA	☐	**BA**	☐
Teacher specialized training	ECE	Specializing in pre-K	✓	**Specializing in pre-K**	✓
Assistant teacher degree	HSD	CDA or equivalent	☐	**CDA or equivalent**	☐
Staff professional development	30 hours/year (teachers only); PD plans (teachers only)	For teachers: At least 15 hours/year	✓	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	20 or lower	✓	**20 or lower**	✓
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	✓	**1:10 or better**	✓
Screening & referral	Immunizations, full physical exam, no vision or hearing; Support services	Vision, hearing, health & at least one support service	☐	**Vision, hearing & health screenings; & referral**	☐
Meals	Breakfast, lunch	At least one meal/day	✓	**Discontinued**	—
Monitoring/ Continuous quality improvement system	Structured classroom observations; Data used for program improvment	Site visits	✓	**Structured classroom observation; program improvement plan**	✓
			7		6

RESOURCES

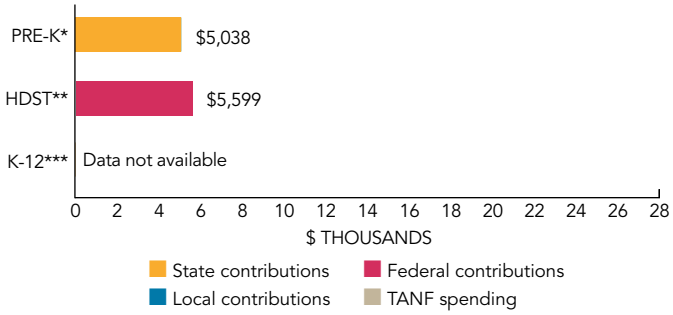
Total state pre-K spending $357,700
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $5,038
All reported spending per child enrolled* $5,038

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

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

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

SPENDING PER CHILD ENROLLED



Northern Mariana Islands

NO PROGRAM

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 10 centers across multiple islands, providing center-based services four days per week, 152 days per year, in both the morning and the afternoon. The CNMI Head Start program served approximately 462 preschool-aged children in 2016-2017 and provided specialized services for young children with special needs.

CNMI have early learning guidelines for children birth through age 5 which address multiple domains including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is developing a quality rating and improvement system (QRIS). Program quality assessment tools are also used for quality assurance and monitoring, which will be one component of the QRIS.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

NORTHERN MARIANA ISLANDS

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	59
Federally funded Head Start enrollment, ages 3 and 4	462
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

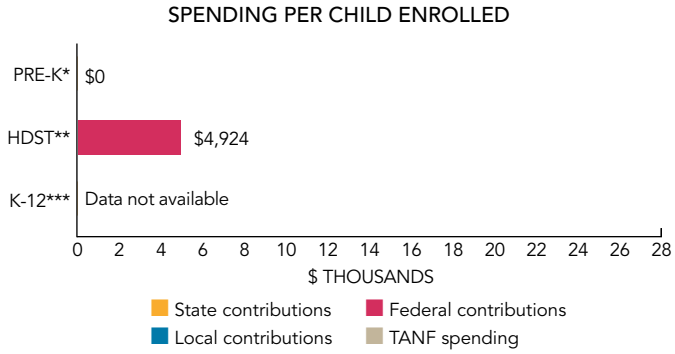
RESOURCES

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

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

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

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



Palau

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 operated center-based Head Start for 350 three- to five-year-olds throughout the Republic's 16 states in 2016-2017. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private kindergartens in Koror State. However, many young children living in communities outside Koror State continue to lack access to early education. Many small communities do not meet the requirement that at least 10 eligible children enroll in the Head Start program and cost of access and enrollment into private kindergartens is often beyond parental means.

The Family Health Unit within the Ministry of Health helped to prepare the Palau Early Childhood Comprehensive System (PECCS) proposal in 2003, which included a three-year work plan to develop a National Framework on Early Childhood Development for School Readiness.

In their Education for All National Plan for 2002-2010, the Ministry of Education identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

PALAU

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 3
Federally funded Head Start enrollment, ages 3 and 4 350
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

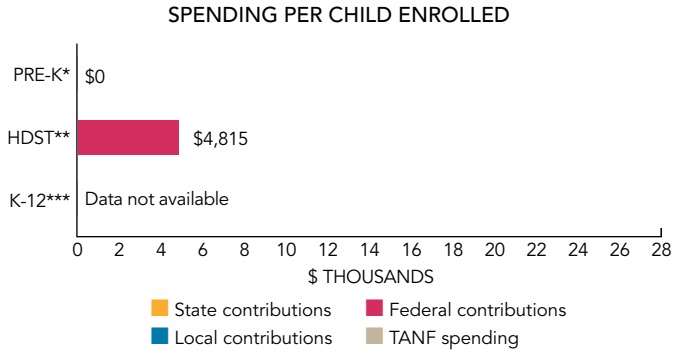
RESOURCES

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

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

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

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



Puerto Rico

NO PROGRAM

Puerto Rico does not have a state-funded preschool program as defined in this report. However, the territory, which operates as one single school district, does support several early learning initiatives.

The Department of Education of Puerto Rico and the Puerto Rico Education Council oversee elementary and secondary public education, monitor academic standards, and issue licenses to educational institutions. Programs for preschool-aged children are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico. Level 1 is nursery school for children under age 4 which is optional and consists of Early Head Start, Head Start, and other prekindergarten programs. Level 2 is compulsory preschool, also known as kindergarten, which is mandatory for 5-year-olds.

Puerto Rico has a 16-member Early Childhood Advisory Board (ECAB) administered by ACUDEN with representation from agencies responsible for Head Start, child care, education, higher education, and other constituent groups. ECAB was responsible for developing Unidos por la Niñez Temprana (United for Early Childhood), Puerto Rico's plan for providing services to children from birth through 5 years. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. Teachers, directors, and supervisors across various early learning programs received training in implementing the guidelines.

Puerto Rico has a five level quality improvement and rating system (QRIS) to measure the quality of infant, toddler, and preschool centers. ACUDEN partnered with the University of Puerto Rico and other government agencies to create and validate Puerto Rico's QRIS whose identification symbol is the Pasito (meaning "baby step"), with five Pasitos identifying a high-quality center. It is a voluntary self-assessment used in both private and public sectors.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

PUERTO RICO

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 8,274
Federally funded Head Start enrollment, ages 3 and 4 26,965
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

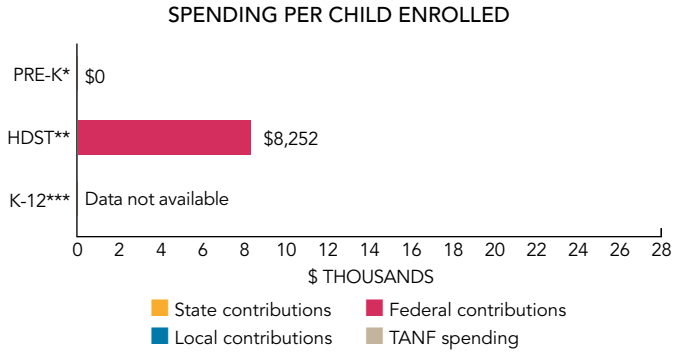
RESOURCES

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

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

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

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



Virgin Islands

NO PROGRAM

The Virgin Islands does not provide a preschool program as defined by this report. However, the Department of Human Services, which houses the Office of Child Care and Regulatory Services and the Head Start Program, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match. The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also 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).

Published in April 2010, the Virgin Islands Early Learning Guidelines were developed to improve the quality of care and education and focus on school readiness and provide a common set of preschool standards across all settings. The Guidelines provide advice on what children should know, understand, and be able to do by the time they reach kindergarten in the domains of language and literacy; mathematical understanding; approaches to learning; social, emotional, and values development; creativity and the arts; science; social studies; and physical health and development. The Guidelines also provide strategies for teachers, caregivers, families, and community members to help children achieve these goals. Content of the Guidelines is aligned with the Head Start Framework and the Common Core State Standards, adopted by the Department of Education.

The Virgin Islands Infant & Toddler Developmental Guidelines were released in 2013 and reflect expectations of what children should know, understand, and be able to do by the time they reach their third birthday. They are aligned with the Early Learning Guidelines and cover the same domains.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET	
CURRENT STANDARDS	NEW STANDARDS
No Program	

VIRGIN ISLANDS

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	81
Federally funded Head Start enrollment, ages 3 and 4	894
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

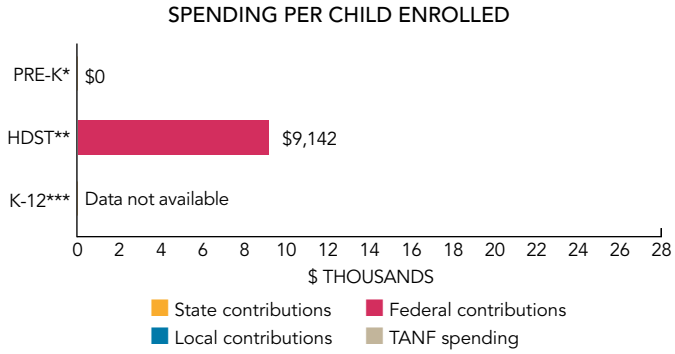
RESOURCES

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

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

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

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



THE STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort, with the exception of Florida who only provided enrollment and spending data. Information on Florida was obtained through a direct search of public records. In addition, information was sought from territories; Guam is the first and only territory to operate its own preschool program comparable to state-funded programs. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. Some statistical adjustments are made to the resulting data, however, to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities in both the special education counts and the counts of preschool-aged children who are in regular preschool programs, the preschool special education in state preschool count is subtracted from the preschool special education enrollment counts. Similarly, when states reported that they have included Head Start children in counts of children in state preschool and Head Start, the Head Start in state preschool count is subtracted from the Head Start enrollment. Children with disabilities enrolled in Head Start are also subtracted from the preschool special education enrollment count to avoid duplication.

Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a user-friendly, web-based, computer-assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous years' entries prior to data collection beginning and to review the current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year's data collection is about to begin. Allowing respondents to review current year's data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year's data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification.

Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes. In addition to the policy review, respondents are sent data from the previous year's data collection, allowing them to correct errors or to update information for the formal release of the data. NIEER staff actively solicit opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Prior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

The survey form was developed by staff and faculty at NIEER with technical input and guidance from staff at NCES. NIEER is responsible for collecting the data and developing initial NCES reports, again with guidance from NCES. The annual State Preschool Yearbook, subsequently produced by NIEER, is not an NCES product and is solely the responsibility of NIEER.

All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education programs as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see, "What Qualifies as a State Preschool

Program?" on page 37. This report covers the same initiatives as our 2016 report, with the addition of a second program in Minnesota and Oregon. In the 2016 report, two programs in South Carolina were included but in 2017 the two programs are reported together as one.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, other program monitoring, evaluations, and important changes to the program since the last survey.

Collection of Non-Survey Data

Although most of the data in this report were collected through the surveys, there are a few exceptions. Total federal, state, and local expenditures on K–12 education in the 2016-2017 school year were calculated by NIEER based on data from the National Education Association's report, Rankings and Estimates: Rankings of the States 2016 and Estimates of School Statistics 2017. 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 2016 enrollment. We estimated the breakdown of expenditure per child by source, based on the percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) and the Office of Head Start in the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment and Head Start enrollment supported by state match. In addition, some data were obtained from the Education Commission of the States, State Pre-K Funding: 2016-2017 Fiscal Year Report and through the Head Start Program Information Reports (PIR) for the 2016-2017 program year. Where necessary, states were asked for clarification and/or additional information regarding state supplements to Head Start. Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2016 for the 2016-2017 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2016-2017 program year. These data are provided in Appendix D.

In the 2017 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. Forty states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while three states and Guam do not include these children in their enrollment count. Thirty-two of the 40 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. Information from the PIR regarding special education students were used for one Head Start program (See Table 4).

Three- and four-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2016-2017 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

Beginning with the 2014-2015 Yearbook, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2016-2017, 19 programs were able to report information on the number of children enrolled in state preschool who were also enrolled in Head Start. These children were subtracted from the total Head Start number but remain in the state preschool enrollment number for the enrollment pie charts and when calculating total enrollment across both programs. Ten programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. In these states, the number of children in state preschool and Head Start may be an overestimate.

Determination of State Rankings

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the preschool programs and Census population data. When a state did not report separate enrollment numbers of 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state preschool at each age in states that served both 3- and 4-year-olds, and provided data by age. State per-child spending was calculated by dividing state preschool spending (including TANF spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal spending by enrollment. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources (see Table 6). Beginning in 2015-2016, federal Preschool Development Grant (PDG) spending for state preschool is included in all reported spending.

All states (and D.C.) that provided data were ranked, starting with "1" for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of "None Served" on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term "state," creating a list of 44 states for rankings. The seven states that did not fund a preschool initiative during the 2016-2017 school year are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

Appendices Table of Contents

****COMING SOON****

Appendix A: State Survey Data 2016-2017

Access
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- Program enrollment including age, PDG, special education, Head Start, home language, lunch status, ethnicity, and race
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- Reassessment of eligibility

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- Comprehensive services
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Supports for Dual Language Learners

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- Assessments used in preschool
- Assessments used in kindergarten
- Quality Rating and Improvement System

Footnotes

Appendix B: Head Start Data

Appendix C: U.S. Census Population Data

Appendix D: Pre-K Special Education Enrollment Data

TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES,
VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK
****COMING SOON****