NIEER

The State of Preschool 2019

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education

THE STATE OF PRESCHOOL 2019

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By Allison H. Friedman-Krauss, Ph.D.
W. Steven Barnett, Ph.D.
Karin A. Garver, M.A.
Katherine S. Hodges, M.A.
G.G. Weisenfeld, Ed.D.
Beth Ann Gardiner, M.S.Ed

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Design: Sandy Ogilvie Graphic Design sandyogilvie@optonline.net

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Executive Summary

ALL TOGETHER NOW: BIPARTISAN PROGRESS AMID THE COVID-19 CRISIS

As we write, America is focused on the nation's responses to COVID-19. This virus has created considerable uncertainty about the remainder of this school year, the next school year, and beyond. Federal, state, and local government responses should be informed by understanding current policies and their history, including the effects of the last major economic crisis, the Great Recession, on America's state-funded preschool programs.

The 17th edition of *The State of Preschool*, the National Institute for Early Education Research's (NIEER) report on our annual survey of state preschool policies, provides government policymakers valuable information for planning short- and long-term responses to the crisis. The report includes information for every state on child enrollment, resources (including staffing and funding), and quality standards. It also provides information on where children are served, operating schedules, and other program features relevant to planning the education of children in a post-COVID-19 world.

OVERVIEW

State-funded pre-K is an increasingly important part of public education. These programs support early learning and development to better prepare children to succeed in the primary grades and to reduce achievement gaps that emerge well before kindergarten. They also serve the child care needs of some children and families. Many state-funded preschool programs rely on mixed delivery systems of public and private programs, including Head Start, to facilitate integration with child care.

Since NIEER's first survey in 2002, state-funded pre-K has changed markedly, though year-to-year change has been slow and uneven. States have added more than 930,000 seats, the vast majority of these at age 4. Enrollment of 4-year-olds has expanded by 20 percentage points to 34%. Enrollment of 3-year-olds increased only three percentage points to six percent. More states fund preschool than in 2002. State financial investments in preschool have more than doubled since 2002 when adjusted for inflation. Quality standards have generally improved.

CHALLENGES, IMMEDIATE AND LONG TERM

Progress in recent years has been slow, and states face remarkable challenges to reach even modest goals. Whether a state seeks to ensure all children in poverty are served or to serve all children, most must dramatically increase expansion rates to reach these goals.

Nationally, about 40% of children in families with annual incomes below $10,000 still do not attend any center-based program prior to kindergarten, which is stunning because these children are eligible for the federal Head Start program as well as pre-K programs in states where offered. Participation rates are not much higher for children in low and moderate income families.

Unless states greatly accelerate their efforts, it will be centuries before the United States reaches levels of preschool attendance now common in other high income nations. Although some states serve most or all 4-year-old children, most do not. There is far more to be done to reach 3-year-olds, who are largely unserved except by a very few states.

The challenge for states is not limited to increasing enrollment. They must also provide quality pre-K education at a level that produces meaningful impacts on learning and development. This level of quality is not present in many state pre-K programs (nor in many Head Start programs).

The long-term challenge is made more daunting by the economic stress and uncertainty from COVID-19. We do not yet know if the economic downturn will be as bad as the Great Recession, but it is quite possible. We must learn from that experience. Despite federal intervention, the Great Recession hurt state budgets and seriously damaged pre-K. This damage, possibly delayed by the federal stimulus, was protracted.

LESSONS FROM THE PAST

Clear lessons on how we should respond to the current crisis can be drawn from the historical data on pre-K:

- The Great Recession officially ended in June 2009, but it was not until the 2010-2011 school year that inflation-adjusted pre-K funding per child nationally began to fall. Real spending declined more the following year.
- In 2012-2013, states cut pre-K enrollment as real spending continued to fall. As spending declined, so did program quality standards.
- The impact of these cuts remains today. Despite a brief upturn, pre-K's long-term growth rate remains lower than before the Great Recession. Some states had not fully reversed their quality standards reductions by 2018-2019.
- Decreases in pre-K enrollment, quality standards, and funding are not rapidly reversed and can permanently hinder progress.

Even if the current economic crisis is short, its impact on state funding for pre-K—a discretionary program with a small constituency in most states—will be persistent. Unlike K–12 education programs, which reach the entire eligible population, state pre-K programs must receive extra support to ensure they can continue to expand even in difficult times. The danger is not just that children will miss out now, but that long-term progress will be permanently stunted.

This leads us to five policy recommendations.

POLICY RECOMMENDATIONS

1. The federal government should provide states with dedicated funding to stabilize and expand preschool programs while maintaining or enhancing enrollment and quality. The goal is to support states' continued progress despite anticipated lower state revenues and unexpected costs associated with COVID-19.
2. Improve coordination of Head Start and state pre-K policy to better serve preschoolers living in poverty. As Head Start programs shift funding to serve more infants and toddlers, its enrollment of 3- and 4-year-olds has fallen to the lowest level in decades. This shift may explain why so many preschoolers living in poverty remain unserved despite the expansion of state-funded pre-K. Federal approval of shifts in Head Start funding and enrollment should not empty seats for 3- and 4-year-olds as fast or faster than states can make seats available. Federal and state policymakers should coordinate their policies to serve all preschoolers in poverty while expanding services for children under age three. Our proposed new federal funding would support expanded pre-K programs for all children under age five.
3. Make funds available to state pre-K programs for developing rapid response plans to the current crisis and long-term plans for its lasting consequences. The federal government should permit the 26 states awarded the recent Preschool Development Grant Birth through Five award (PDG B–5) to redirect those funds for immediate and long-term planning projects. Other states will need to reallocate resources or draw on partners in other sectors to plan. The federal Administration for Children and Families should offer technical and financial support to states to coordinate planning between state-funded pre-K programs, child care, and Head Start.
4. State pre-K programs must rapidly develop new policies to provide emergency services and educate young children remotely for the remainder of this school year and for the coming summer and fall. Any proposed changes to pre-K standards in response to the current crisis should either (a) apply strictly to services for children at home due to building closures or (b) be time-limited waivers with a specific expiration date. Time-limited waivers will help avoid the mistake made during the Great Recession when policymakers loosened standards on pre-K programs. Eventually and without justification, the lower standards became permanent in some cases. Looking to the summer and fall, states must anticipate the increased numbers of children who will be eligible for income-tested programs due to the economic downturn.
5. Each state should develop long-term plans that incorporate a definitive timeline and realistic funding estimates for a high-quality pre-K program that provides access to all children. More important than the timeline's length is setting the timeline. States may debate whether access should be free for all children, like K–12, or subject to an income-eligibility limit. However, no state has accomplished universal enrollment using an income-tested approach. Providing a high-quality program will require a combination of (a) high standards for learning and teaching and (b) support for continuous improvement of practice to meet those standards.

A BIPARTISAN HOPE

We are hopeful future progress will be greater than past—despite the current challenges—because our survey finds state funded preschool is highly bipartisan. In today's political climate bipartisan issues are few and far between, but support for preschool comes from both sides of the aisle. States that have emerged as preschool leaders are as likely to be "Red" as they are to be "Blue." Take Alabama and New Jersey as examples. These states have very different political leanings, yet both are leaders in providing high-quality preschool. In Alabama, a "Red" state, support for preschool is strong among state leaders, their preschool program meets all 10 of NIEER's quality standards benchmarks, and enrollment has expanded by 28 percentage points since 2002. In New Jersey, a "Blue" state, high-quality preschool is mandated by a court decision. Per child spending for preschool in New Jersey tops all other states, and there is bipartisan support for preschool expansion.

Taking a closer look at leaders in preschool access, spending, and quality standards, "Red" states and "Blue" states come out on top, though leaders vary by indicator. As shown in Figure 1, the leading states in preschool access for 4-year-olds vary across the political spectrum. The top 10 include "liberal" District of Columbia, Vermont, and New York and "conservative" Oklahoma, Georgia, West Virginia, and Texas. Seven of the top states for 4-year-old access currently have Republican governors. States in the top 10 for serving 3-year-olds are more likely to be "Blue" but four currently have Republican governors.

FIGURE 1: TOP STATES FOR STATE PRESCHOOL ACCESS ARE BOTH "RED" AND "BLUE"

TOP 10 STATES FOR 4-YEAR-OLD ACCESS

State	Percent served
1. District of Columbia	87%
2. Vermont	78%
3. Oklahoma	76%
4. Florida	75%
5. Wisconsin	72%
6. Iowa	66%
7. Georgia	60%
8. West Virginia	59%
9. New York	54%
10. Texas	49%

TOP 10 STATES FOR 3-YEAR-OLD ACCESS

State	Percent served
1. District of Columbia	71%
2. Vermont	65%
3. Illinois	22%
4. New Jersey	20%
5. Arkansas	18%
6. Massachusetts	16%
7. Nebraska	15%
8. California	12%
9. Pennsylvania	10%
10. Connecticut	9%

Note: States are color coded based on political ideology from a 2018 Gallop Poll. Red = Conservative, Blue = Liberal, Purple = Average. Data retrieved from: https://news.gallup.com/poll/247016/conservatives-greatly-outnumber-liberals-states.aspx

As shown in Figure 2, funding per child is similarly bi-partisan and non-ideological, though there are political differences regarding state versus local share. Eight of the top 10 for state government spending per child are "Blue" states. However, when we examine "all-reported" spending, which includes local, state, and federal dollars for pre-K, six of the top 10 states are "Red."

FIGURE 2: TOP STATES FOR STATE PRESCHOOL SPENDING PER CHILD ARE BOTH "RED" AND "BLUE"

TOP 10 STATES FOR STATE SPENDING PER CHILD ENROLLED

State	Spending per child
1. District of Columbia	$18,669
2. New Jersey	$13,172
3. Oregon	$9,820
4. Washington	$8,969
5. Connecticut	$8,786
6. Montana	$8,492
7. California	$8,253
8. West Virginia	$7,316
9. Delaware	$7,277
10. Hawaii	$7,208

TOP 10 STATES FOR "ALL REPORTED" SPENDING PER CHILD ENROLLED

State	Spending per child
1. District of Columbia	$19,710
2. New Jersey	$13,502
3. Rhode Island	$11,784
4. West Virginia	$11,052
5. Oregon	$9,820
6. Montana	$9,633
7. Mississippi	$9,468
8. Arkansas	$9,332
9. North Carolina	$9,162
10. Oklahoma	$9,096

Note: States are color coded based on political ideology from a 2018 Gallop Poll. Red = Conservative, Blue = Liberal. Data retrieved from: https://news.gallup.com/poll/247016/conservatives-greatly-outnumber-liberals-states.aspx

Both conservative and liberal states are leaders in setting policies that meet NIEER's minimum benchmarks for quality standards (See Figure 3). The four states, Alabama, Michigan, Mississippi, and Rhode Island, that meet all 10 quality standards benchmarks are evenly split between Republican and Democratic governors and include two "Red" states. The states that meet 9 benchmarks are a mix of conservative and liberal, with Democrats and Republicans both represented in their governor's offices.

FIGURE 3: STATES LEADING IN PRESCHOOL QUALITY STANDARDS ARE BOTH "RED" AND "BLUE"

LEADERS IN POLICIES TO SUPPORT HIGH QUALITY PRESCHOOL

States meeting all 10 quality standards benchmarks	States meeting 9 of 10 quality standards benchmarks
Alabama	Delaware
Michigan	Maine
Mississippi	New Mexico
Rhode Island	Oklahoma
	West Virginia

Note: States are color coded based on political ideology from a 2018 Gallop Poll. Red = Conservative, Blue = Liberal, Purple = Average. Data retrieved from: https://news.gallup.com/poll/247016/conservatives-greatly-outnumber-liberals-states.aspx

WHAT'S NEW?

RESOURCES

- Total state funding for preschool programs surpassed $8.75 billion across the 44 states and D.C.* that offered preschool during the 2018-2019 school year, an increase of $301 million (or 3.6%) from 2017-2018, adjusted for inflation. Though state investments in preschool continued to climb this year, the increase was small compared to high growth years.
- Average state funding per child was $5,374 in 2018-2019. Like last year, there was a small increase ($183) in nominal state spending per child, however, spending per child was essentially flat after adjusting for inflation.
- Ten states reported an inflation-adjusted increase in total state spending of more than $10 million. Two states increased their inflation-adjusted preschool spending by more than 50%.
- Seventeen states increased spending per child (inflation-adjusted). However, unlike prior years, no state increased per child spending by more than $1,000.
- All-reported spending, which includes local and state dollars to the extent states can report it, topped $10 billion for the first time. All-reported spending per child was $6,188.
- Sixteen of the 18 states awarded 2014 competitive federal Preschool Development Grants (PDG) used almost $218 million of those funds to support preschool enrollment in 2018-2019. Approximately 53% of federal PDG funds supported increased enrollment or quality enhancements in state preschool. The remaining funds supported children in other preschool programs.

ENROLLMENT

- States enrolled almost 1.63 million children in state-funded preschool, including almost 1.38 million 4-year-olds, which is just over one-third of all 4-year-olds in the country. Enrollment of 3-year-olds was just 239,000, which is not even six percent of 3-year-olds.
- More than 23,000 four-year-olds enrolled in state-funded preschool were supported either entirely or partially by federal PDG funds.
- Enrollment in state-funded preschool nationwide increased by only 43,286 four-year-olds and only 12,064 three-year-olds from 2017-2018. The increase in 4-year-olds was slightly higher than last year's but only represents a three percent increase in enrollment of 4-year-olds. The increase in 3-year-olds was smaller than last year's increase.
- Thirteen states increased enrollment of 3- and 4-year-olds by more than 1,000 while 12 states decreased enrollment of 3- and 4-year-olds.
- Once again, just 10 states served nearly 50% or more of 4-year-olds. Five states served more than 70% of 4-year-olds. Only D.C. and Vermont served more than 50% (and even 25%) of 3-year-olds.
- Across all public programs—preschool general and special education plus federal- and state-funded Head Start—44% of 4-year-olds and 17% of 3-year-olds were served. This shows virtually no progress in several years.

QUALITY

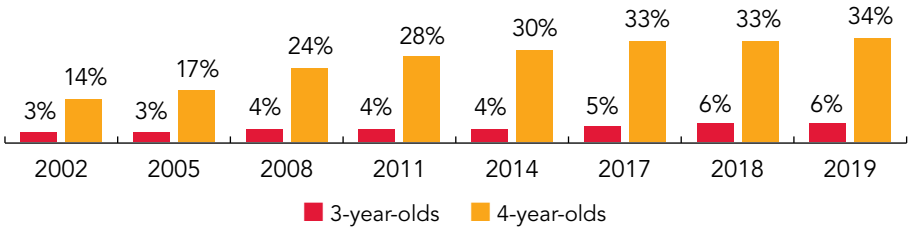
- For the fourth year, NIEER assessed state preschool policies using an updated set of minimum quality standards benchmarks that focus on process quality and reflect research on effective early childhood education. Like last year, we report on only these new quality standards benchmarks.
- Mississippi joined Alabama, Michigan, and Rhode Island as the only states to meet all 10 of NIEER's benchmarks for minimum state preschool quality standards.
- Seven state-funded preschool programs gained one quality standards benchmark as a result of policy changes: Delaware, Hawaii, Mississippi, and the Missouri Preschool Program all met the Staff Professional Development benchmark for the first time in 2018-2019. Kentucky, Tennessee, and Virginia all newly met the Continuous Quality Improvement System benchmark.
- Twelve programs met fewer than half of the quality standards benchmarks, including programs in the three largest states, which also serve the most children in their preschool programs—32% of all children enrolled in state-funded preschool.

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

IMPORTANT DEVELOPMENTS

- In 2018-2019, Missouri began supporting a second state-funded preschool program. For the first time school districts could use Foundation Formula funding to support preschool. This program served 3,680 4-year-olds (five percent) and 713 3-year-olds (one percent) and met five quality standards benchmarks. State funding for the program was just over $14 million.
- This year, NIEER included a supplemental survey about state preschool administration.
- The vast majority of state preschool programs (51 of 63) are administered at least partially by the State Education Agency (SEA), and over 96% of state agencies with oversight of public preschool reported having staff with expertise in child development.
- The state agencies administering publicly funded preschool programs often share oversight with local education agencies (LEAs), especially in the management of programmatic and fiscal matters. Oversight of child assessments is left almost entirely up to LEAs.
- Sixteen of the 18 states that were awarded a 2014 PDG used PDG funds to support preschool enrollment during the 2018-2019 school year. Alabama used state funding to support previous PDG slots, and also expanded enrollment. Rhode Island used carryover PDG for professional development. A total of almost $218 million was used to support 37,153 income-eligible 4-year-olds and to raise preschool quality. About 53% of that funding was used to support more than 23,000 4-year-olds enrolled in state-funded preschool. PDG has substantially increased preschool enrollment in many states. As PDG funding will not be available to support preschool enrollment in 2019-2020, it remains to be seen if and how states will maintain access and quality. At the time of data collection, 14 states reported having a plan to sustain PDG funding and enrollment through other means once their 2014 PDG award ran out.
- In December 2019, 20 states were awarded a three-year renewal PDG Birth through Five award (PGD B–5). The single year amounts ranged from $3.7 million to $13.4 million. An additional three states and three territories were awarded initial planning grants ranging from $1 million to almost $10 million to complete a needs assessment and strategic plan. Unlike the 2014 initial PDG awards, PDG B–5 awards are not intended to fund increased enrollment in preschool.

PERCENT OF U.S. POPULATION ENROLLED IN STATE-FUNDED PRESCHOOL



AVERAGE STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)

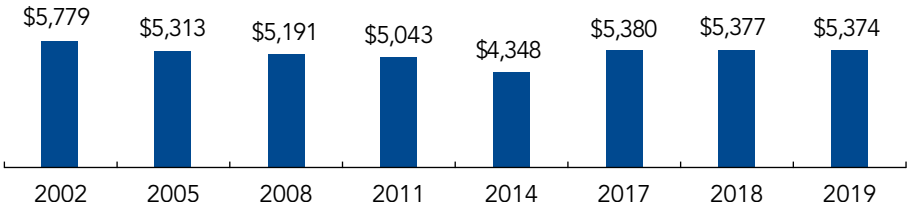


TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank Based on State Spending	Resources Rank Based on All Reported Spending	**Quality Standards Checklist Sum (Maximum of 10)**
Alabama	19	None Served	21	28	10
Alaska	37	21	19	32	1
Arizona	43	24	29	36	3
Arkansas	17	5	18	8	8
California	15	8	7	16	4.7
Colorado	28	12	39	35	4
Connecticut *	21	10	5	12	5
Delaware	41	22	9	19	9
District of Columbia	1	1	1	1	4
Florida	4	None Served	42	43	2
Georgia	7	None Served	26	34	8
Hawaii	44	None Served	10	20	8
Illinois	20	3	24	31	8
Iowa	6	19	36	39	7.9
Kansas	26	23	43	44	4
Kentucky	25	11	22	14	8
Louisiana	22	None Served	25	33	7.9
Maine	12	None Served	33	17	9
Maryland	14	17	28	15	7
Massachusetts	24	6	40	40	5.2
Michigan	18	None Served	14	23	10
Minnesota*	34	28	15	24	5.4
Mississippi	42	None Served	41	7	10
Missouri	39	26	37	41	5.9
Montana	45	32	6	6	6
Nebraska	16	7	44	13	8
Nevada	40	None Served	32	22	7
New Jersey	23	4	2	2	8
New Mexico	13	18	17	30	9
New York	9	25	13	21	7
North Carolina	27	None Served	20	9	8
North Dakota	36	None Served	45	45	2
Ohio	33	27	30	37	5
Oklahoma	3	20	27	10	9
Oregon	32	14	3	5	7.5
Pennsylvania *	30	9	16	25	6.6
Rhode Island	35	None Served	12	3	10
South Carolina	11	30	38	42	7
Tennessee	29	31	23	27	8
Texas	10	13	34	38	3
Vermont	2	2	11	18	7
Virginia	31	None Served	31	26	6
Washington	38	16	4	11	8
West Virginia	8	15	8	4	9
Wisconsin *	5	29	35	29	3
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

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

NATIONAL ACCESS

Total state pre-K enrollment, all ages ..... 1,629,804[1]

State-funded preschool programs ..... 62 programs in 44 states and D.C.[1]

Income requirement ..... 33 state programs have an income requirement

Minimum hours of operation ..... 30 part-day; 13 school-day; 6 extended-day; 13 determined locally[2]

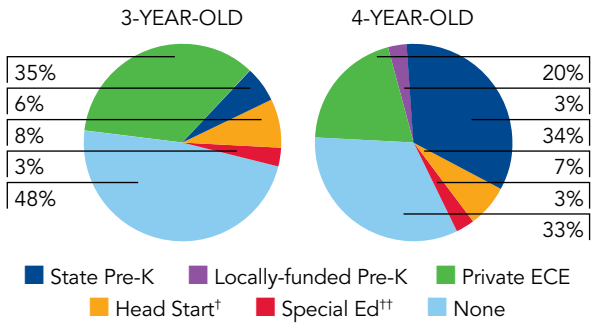
Operating schedule ..... 1 full calendar year; 44 school/academic year; 17 determined locally

Special education enrollment, ages 3 and 4 477,714

Federally funded Head Start enrollment, ages 3 and 4 ..... 668,059[3]

State-funded Head Start enrollment, ages 3 and 4 ..... 17,083[4]

PERCENT OF POPULATION ENROLLED IN ECE



† Some Head Start children may also be counted in state pre-K.

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

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 62 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	**Comprehensive, aligned, supported, culturally sensitive**	**58**
Curriculum supports	**Approval process & supports**	**57**
Teacher degree	**BA**	**37**
Teacher specialized training	**Specializing in pre-K**	**51**
Assistant teacher degree	**CDA or equivalent**	**17**
Staff professional development	**For teachers & assistants: At least 15 hours/year; Individual PD plans; Coaching**	**13**
Maximum class size	**20 or lower**	**46**
Staff-child ratio	**1:10 or better**	**50**
Screening & referral	**Vision, hearing & health screenings; & referral**	**39**
Continuous quality improvement system	**Structured classroom observations; Data used for program improvement**	**39**

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

NATIONAL RESOURCES

Total state pre-K spending ..... $8,750,666,956[5]

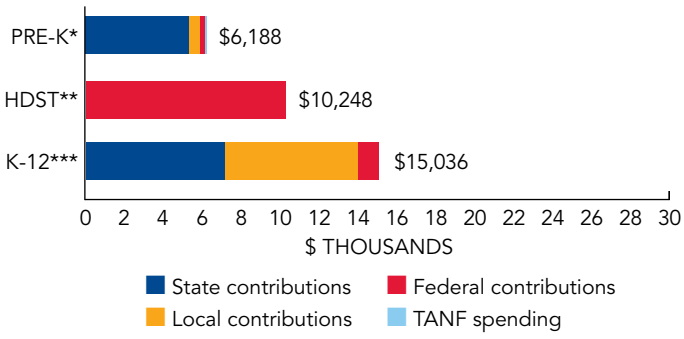
Local match required? ..... 14 state programs require a local match

State Head Start spending ..... $171,787,891[6]

State spending per child enrolled ..... $5,374[5]

All reported spending per child enrolled* $6,188

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.

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

[2] NIEER's definitions of hours of operation are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours per day but fewer than 6.5 hours per day; and extended-day programs serve children for 6.5 or more hours per day. Some programs offer multiple hours of operation but only the minimum one is listed here.

[3] The enrollment figures for federal Head Start include children 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 16,191 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 included federal TANF funds directed toward preschool at states' discretion.

[6] This figure includes $150,990,615 also included in the total state pre-K spending.

National Overview

ENROLLMENT: SLOW AND STEADY ISN'T WINNING ANY RACE

State-funded preschool served 1,629,804 children during the 2018-2019 school year. The vast majority—85% or 1,375,961—were 4-year-olds as state-funded preschool continues to be a program predominantly for 4-year-old children. Table 2 reports the number and percentage of the population of 3- and 4-year-olds enrolled by state, and nationally. Nationwide, 34% of 4-year-olds and 5.9% of 3-year-olds were enrolled in state-funded preschool in 2018-2019.

Total enrollment in state-funded preschool continued to grow at a snail's pace. States added only 43,286 four-year-olds, a 0.9 percentage point increase, since 2017-2018. Progress was slower for 3-year-olds as states added only 12,064 three-year-olds, a 0.3 percentage point increase over the previous year. Compared to changes seen the prior year, slightly more 4-year-olds but fewer 3-year-olds were added. As 16 states used PDG funding to support enrollment of 4-year-olds, it remains to be seen how support for enrollment will change in the 2019-2020 when this funding is no longer available.

However, some states stood out. Thirteen states added more than 1,000 three- and four-year-olds, including Missouri where an additional 3,345 children were enrolled statewide as districts were able to use Foundation Formula funding for preschool. Three states added more than 5,000 children to state-funded preschool in 2018-2019: Pennsylvania added more than 13,000 children, Texas added more than 7,000, and Illinois added more than 6,000. Two states decreased enrollment by more than 1,000 children. Table 3 reports the changes in the number and percent of children served from the first year NIEER started tracking state preschool enrollment (2001-2002) and from last year (2017-2018).

State-funded preschool enrollment varies widely across states. D.C. continues to rank first in access for both 3- and 4-year-olds, serving 87% of 4-year-olds and 71% of 3-year-olds. Four other states (Vermont, Oklahoma, Florida, and Wisconsin) served more than 70% of 4-year-olds. And another five states served about half or more of 4-year-olds (Iowa, Georgia, West Virginia, New York, and Texas). Conversely, 11 states served less than ten percent of 4-year-olds in state-funded preschool (Rhode Island, North Dakota, Alaska, Washington, Missouri, Nevada, Delaware, Mississippi, Arizona, Hawaii, and Montana). Six states did not operate a preschool program in 2018-2019 that met NIEER's definition of a state-funded preschool program used in this report. After only two years, Montana's preschool program ended after the 2018-2019 school year. Figure 4 displays a map of the percent of 4-year-olds enrolled in state-funded preschool in each state. And Figure 5 shows the percent of 4-year-olds served by each state in descending order, color coded based on the state's majority party in the U.S. House of Representatives.

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

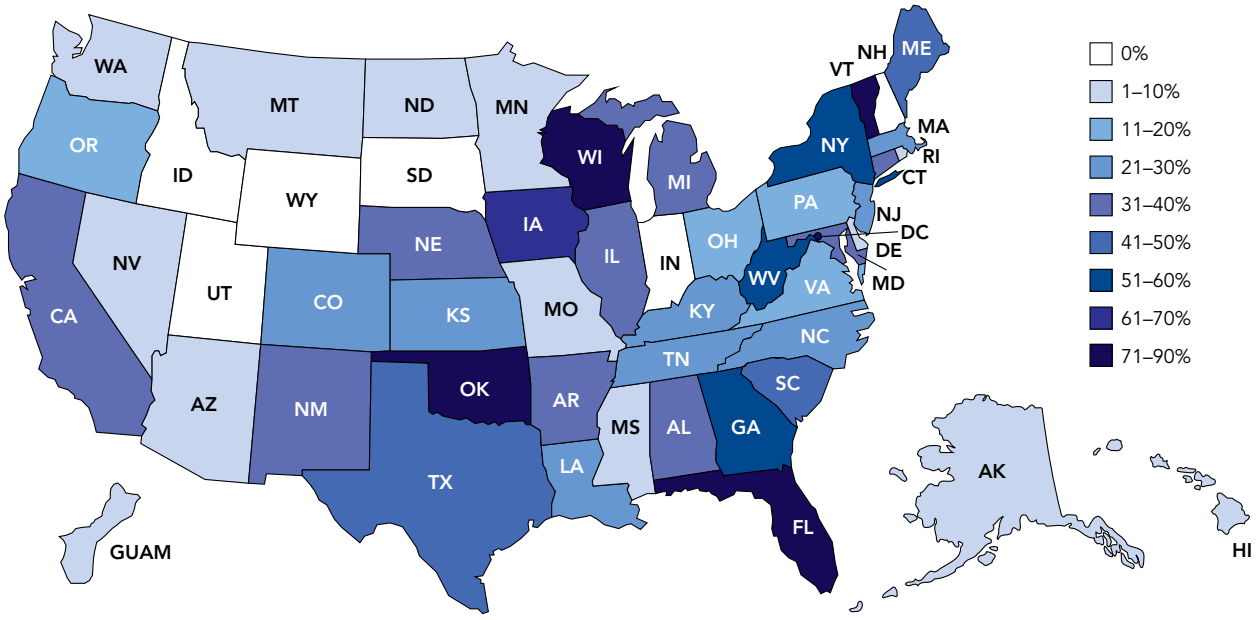
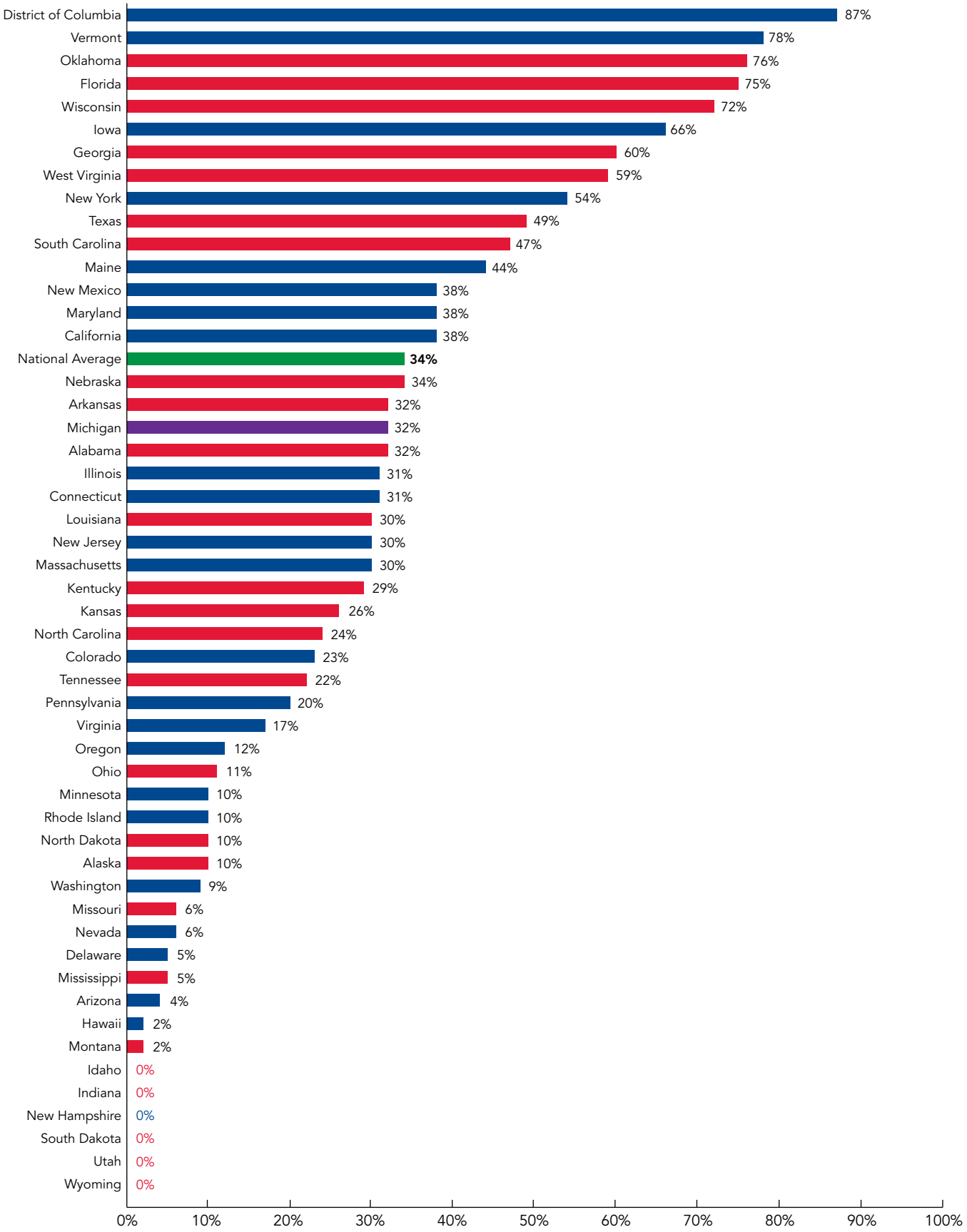
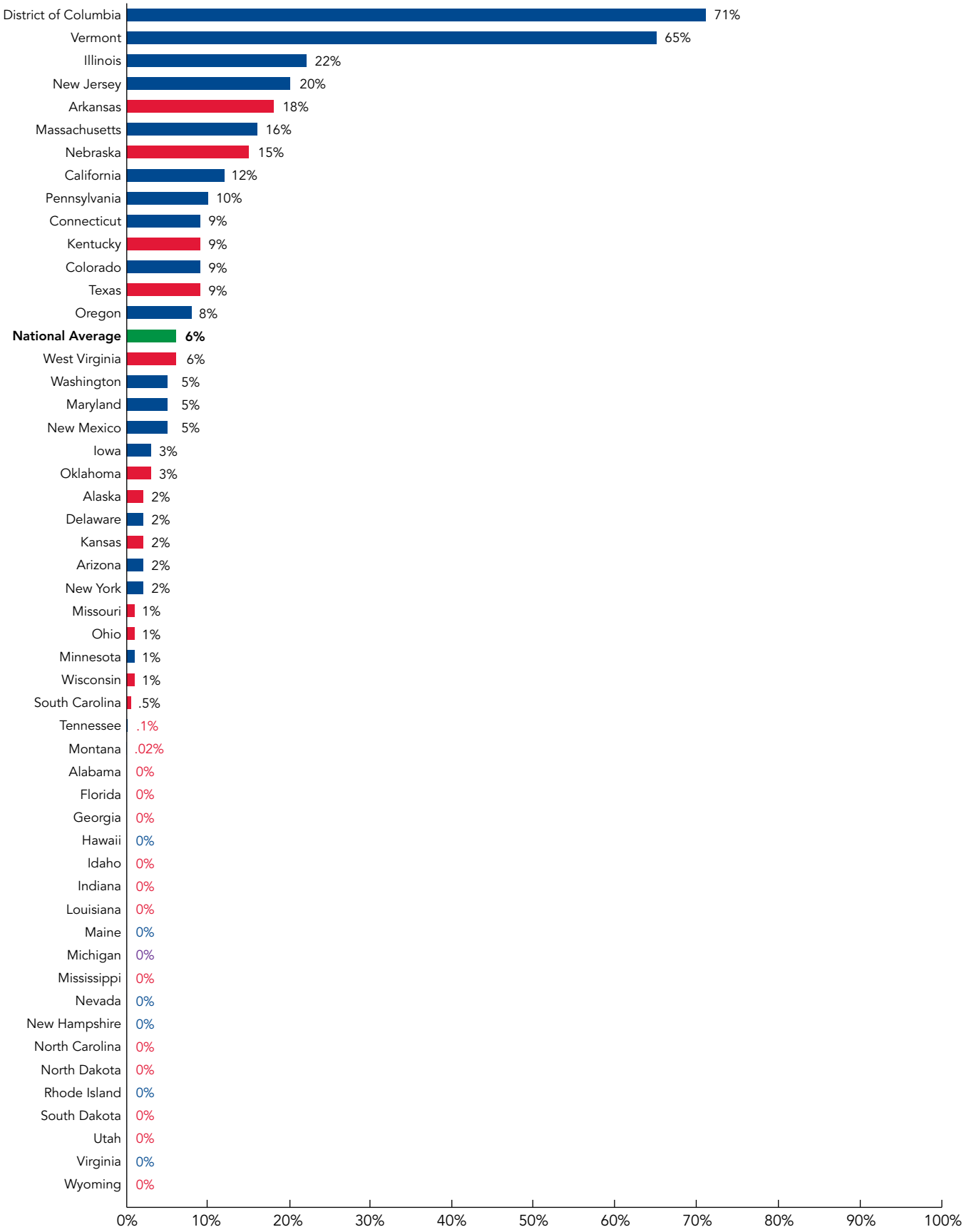


FIGURE 5: VARIATION IN PERCENT OF 4-YEAR-OLDS ENROLLED IN EACH STATE



Note: Colors reflect the state's majority party in the U.S. House of Representatives. Michigan's house delegation is evenly split between Republican and Democrats.

FIGURE 6: VARIATION IN PERCENT OF 3-YEAR-OLDS ENROLLED IN EACH STATE



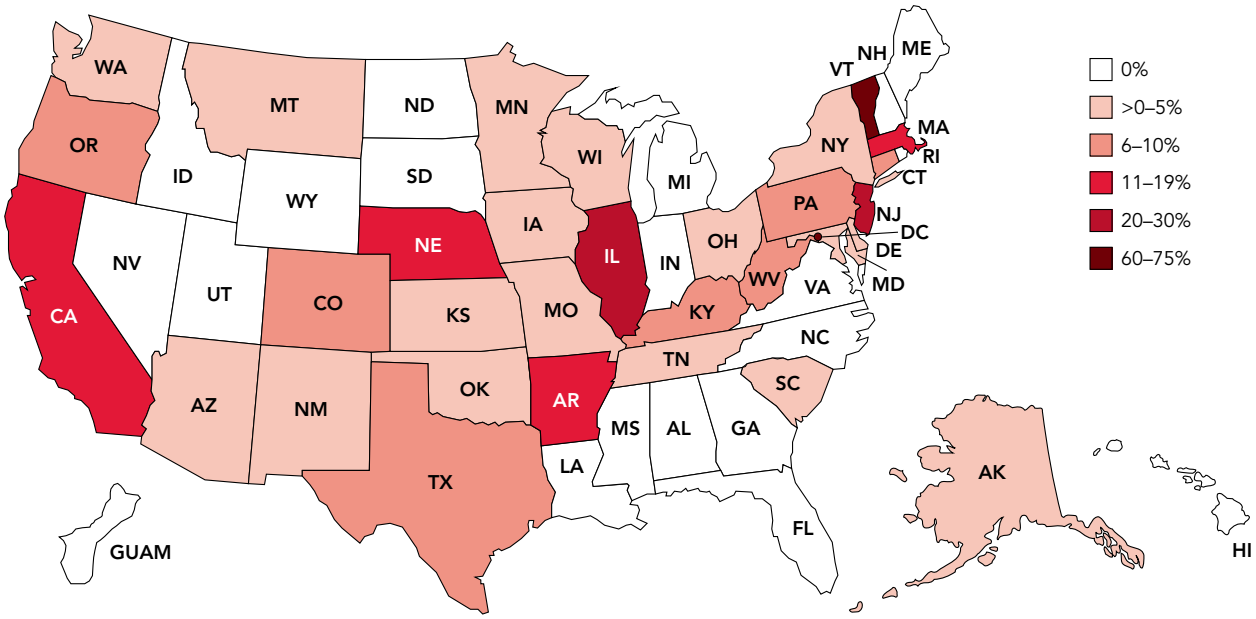
Note: Colors reflect the state's majority party in the U.S. House of Representatives. Michigan's house delegation is evenly split between Republican and Democrats.

Enrollment of 3-year-olds in state-funded preschool continues to disappoint. In 2018-2019, only 5.9% of 3-year-olds nationwide were enrolled in state-funded preschool. This is an increase of only 3.2 percentage points since 2001-2002 (compared to 4-year-old enrollment which increased by 20 percentage points over the same time period). Only 32 states fund enrollment of 3-year-olds in state-funded preschool but some other states allow 3-year-olds to be served in state-funded preschool classrooms supported by other funding sources. D.C. and Vermont continue to be leaders in serving 3-year-olds, both serving more than 60% of 3-year-olds. Illinois and New Jersey are the only two other states to serve more than 20% of 3-year-olds. Figure 6 shows the percent of 3-year-olds served by each state in descending order, color coded based on the state's majority party in the U.S. House of Representatives. And Figure 7 displays a map of the percent of 3-year-olds enrolled in state-funded preschool in each state.

State funded-preschool is not the only early childhood education program serving 3- and 4-year-olds. 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 these three programs we estimate that, at most (because some duplication may still exist), 44% of children at age 4 and 17% of children at age 3 are served, showing almost no progress over the past few years. Twelve states serve more than half of 4-year-olds across these three programs, and four states serve more than 80% (D.C., Florida, Oklahoma, and Vermont). Only D.C. and Vermont serve more than 50% of 3-year-olds, both enrolling more than 70%.

Beyond state-funded preschool, preschool special education, and Head Start, 3- and 4-year-olds also attend city- or district-funded preschool programs as well as private early childhood education programs. Although the *State of Preschool* report does not collect information on these programs, this year we used other data sources to estimate the percent of children nationally enrolled in these programs.[1] We estimate that overall approximately 50% of 3-year-olds were enrolled in center-based preschool programs including 17% in state-funded preschool, special education, and Head Start and 35% in private programs. We also estimate that nearly 70% of 4-year-olds were enrolled in center-based preschool programs, including 44% in state-funded preschool, special education, and Head Start, 3% in city- or district-funded preschool, and 20% in private programs (See the pie charts on the National Profile Page).

FIGURE 7: PERCENT OF 3-YEAR-OLDS SERVED IN STATE PRESCHOOL LOW IN MOST STATES



STATE PRESCHOOL POLICIES RELATED TO PROGRAM QUALITY: BIGGER IS NOT ALWAYS BETTER

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]

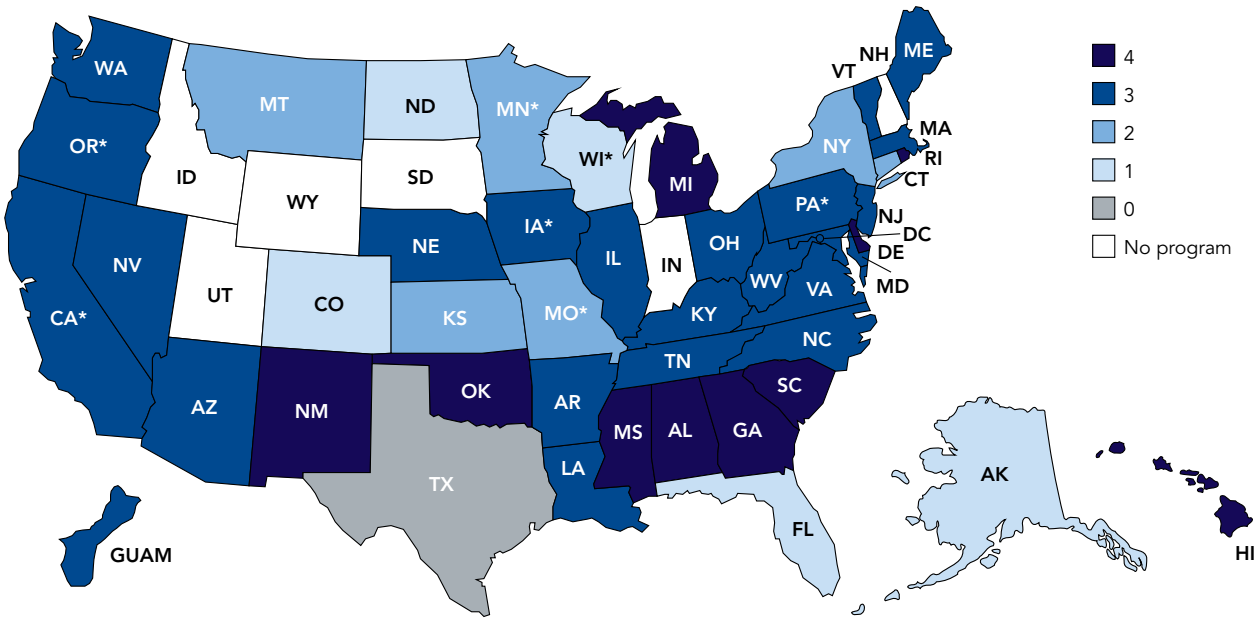
NIEER has developed a set of 10 research-based preschool policy standards related to quality to help guide policymakers seeking to enhance and support high quality. To do this, we employed a process that business and government commonly use to design for success: "benchmarking" against acknowledged leaders. 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 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.

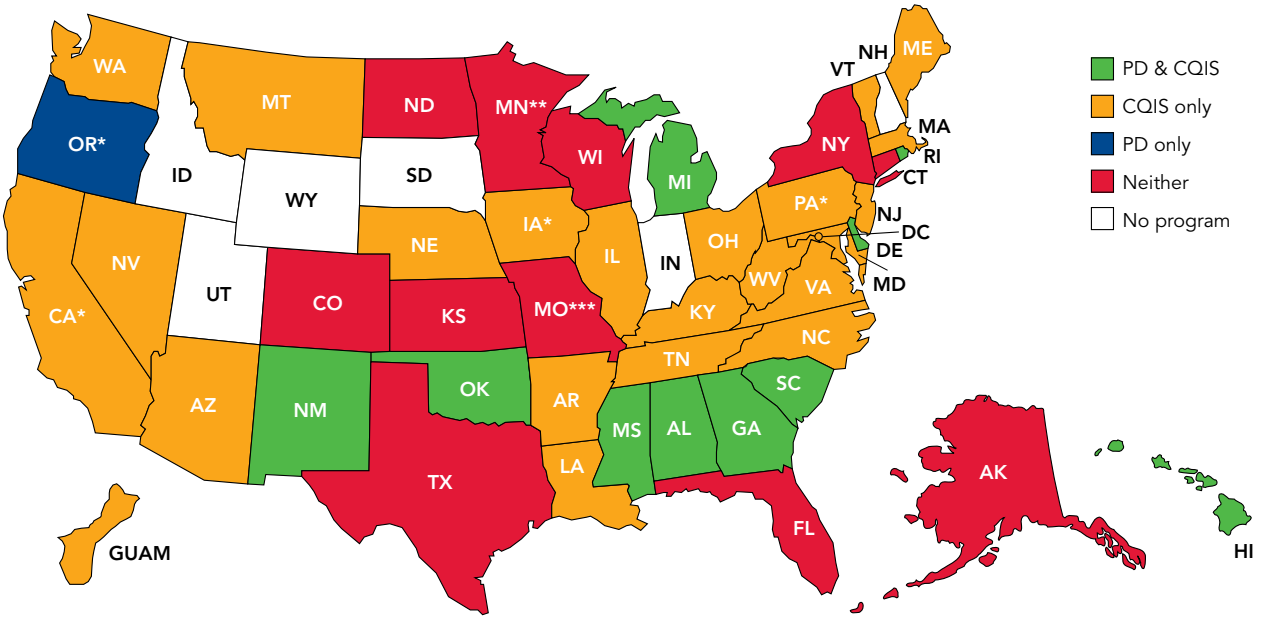
The benchmarks provide a coherent set of minimum policies to support meaningful, persistent gains in learning and development that can enhance later educational and adult life achievement. Programs supported by these policies will be more likely to achieve their goals. However, the benchmarks cannot 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. The benchmarks are described in detail in the Roadmap section on page 42, including an explanation of each benchmark, the evidence and reasoning behind it, and the criteria to meet it.

FIGURE 8: TEN STATES MEET ALL FOUR PROCESS-QUALITY FOCUSED QUALITY STANDARDS BENCHMARKS



* 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.

FIGURE 9: TEN STATES MEET BOTH THE PROFESSIONAL DEVELOPMENT (PD) AND CONTINUOUS QUALITY IMPROVEMENT SYSTEM (CQIS) QUALITY STANDARDS BENCHMARKS



* 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.

*** Missouri's smaller program meets both the PD and CQIS benchmarks.

The State of Preschool 2019 reports on 10 quality standards benchmarks that are viewed as the minimum for effective preschool education. Table 5 summarizes the quality standards benchmarks met by each program.

Four states met all ten of NIEER's quality standards benchmarks: Alabama, Michigan, Rhode Island, and Mississippi, who joined the list for the first time this year after newly meeting the Professional Development benchmark. Seven other programs met nine benchmarks (Delaware, Louisiana NSECD, Maine, Missouri Preschool Program, New Mexico, Oklahoma, and West Virginia). Only eight percent of children enrolled in state-funded preschool attend a program that meets 9 or 10 quality standards benchmarks.

Twelve programs met less than half of the quality standards benchmarks: Colorado, D.C., Kansas' two programs, and Pennsylvania K4 & SBPK met four; Arizona, California TK, Texas, and Wisconsin 4K met three; Florida and North Dakota met two; and Alaska only met one. Almost 40% of all children in state-funded preschool are served in these programs, raising concerns about quality of the programs attended by a large portion of young children. Children are much more likely to be served in state preschool programs meeting less than half of NIEER's quality standards benchmarks than programs meeting nearly all of them. The District of Columbia falls short because charter schools serving a substantial part of the population (more than 50%) are not required to follow the District's preschool standards.

Some progress was made towards improving policies to support quality preschool practices. Seven states enacted new policies that led to meeting additional NIEER quality standards benchmarks in 2018-2019. Four state-funded preschool programs (Delaware, Hawaii, Mississippi, and Missouri Preschool Program) met the Professional Development benchmark for the first time. Three state-funded preschool programs (Kentucky, Tennessee, and Virginia) improved their policies to meet the Continuous Quality Improvement System (CQIS) benchmark in 2018-2019.

Looking at the four benchmarks that focus on process quality (Early Learning and Development Standards-ELDS, Curriculum Supports, Professional Development, and CQIS), only eleven state-funded preschool programs met all four (Alabama, Delaware, Georgia, Hawaii, Michigan, Mississippi, Missouri Preschool Program, New Mexico, Oklahoma, Rhode Island, and South Carolina). Texas did not meet any of these four benchmarks and six programs met only one. Figure 8 displays the number of these four benchmarks met by each state.

The Professional Development benchmark continued to be met by the fewest programs—only 13 (Alabama, Delaware, Georgia, Hawaii, Michigan, Minnesota Head Start, Mississippi, Missouri Preschool Program, New Mexico, Oklahoma, Oregon Pre-K, Rhode Island, and South Carolina)—though four additional programs did meet it this year. Thirty-nine state programs met the CQIS benchmark this year, showing progress from last year. Figure 9 shows which states met the Professional Development and CQIS benchmarks in 2018-2019.

RESOURCES: TOTAL SPENDING INCHED UP, BUT SPENDING PER CHILD WAS STAGNANT

In 2018-2019, 44 states and the District of Columbia spent more than $8.7 billion on preschool. California alone spent over $2 billion on its two state-funded preschool programs, much more than twice what the next largest spenders, Texas and New York, each invested in pre-K. California's investment in state-funded preschool amounts to almost one-quarter of all state funding for preschool in the country. The four states that invested the most in preschool—California, Texas, New York, and New Jersey—account for more than half of all state preschool spending.

Total state spending for preschool rose by $301 million, adjusted for inflation, a 3.6% increase in spending from 2017-2018. This is similar to last year's increase. Four states increased spending on preschool by more than $25 million, adjusted for inflation, since 2017-2018 (California, Illinois, Oklahoma, and Pennsylvania). However, 16 states and Guam decreased spending (adjusted for inflation).

Spending per child averaged $5,374 in 2018-2019. Though this is a nominal increase of $183 over last year, spending per child was essentially flat (down by $3), adjusted for inflation, continuing a trend of no progress in real spending per child in recent years.

State spending varied widely across the states, with the gap between the highest and lowest continuing to grow. The District of Columbia continued to spend the most per child enrolled in preschool: $18,669. New Jersey was the only other state to spend more than $10,000 per child this year: $13,172. At the low end, two states, North Dakota and Nebraska spent less than $2,000 per child using state funding. Six other states spent less than $3,000 per child (South Carolina, Colorado, Massachusetts, Mississippi, Florida, and Kansas). In comparison, no state's share of K–12 spending was less than $4,000 per child. And federal Head Start spending was, on average, more than $10,000 per child.

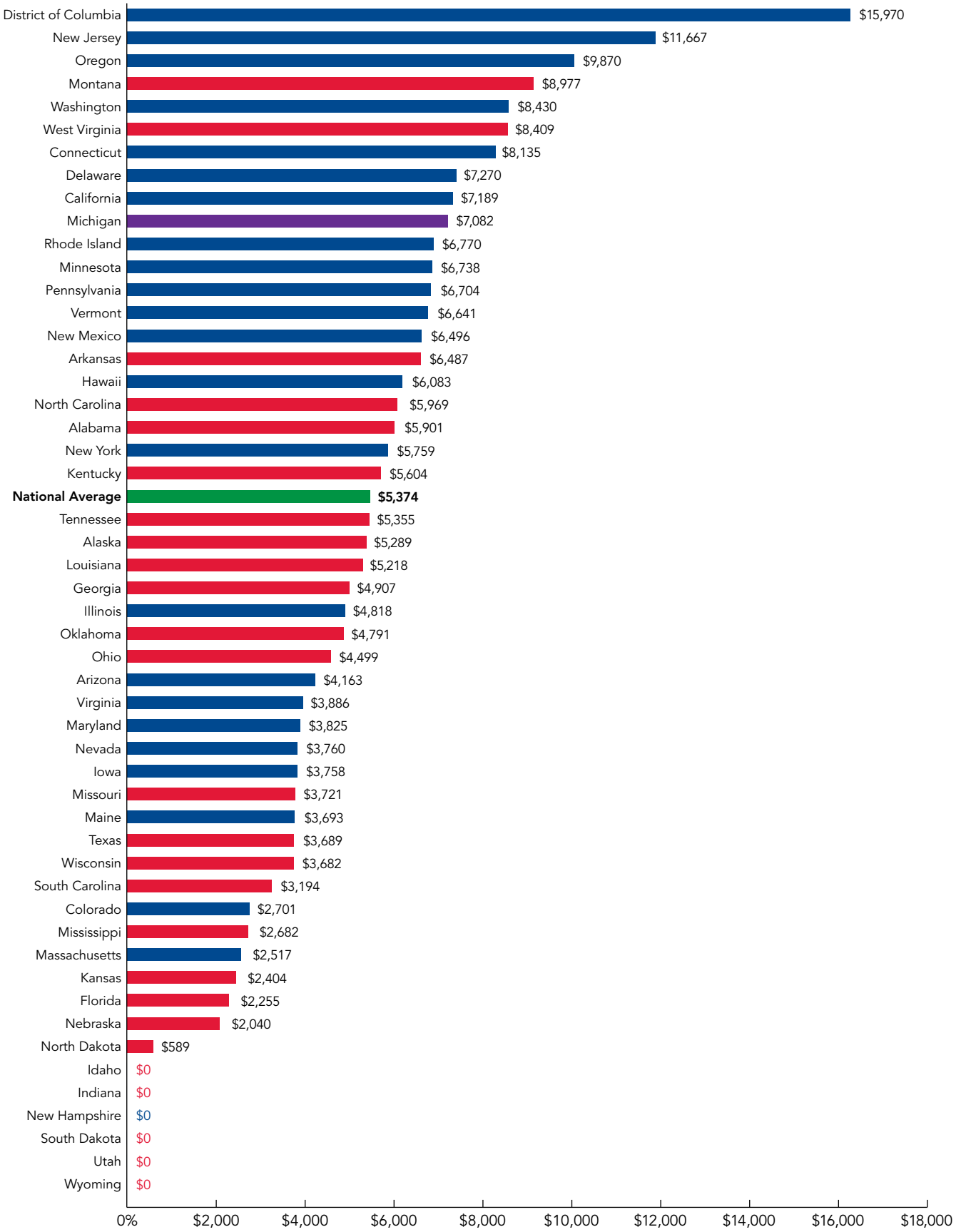
The cost of providing the same quality of pre-K varies among the states. To provide an alternate ranking of states that takes this into account we re-calculated state spending per child adjusting for cost of living differences among the states.[6] These spending per child figures are presented in Figure 10. The impacts of cost of living adjustments are modest, and the overall pattern of large disparities across the states remains evident.

Four states increased spending per child by more than $500 (Connecticut, Kansas, Rhode Island, and West Virginia). Both Alabama and Rhode Island invested additional state funds for preschool to compensate for the end of their federal PDG funding. Four states decreased spending per child by more than $500.

Many states (including some of those with the lowest state spending per child), rely on federal and local sources to provide additional funds for their preschool programs. Fourteen state-funded preschool programs require a local match. In 2018-2019 sixteen states used funds from their 2014 federal PDG grants to support preschool—a total of almost $218 million, including nearly $116 million that supports either new or enhanced seats in state-funded preschool. This federal source of preschool support will not be available in the 2019-2020 school year, and the new PDG Birth to Five awards are not intended to support enrollment. Several states have plans to replace federal dollars with state funds to sustain and even expand enrollment but other states reported still developing plans at the time of data collection.

Local and federal funds added more than $1.3 billion to state preschool during the 2018-2019 school year including approximately $116 million from the 2014 federal PDG. Spending from all reported sources surpassed $10 billion for the first time in 2018-2019. All-reported spending increased by $374 million from the prior year, adjusted for inflation. Non-state funds reported include $586 million in required local funds, $277 million in non-required local funds, and almost $464 million in non-TANF federal funds (including 2014 PDG). All reported spending per child was $6,188, an inflation-adjusted increase of $13 from 2017-2018. Reported local and federal spending added more than $5,000 per child in Mississippi, Nebraska, and Rhode Island. These additional funding sources more than doubled the state per child funding in Maine, Maryland, Mississippi, Nebraska, and Oklahoma.

FIGURE 10: VARIATION IN STATE SPENDING PER CHILD, ADJUSTED FOR STATE COST OF LIVING



Note: Colors reflect the state's majority party in the U.S. House of Representatives. Michigan's house delegation is evenly split between Republican and Democrats.

FEDERAL PRESCHOOL DEVELOPMENT GRANTS (PDG)

Preschool Development Grants were competitive federal grants awarded to 18 states in December 2014 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 (ED) and the Department of Health and Human Services (HHS). The 2015 Every Student Succeeds Act moved PDG administration solely to HHS.

The federal PDG awards were intended to be used over four years (ending in December 2018), but 16 of 18 states received no-cost extensions of their grants to utilize PDG carryover funds for the remainder of the 2018-2019 school year. In total these states spent almost $218 million in federal PDG for the 2018-2019 school year. Alabama did not use PDG funding in 2018-2019, but funded all slots previously created by their PDG award with state funds. Rhode Island used PDG funds to support professional development, technical assistance, and Early Childhood Mental Health (ECMH) contracts, while enrollment was supported using state funds.

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 program quality standards including the provision of a full school day. Many of the required PDG standards align with NIEER's quality standards benchmarks (e.g., high staff qualifications, small class sizes, and low child-staff ratios).

We estimate that federal PDG funding supported a total of more than 37,000 income-eligible (200% FPL) 4-year-olds in 2018-2019 through either new seats or quality enhancements. About 53% of PDG funding ($116 million) was used to serve more than 23,000 four-year-olds in state-funded preschool (either through the creation of new seats or enhancing the quality of existing seats). Figure 11 describes PDG funding and the enrollment during the 2018-2019 school year in each state.

The PDG is an example of an effective federal-state partnership that has helped states provide high-quality preschool to more children. For example, in 2018-2019, Maryland provided new seats in high quality pre-K programs to 1,509 children and provided 2,976 enhanced slots, with a plan to sustain funding for the 2019-2020 school year. All children in Nevada's state-funded preschool program were supported in part by federal PDG funding and the state plans to shift to use state funds in the future. Most states have plans to sustain PDG funding, though three states, Arizona, Arkansas, and Louisiana, had not solidified a plan at the time of NIEER's data collection. It remains to be seen how the loss of this federal PDG funding will affect access to high-quality preschool for children in low-income families. Given the slow growth in state preschool enrollment in recent years and the current downturn in the economy, the loss of PDG funding may have negative consequences for enrollment in high-quality preschool. It is time for the federal government to step-up and for policy makers to work with their colleagues across the aisle to renew support for high-quality preschool.

FIGURE 11: 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*	Plans to sustain funding?
Alabama**	0	0	0	0	0	$0	$0	Yes
Arizona	3,074	2,540	534	0	0	$20,000,000	$0	In progress
Arkansas	2,832	1,368	1,464	0	1,464	$18,706,410	$4,586,953	In progress
Connecticut	740	0	740	0	740	$9,793,455	$9,793,455	Yes
Hawaii	231	231	0	0	0	$5,158,332[1]	$0	Yes
Illinois	4,217	2,348	1,869	2,348	1,869	$17,919,957	$17,919,957	Yes
Louisiana	4,060	1,720	2,340	0	0	$7,908,238[1]	$0	In progress
Maine	434	0	434	0	434	$3,380,342	$3,380,342	Yes
Maryland	4,485	1,509	2,976	1,509	2,976	$10,699,813	$10,699,813	Yes
Massachusetts	787	787	0	0	0	$15,253,340	$0	Yes
Montana	1,323	0	1,323	0	0	$13,175,414[1]	$0	No
Nevada	3,519	1,380	2,139	0	2,139	$15,039,563	$6,765,180	Yes
New Jersey	1,987	1,295	692	1,295	692	$17,352,852	$17,352,852	Yes
New York	2,465	2,465	0	2,465	0	$25,000,000	$25,000,000	Yes
Rhode Island***	0	0	0	0	0	$5,516,739	$5,516,739	Yes
Tennessee	2,733	0	2,733	0	2,733	$8,826,865[1]	$8,826,865[1]	Yes
Vermont	496	0	496	0	496	$4,926,495[1]	$4,926,495[1]	Yes
Virginia	3,770	1,485	2,285	0	2,285	$18,875,218	$1,219,836	Yes
Total	**37,153**	**17,128**	**20,025**	**7,617**	**15,828**	**$217,533,033**	**$115,988,488**	

Note: Data come from the survey of state preschool administrators and states' PDG Annual Performance Reports unless otherwise noted. Where possible, PDG funding is reported for the 2018-2019 school year, but some states can only report information for the calendar year.

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).

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

**Alabama had a PDG but did not use federal funds during the 2018-2019 school year. State funds were used to support enrollment previously funded by PDG.

*** Rhode Island used PDG funds to support PD/TA and ECMH contracts. Enrollment was supported by state funds.

[1] The PDG funding amount was not reported; instead it was estimated based on information reported in 2017-2018.

In 2018, HHS funded another round of grants with a name similar to the PDG, the Preschool Development Grant Birth through Five (PDG B–5) award. This new funding was provided for state administrative work to support systems building, rather than for direct services to preschool children. In December 2018, 46 states and territories received one-year planning awards to develop a comprehensive needs assessment and strategic plan to align birth through five systems in the state. These grants ranged from $538,000 to $10.6 million, with a total federal investment of almost $250 million.

In December 2019, twenty states received PDG B–5 renewal grants to implement the strategic plans created with the planning grant, which represented an additional federal investment of $216 million annually for three years. Additionally, six states and territories were awarded initial planning grants in the 2019 round to conduct a needs assessment and formulate a strategic plan, adding another $24 million to federal investments. Unlike the initial PDG awards from 2014, these grants are not designed to increase access to high-quality preschool. And as a comparison, the amount of these 2019 grants is just 3% of what states spent on state-funded preschool in 2018-2019.

Figure 12 lists the states and territories that received each of the three different PDG awards. Over the last six years, 48 states, the District of Columbia, and four territories have received and used at least one of the federal PDG awards. Nine states (Alabama, Connecticut, Illinois, Louisiana, Maryland, New Jersey, New York, Rhode Island, and Virginia) received all three types of PDG funding.

FIGURE 12: SUMMARY OF FEDERAL PRESCHOOL DEVELOPMENT GRANT AWARDS BY STATE

STATE	Preschool Development Grant (total 4 year award)[1] Awarded in 2014	PDG-B–5 Planning Grant (total 1 year award)[2] Awarded in 2018	PDG-B–5 Renewal Grant (per year)[3] Awarded in 2019	PDG-B–5 Planning Grant (total 1 year award)[3] Awarded in 2019
Alabama	$71,375,218	$10,620,000	$11,178,750	
Alaska		$2,617,353		
Arizona	$81,375,127	$1,396,806		
Arkansas	$61,347,218	$3,506,749		
California		$10,620,000	$13,414,500	
Colorado		$5,801,793	$11,171,969	
Connecticut	$48,941,545	$8,591,087	$8,943,000	
Delaware		$4,236,837		
District of Columbia		$10,620,000		
Florida		$8,520,000	$13,414,500	
Georgia		$2,961,044	$3,721,584	
Hawaii	$16,256,586	$965,530		
Idaho				$3,343,592
Illinois	$81,096,560	$3,702,937	$13,414,500	
Indiana		$6,895,336		
Iowa		$2,190,119		
Kansas		$4,482,305		
Kentucky		$10,620,000		
Louisiana	$33,281,953	$7,100,000	$11,178,750	
Maine	$15,800,020	$1,011,080		
Maryland	$61,375,120	$10,618,584	$8,942,996	
Massachusetts	$58,230,218	$1,801,346		
Michigan		$5,058,813	$13,413,552	
Minnesota		$4,705,603	$8,941,881	
Mississippi		$10,620,000		
Missouri		$6,539,934	$11,176,961	
Montana	$41,375,218	$4,208,250		
Nebraska		$4,141,560		
Nevada	$43,773,206	$606,515		
New Hampshire		$3,843,557	$8,942,186	
New Jersey	$71,363,396	$10,620,000	$11,178,750	
New Mexico		$5,374,596		
New York	$100,453,326	$8,732,006	$13,414,500	
North Carolina		$4,486,842	$13,414,500	
North Dakota		$2,275,771		
Ohio		$10,486,896		
Oklahoma		$3,116,729		
Oregon		$4,257,418	$8,866,711	
Pennsylvania		$10,553,711		
Rhode Island	$19,761,049	$4,194,057	$8,943,000	
South Carolina		$3,453,679		
South Dakota				
Tennessee	$71,019,744			
Texas		$1,789,455		
Utah		$538,000		
Vermont	$25,363,067	$3,363,695		
Virginia	$71,375,218	$9,900,948	$11,178,750	
Washington		$5,270,656	$11,175,769	
West Virginia				
Wisconsin				$9,999,809
Wyoming				$2,098,776
American Samoa				
Northern Mariana Islands				$2,125,989
Guam				$1,000,000
Palau				
Puerto Rico				$5,647,875
Virgin Islands		$725,112		
TOTAL FEDERAL INVESTMENT	**$973,563,789**	**$247,742,709**	**$216,027,109**	**$24,216,041**

[1] These PDG awards were used to provide direct preschool services to 4-year-olds from low-income families. Data were retrieved from: https://www2.ed.gov/programs/preschooldevelopmentgrants/pdg-summary-rpt-final-12202019.pdf.

[2] Data were retrieved from: https://www.acf.hhs.gov/occ/resource/pdg-b-5-initiative.

[3] Data were retrieved from: https://www.ffyf.org/preschool-development-grant-funding-awarded-to-26-states-for-2020/.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2018-2019)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2018-2019)		
		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%	71%	79%	7,237	6,360	13,597
2	Vermont	78%	65%	72%	4,818	3,830	8,648
3	Oklahoma	76%	3%	40%	40,625	1,567	42,192
4	Florida	75%	0%	37%	173,633	0	173,633
5	Wisconsin	72%	1%	36%	48,943	504	49,446
6	Iowa	66%	3%	34%	26,528	1,244	27,772
7	Georgia	60%	0%	30%	80,493	0	80,493
8	West Virginia	59%	6%	33%	11,913	1,150	13,063
9	New York	54%	2%	28%	121,610	4,692	126,302
10	Texas	49%	9%	29%	203,650	35,271	238,921
11	South Carolina	47%	0.5%	24%	28,137	284	28,421
12	Maine	44%	0%	22%	5,805	0	5,805
13	New Mexico	38%	5%	22%	9,987	1,264	11,251
14	Maryland	38%	5%	22%	27,780	4,000	31,780
15	California	38%	12%	25%	187,565	57,447	245,012
16	Nebraska	34%	15%	24%	9,057	4,021	13,258
17	Arkansas	32%	18%	25%	12,256	7,071	19,327
18	Michigan	32%	0%	16%	37,140	0	37,140
19	Alabama	32%	0%	16%	18,756	0	18,756
20	Illinois	31%	22%	26%	47,360	33,598	80,958
21	Connecticut	31%	9%	20%	11,528	3,330	14,858
22	Louisiana	30%	0%	15%	18,841	0	18,841
23	New Jersey	30%	20%	25%	31,221	21,332	52,553
24	Massachusetts	30%	16%	23%	21,642	11,791	33,433
25	Kentucky	29%	9%	19%	16,497	4,854	21,351
26	Kansas	26%	2%	14%	10,147	913	11,060
27	North Carolina	24%	0%	12%	29,509	0	29,509
28	Colorado	23%	9%	16%	15,616	5,877	21,493
29	Tennessee	22%	0.1%	11%	17,812	67	17,879
30	Pennsylvania	20%	10%	15%	29,141	13,726	42,867
31	Virginia	17%	0%	9%	17,657	0	17,657
32	Oregon	12%	8%	10%	5,767	3,593	9,360
33	Ohio	11%	1%	6%	16,091	1,779	17,870
34	Minnesota	10%	1%	6%	7,613	624	8,237
35	Rhode Island	10%	0%	5%	1,080	0	1,080
36	North Dakota	10%	0%	5%	1,062	0	1,062
37	Alaska	10%	2%	6%	1,043	261	1,304
38	Washington	9%	5%	7%	8,432	5,059	13,491
39	Missouri	6%	1%	4%	4,626	1,097	5,723
40	Nevada	6%	0%	3%	2,139	0	2,139
41	Delaware	5%	2%	4%	581	264	845
42	Mississippi	5%	0%	3%	1,954	0	1,954
43	Arizona	4%	2%	3%	3,424	1,986	5,410
44	Hawaii	2%	0%	1%	415	0	415
45	Montana	2%	0.02%	1%	269	2	271
No program	Idaho	0%	0%	0%	0	0	0
No program	Indiana	0%	0%	0%	0	0	0
No program	New Hampshire	0%	0%	0%	0	0	0
No program	South Dakota	0%	0%	0%	0	0	0
No program	Utah	0%	0%	0%	0	0	0
No program	Wyoming	0%	0%	0%	0	0	0
	50 states + DC	**34%**	**6%**	**20%**	**1,377,484**	**239,104**	**1,616,589**
	Guam	2%	0%	1%	72	0	72

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

*Nationwide, an additional 13,215 children of other ages were enrolled in state prekindergarten, for a total of 1,629,804 children.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

	ENROLLMENT CHANGES FROM 2001-2002 TO 2018-2019				ENROLLMENT CHANGES FROM 2017-2018 TO 2018-2019			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
STATE	Number	% served	Number	% served	Number	% served	Number	% served
Alabama	0	0.0%	18,000	30.4%	0	0.0%	2,705	4.1%
Alaska	261	2.5%	1,043	9.8%	261	2.5%	728	6.9%
Arizona	1,986	2.2%	-853	-1.8%	53	0.0%	101	0.0%
Arkansas	6,129	15.6%	10,032	25.8%	-166	-0.7%	-5	-0.5%
California	46,523	9.4%	143,031	29.3%	404	0.1%	2,749	0.7%
Colorado	5,147	7.4%	7,296	8.9%	164	0.1%	292	0.0%
Connecticut*	1,795	5.5%	7,111	21.1%	107	0.2%	302	0.7%
Delaware	264	2.4%	-262	-2.7%	5	0.0%	-5	-0.1%
District of Columbia	5,235	51.4%	4,226	43.3%	297	-1.8%	-32	2.3%
Florida	0	0.0%	173,633	74.9%	0	0.0%	3,917	-0.1%
Georgia	0	0.0%	16,880	6.7%	0	0.0%	-43	-0.7%
Hawaii	0	0.0%	415	2.3%	0	0.0%	42	0.3%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	19,500	13.5%	8,458	9.4%	280	0.0%	5,738	3.8%
Indiana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Iowa	733	1.7%	24,972	61.6%	-49	-0.1%	626	0.9%
Kansas	913	2.4%	7,917	20.3%	913	2.4%	-3,875	-9.8%
Kentucky	-18	-0.6%	3,680	5.6%	-506	-0.9%	587	0.8%
Louisiana	0	0.0%	11,322	18.5%	0	0.0%	-70	-0.6%
Maine	0	0.0%	4,365	34.3%	0	0.0%	254	2.0%
Maryland	2,592	3.4%	9,406	12.8%	426	0.5%	192	0.3%
Massachusetts	2,359	4.4%	12,210	18.1%	-617	-0.9%	-80	-0.2%
Michigan	0	0.0%	10,663	12.6%	0	0.0%	-185	-0.6%
Minnesota*	-191	-0.4%	6,343	8.6%	-84	-0.1%	649	0.7%
Mississippi	0	0.0%	1,954	5.2%	0	0.0%	114	0.3%
Missouri	-1,449	-2.0%	940	1.2%	385	0.5%	2,960	3.9%
Montana	2	0.0%	269	2.1%	-12	-0.1%	4	0.0%
Nebraska	4,077	14.8%	8,701	32.2%	-38	-0.4%	346	0.7%
Nevada	-111	-0.4%	1,818	4.6%	-232	-0.6%	269	0.7%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	8,547	9.0%	7,340	9.2%	381	0.4%	1,488	1.6%
New Mexico	794	3.1%	9,617	36.9%	373	1.5%	1,759	7.0%
New York	-1,143	-0.3%	58,111	29.3%	971	0.4%	3,759	2.9%
North Carolina	0	0.0%	28,269	22.7%	0	0.0%	1,124	0.6%
North Dakota	0	0.0%	1,062	9.9%	0	0.0%	97	0.6%
Ohio	-7,935	-5.2%	2,206	2.4%	42	0.0%	-85	-0.1%
Oklahoma	1,576	3.0%	14,746	20.7%	1,576	3.0%	818	1.8%
Oregon	2,484	5.1%	3,178	6.3%	-23	-0.1%	-81	-0.3%
Pennsylvania*	13,726	9.6%	26,591	18.5%	3,742	2.6%	9,415	6.5%
Rhode Island	0	0.0%	1,080	9.9%	0	0.0%	0	-0.1%
South Carolina	-66	-0.2%	12,487	17.7%	94	0.1%	884	0.8%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-775	-1.1%	16,054	19.4%	-263	-0.3%	-212	-0.4%
Texas	15,530	2.4%	76,067	10.2%	2,703	0.5%	4,733	0.0%
Utah	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Vermont	3,528	59.3%	4,283	69.7%	57	3.0%	294	2.4%
Virginia	0	0.0%	11,779	10.8%	0	0.0%	-302	-0.4%
Washington	3,910	3.9%	3,647	3.1%	587	0.5%	413	0.3%
West Virginia	-618	-2.8%	6,828	35.2%	237	1.3%	-1,803	-7.7%
Wisconsin*	-184	-0.3%	35,439	52.7%	5	0.0%	2,705	3.8%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	**135,115**	**3.2%**	**812,354**	**19.9%**	**12,067**	**0.3%**	**43,286**	**0.9%**
Guam	0	0.0%	72	2.3%	0	0.0%	1	0.1%

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

TABLE 4: 2018-2019 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†	1,006	1.7%	19,238	32.5%	6,654	11.1%	23,629	39.9%
Alaska*	643	6.1%	1,669	15.8%	1,846	17.4%	3,011	28.4%
Arizona	5,032	5.6%	8,443	9.4%	10,868	12.1%	16,499	18.3%
Arkansas	8,876	22.8%	16,006	41.7%	12,583	32.4%	18,861	49.1%
California	73,526	14.8%	200,600	40.4%	109,949	22.1%	234,809	47.3%
Colorado	8,820	12.9%	19,420	28.5%	12,414	18.2%	23,979	35.2%
Connecticut*†	5,431	14.4%	13,454	35.7%	7,378	19.6%	14,870	39.5%
Delaware	867	7.8%	1,399	12.7%	1,579	14.2%	2,346	21.2%
District of Columbia†	6,360	71.4%	7,237	87.3%	6,360	71.4%	7,237	87.3%
Florida*	7,185	3.1%	173,633	74.9%	22,078	9.5%	191,290	82.5%
Georgia†	2,515	1.9%	82,623	61.7%	13,998	10.4%	86,643	64.7%
Hawaii	641	3.7%	1,117	6.2%	1,634	9.3%	2,408	13.5%
Idaho	765	3.2%	1,102	4.7%	1,956	8.1%	2,982	12.6%
Illinois†	34,033	21.9%	51,912	33.9%	44,783	28.8%	63,296	41.3%
Indiana	3,954	4.6%	5,356	6.3%	9,133	10.6%	11,670	13.7%
Iowa†	2,101	5.2%	27,373	67.8%	4,380	10.8%	28,588	70.8%
Kansas*	3,491	9.1%	13,583	34.9%	5,655	14.7%	16,559	42.6%
Kentucky†	4,854	8.7%	16,497	29.5%	10,566	18.9%	22,309	39.9%
Louisiana*	692	1.1%	19,880	32.1%	11,334	18.3%	26,945	43.4%
Maine†	555	4.2%	5,977	45.3%	1,532	11.7%	6,476	49.1%
Maryland*†	6,920	9.3%	29,828	40.7%	11,046	14.9%	32,894	44.9%
Massachusetts†	11,791	16.2%	21,766	29.8%	15,837	21.8%	24,466	33.5%
Michigan†	3,888	3.3%	38,468	32.9%	15,986	13.7%	43,962	37.6%
Minnesota**	3,610	5.0%	13,046	17.9%	8,491	11.7%	17,512	24.1%
Mississippi†	531	1.4%	3,776	10.0%	10,070	26.7%	12,967	34.4%
Missouri	4,146	5.5%	10,141	13.4%	10,009	13.2%	15,174	20.0%
Montana*	127	1.0%	534	4.2%	1,875	14.6%	2,649	20.8%
Nebraska†	4,201	15.4%	9,057	33.7%	4,996	18.3%	9,835	36.6%
Nevada	1,738	4.5%	4,624	12.3%	2,998	7.8%	5,810	15.4%
New Hampshire	934	7.1%	1,157	8.9%	1,506	11.4%	1,763	13.5%
New Jersey†	26,773	25.5%	38,330	36.4%	30,698	29.2%	41,724	39.6%
New Mexico	2,449	9.6%	10,901	41.8%	6,149	24.0%	14,628	56.2%
New York†	20,632	9.0%	131,173	58.1%	37,923	16.5%	139,609	61.9%
North Carolina†	3,546	2.9%	33,560	27.1%	10,778	8.7%	38,294	31.0%
North Dakota*	384	3.5%	1,576	14.7%	1,389	12.5%	2,873	26.8%
Ohio	6,483	4.6%	22,699	16.0%	19,770	13.9%	37,363	26.3%
Oklahoma	2,290	4.3%	40,625	76.3%	10,562	20.0%	46,060	86.5%
Oregon	5,502	11.5%	8,305	17.2%	8,839	18.5%	11,904	24.7%
Pennsylvania*	20,965	14.6%	39,024	27.0%	31,609	22.0%	52,154	36.1%
Rhode Island	730	6.6%	1,916	17.6%	1,666	15.0%	2,987	27.5%
South Carolina	1,589	2.6%	28,137	47.1%	7,608	12.6%	31,828	53.3%
South Dakota	405	3.2%	695	5.5%	2,046	16.3%	2,667	21.2%
Tennessee†	2,394	2.9%	19,664	23.9%	9,100	11.0%	23,984	29.2%
Texas*	37,023	8.9%	203,650	49.4%	68,572	16.5%	234,036	56.8%
Utah	2,473	4.8%	3,342	6.5%	4,658	9.1%	6,066	11.9%
Vermont	3,897	64.6%	4,903	78.3%	4,326	71.7%	5,439	86.8%
Virginia	3,593	3.5%	21,654	21.0%	9,457	9.1%	27,369	26.6%
Washington	7,839	8.4%	12,751	13.7%	12,899	13.8%	18,548	19.9%
West Virginia†	1,150	5.8%	11,913	59.4%	3,221	16.3%	12,265	61.2%
Wisconsin**	2,850	4.2%	48,943	71.9%	9,336	13.7%	53,471	78.6%
Wyoming	727	9.8%	1,035	14.0%	1,349	18.3%	1,825	24.8%
United States	**362,931**	**9.0%**	**1,503,723**	**37.4%**	**671,452**	**16.6%**	**1,776,543**	**44.2%**
Guam	33	1.0%	85	2.7%	187	5.8%	466	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.

** These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide the number of children. Estimates were 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 calculatedm see the Methodology section and the Roadmap to the State Profile Pages.

TABLE 5: 2018-2019 STATE PRESCHOOL QUALITY STANDARDS

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	**New Quality Standards Checklist Sum 2018-2019**
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Alaska		✔									**1**
Arizona	✔	✔								✔	**3**
Arkansas	✔	✔		✔	✔		✔	✔	✔	✔	**8**
California CSPP	✔	✔		✔				✔	✔	✔	**6**
California TK	✔	✔	✔								**3**
Colorado	✔			✔			✔	✔			**4**
Connecticut CDCC	✔	✔		✔			✔	✔			**5**
Connecticut SR	✔	✔		✔			✔	✔			**5**
Connecticut Smart Start	✔	✔	✔	✔			✔	✔			**6**
Delaware	✔	✔		✔	✔	✔	✔	✔	✔	✔	**9**
District of Columbia	✔	✔							✔	✔	**4**
Florida	✔						✔				**2**
Georgia	✔	✔	✔	✔	✔	✔			✔	✔	**8**
Hawaii	✔	✔	✔			✔	✔	✔	✔	✔	**8**
Illinois	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Iowa Shared Visions	✔	✔		✔			✔	✔	✔		**6**
Iowa SWVPP	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Kansas Preschool Pilot	✔	✔	✔					✔			**4**
Kansas PA AR	✔	✔	✔					✔			**4**
Kentucky	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Louisiana 8(g)	✔	✔	✔	✔			✔	✔		✔	**7**
Louisiana LA 4	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Louisiana NSECD	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Maine	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Maryland	✔	✔	✔	✔				✔	✔	✔	**7**
Massachusetts UPK	✔	✔		✔			✔	✔		✔	**6**
Massachusetts Chapter 70	✔	✔	✔	✔						✔	**5**
Michigan	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Minnesota HdSt	✔	✔		✔	✔	✔	✔	✔	✔		**8**
Minnesota VPK/SRP	✔	✔					✔	✔	✔		**5**
Mississippi	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
Missouri PP	✔	✔	✔	✔		✔	✔	✔	✔	✔	**9**
Missouri Pre-K FF	✔	✔	✔	✔				✔			**5**
Montana		✔	✔	✔			✔	✔		✔	**6**
Nebraska	✔	✔	✔	✔	✔		✔	✔		✔	**8**
Nevada	✔	✔	✔	✔			✔	✔		✔	**7**
New Jersey Abbott	✔	✔	✔	✔			✔	✔	✔	✔	**8**
New Jersey ECPA	✔	✔	✔	✔			✔	✔	✔	✔	**8**
New Jersey ELLI	✔	✔	✔	✔			✔	✔	✔	✔	**8**
New Mexico	✔	✔		✔	✔	✔	✔	✔	✔	✔	**9**
New York	✔	✔	✔	✔			✔	✔	✔		**7**
North Carolina	✔	✔	✔	✔			✔	✔	✔	✔	**8**
North Dakota	✔		✔								**2**
Ohio	✔	✔		✔					✔	✔	**5**
Oklahoma	✔	✔	✔	✔		✔	✔	✔	✔	✔	**9**
Oregon Pre-K	✔	✔		✔	✔	✔	✔	✔	✔		**8**
Oregon Preschool Promise	✔	✔		✔			✔	✔			**5**
Pennsylvania RTL	✔	✔		✔			✔	✔			**5**
Pennsylvania HSSAP	✔			✔	✔		✔	✔	✔		**6**
Pennsylvania K4 & SBPK	✔	✔	✔						✔		**4**
Pennsylvania PKC	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	**10**
South Carolina	✔	✔		✔		✔	✔	✔		✔	**7**
Tennessee	✔	✔	✔	✔			✔	✔	✔	✔	**8**
Texas			✔	✔					✔		**3**
Vermont	✔	✔		✔			✔	✔	✔	✔	**7**
Virginia	✔	✔		✔			✔	✔		✔	**6**
Washington	✔	✔		✔	✔		✔	✔	✔	✔	**8**
West Virginia	✔	✔	✔	✔	✔		✔	✔	✔	✔	**9**
Wisconsin 4K		✔	✔	✔							**3**
Wisconsin HdSt	✔	✔		✔	✔		✔	✔	✔		**7**
TOTAL	**58**	**57**	**37**	**51**	**17**	**13**	**46**	**50**	**39**	**39**	
Guam	✔	✔		✔			✔	✔		✔	**6**

TABLE 6: PRE-K 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 2017-2018 to 2018-2019 Adjusted dollars	Total state preschool spending in 2018-2019	Change in total state spending from 2017-2018 to 2018-2019 Adjusted dollars	State reported non-state funds	All reported $ per child enrolled in preschool
District of Columbia	1	$18,669	$497	$256,938,561	$11,760,137	Yes	$19,710
New Jersey	2	$13,172	-$311	$692,241,537	$8,856,569	Yes	$13,502
Oregon	3	$9,820	-$183	$91,917,617	-$2,880,539	No	$9,820
Washington	4	$8,969	-$201	$121,004,051	$6,454,018	No	$8,969
Connecticut	5	$8,786	$902	$131,864,893	$16,866,664	No	$8,786
Montana	6	$8,492	-$220	$2,887,242	$221,278	Yes	$9,633
California	7	$8,253	$324	$2,027,027,473	$105,860,705	Yes	$8,427
West Virginia	8	$7,316	$575	$99,009,024	-$2,784,511	Yes	$11,052
Delaware	9	$7,277	-$260	$6,149,300	-$219,917	No	$7,277
Hawaii	10	$7,208	-$5	$2,991,420	$300,784	No	$7,208
Vermont*	11*	$6,807*	-$51*	$61,006,297*	$547,827*	Yes*	$8,164*
Rhode Island	12	$6,675	$691	$7,209,482	$746,322	Yes	$11,784
New York	13	$6,668	-$119	$842,225,288	$17,033,873	Yes	$6,912
Michigan	14	$6,586	-$182	$244,600,000	-$8,022,571	No	$6,586
Minnesota	15	$6,570	$51	$54,114,602	$4,105,137	No	$6,570
Pennsylvania	16	$6,563	-$1,583	$293,749,908	$45,078,547	No	$6,563
New Mexico	17	$6,060	$6	$68,184,800	$12,976,400	No	$6,060
Arkansas	18	$5,612	-$115	$113,276,553	-$4,800,418	Yes	$9,332
Alaska	19	$5,521	-$5,001	$7,200,000	$3,885,559	No	$5,521
North Carolina	20	$5,450	-$172	$160,828,280	$1,245,989	Yes	$9,162
Alabama	21	$5,116	$118	$95,962,050	$15,729,732	Yes	$6,257
Kentucky	22	$4,925	$250	$105,163,876	$5,718,259	Yes	$8,453
Tennessee	23	$4,841	$41	$86,552,900	-$1,551,601	Yes	$6,266
Illinois	24	$4,746	-$25	$385,174,818	$26,699,373	Yes	$5,811
Louisiana	25	$4,701	-$207	$88,579,785	-$4,238,469	Yes	$4,793
Georgia	26	$4,539	-$31	$365,326,541	-$2,660,448	No	$4,539
Oklahoma	27	$4,264	$490	$181,685,479	$31,460,481	Yes	$9,096
Maryland	28	$4,184	$80	$134,159,629	$4,972,504	Yes	$8,432
Arizona	29	$4,013	-$185	$21,712,929	-$356,383	No	$4,013
Ohio	30	$4,000	-$144	$71,480,000	-$2,755,199	No	$4,000
Virginia	31	$3,967	-$18	$70,049,572	-$1,519,203	Yes	$6,299
Nevada	32	$3,669	-$500	$7,848,995	-$1,202,408	Yes	$6,832
Maine	33	$3,634	$91	$22,220,882	$2,213,552	Yes	$8,414
Texas	34	$3,579	-$108	$854,984,186	$1,609,841	Yes	$3,640
Wisconsin**	35	$3,402	-$658	$175,620,801	-$22,488,770	Yes	$6,110
Iowa***	36	$3,375	-$99	$89,752,273	-$356,665	Yes	$3,516
Missouri	37	$3,330	-$1,388	$19,274,567	$8,054,483	No	$3,330
South Carolina	38	$2,888	-$32	$82,651,532	$2,304,654	Yes	$3,138
Colorado	39	$2,787	$161	$61,161,584	$4,842,826	Yes	$4,525
Massachusetts	40	$2,716	$443	$101,170,969	$15,273,807	Yes	$3,430
Mississippi	41	$2,298	$60	$4,490,818	$372,178	Yes	$9,457
Florida	42	$2,253	-$66	$391,215,901	-$2,342,412	No	$2,253
Kansas	43	$2,164	$784	$23,930,010	$4,579,775	No	$2,164
Nebraska	44	$1,828	-$15	$25,506,522	-$177,195	Yes	$8,585
North Dakota	45	$531	-$40	$564,009	$13,172	No	$531
Idaho	No Program	$0	$0	$0	$0	NA	$0
Indiana	No Program	$0	$0	$0	$0	NA	$0
New Hampshire	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
50 states + DC		**$5,374**	**-$3**	**$8,750,666,956**	**$301,427,739**		**$6,188**
Guam		$4,901	-$394	$352,876	-$23,078	No	$4,901

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

* Vermont did not report spending information for 2018-2019 so their 2017-2018 spending is used here. They could not break out the state, local, and federal spending (other PDG) from the total amount reported. Therefore, the portions of total spending attributable to state, local, and federal sources were estimated based on K–12 spending.

** Wisconsin 4K could not break out the state and local spending from the total amount reported. Therefore, the portions of total spending attributable to state and local sources were estimated based on information from 2017-2018.

*** 1,413 children with instructional IEPs were served in Iowa's SWVPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

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Special Report:
State Preschool Administration

INTRODUCTION

The 2018-2019 *State of Preschool* survey included supplemental questions designed to collect information about state-level administration of the preschool programs included in this report. Our goal here is to describe how states administer preschool across the country rather than judge the effectiveness of their governance structures.[1]

Just as state preschool programs look different in each state, the oversight of those programs looks different as well. Some states have a small staff responsible for representing a wide-range of early childhood education expertise, while other states have a larger staff where individuals hold more specialized areas of expertise. Either way, state staffing levels are rarely just a matter of the size of the program, but also depend on other program design and policy issues including the division of responsibility between state and local levels.

The supplemental survey began with questions about the number of state staff dedicated wholly or in part to the administration of the state preschool program, followed by questions addressing years of experience, areas of expertise, and required background. States provided information about unfilled positions, as well as what functions, if any, are performed by contracted (non-permanent) staff. Survey questions also asked about the extent to which state staff have access to professional learning experiences on a regular basis.

Data were then collected about the state agency with primary oversight of the state preschool program, determining whether preschool is administered through the state's education agency, child welfare agency, or elsewhere. We were interested in understanding the level of authority granted to the highest ranking state employee with oversight of the program and how that varies across states. Finally, the survey addresses the types of functions carried out by the state agency, as well as those carried out at the local level or by other state agencies.[2]

FINDINGS

Responses to the 2019 *Yearbook* survey help answer important questions about how state preschool programs are administered across the country. These questions and their answers are laid out below and include information from 63 programs in 44 states, D.C., and Guam.

Which State Agencies Have Primary Oversight of State Pre-K?

The vast majority of state preschool programs (51 of 63) are administered at least partially by the State Education Agency (SEA) (See Table S1). Twelve programs report oversight through the State's Office of School Readiness or Early Childhood, and six state programs report oversight by the State Human Services Agency.

How Many States Share Pre-K Oversight Across Agencies?

Fifty-three of 63 state programs (84%) are administered by just one state agency, while ten are administered by more than one (16%). In all ten programs reporting shared oversight, the SEA is one of the agencies providing support.

Which States Provide Oversight Through "Other" State Agencies?

Programs in North Dakota, New Mexico, Louisiana, and Arizona are at least partially overseen by other state agencies. In North Dakota, the Department of Commerce oversees the fiscal portion of the programs and the Department of Public Instruction sets programmatic standards. Oversight of Arizona's Quality First Scholarships program is provided through First Things First, which is an organization established by public vote to fund early childhood programs. In Louisiana, the Board of Elementary and Secondary Education operates separately from the SEA to provide oversight for the Louisiana 8(g) program. New Mexico's preschool program has traditionally been jointly administered by the SEA (overseeing services in public settings) and the New Mexico Children, Youth, and Families Department (overseeing services in nonpublic settings). However, recent legislation created a new Early Childhood Education and Care Department, merging state pre-K oversight into one agency. This transition to one agency is still in process.

Are Other Parts of the B-5 Continuum Housed Within the Agency that Oversees Pre-K?

Nearly one in three state agencies with oversight of state pre-K are housed in the same agency as the state's child care administrator, and more than half of programs are administered in the agency that also houses the State Head Start Collaboration Director.

Who Leads the Administration of Pre-K in State Agencies?

Starting with the highest level of authority, a state agency head (i.e., a state superintendent, commissioner, secretary, or other state agency head) is the highest ranking officer with oversight of state preschool for 24% of state programs (See Figure S1). In some states these individuals are elected (e.g., California and Oklahoma), but in most states they are appointed. The highest ranking official for 21% of state programs is a direct report to the head of a state agency. For 40% of state programs, the highest ranking officer is a direct report to a senior staff member at the state agency (i.e., an individual who reports directly to the agency head) and just two state programs (3%) report oversight by an individual below this level of authority. In 9% of state programs, authority levels were somewhat more complex and did not fit into any of these categories.

How Many Staff do State Agencies Dedicate to Pre-K Oversight?

What Makes this Information so Illusive?

Across programs, there is tremendous variation in the number of state staff providing oversight for publicly funded pre-K. Some variation is due to the different ways in which states approach oversight of public preschool programs. Some variation is due to reporting differences. Some states provided a thorough count of every staff member even marginally associated with program oversight. Other states reported only staff with significant program responsibilities. Three states with multiple programs were not able to report the number of full-time equivalents (FTEs) for all of their programs (Louisiana, Massachusetts, and Pennsylvania). In three other states with multiple programs (New Jersey, Kansas, and Connecticut), the same staff have oversight over one or more programs, requiring data to be combined across those programs.

How Many FTE's Do States Report?

Six programs report fewer than one full-time equivalent assigned to provide program administration, while two report well over 30 FTEs (See Figure S2). Many state programs (29) report somewhere between one and 5.5 FTEs dedicated to the state preschool program. Wisconsin Head Start has one of the smallest state staffs, with just 0.2 FTEs providing program oversight (although it is a small program and has additional oversight provided through federal Head Start). Georgia and Alabama report the largest staff, with 83 and 115 FTEs providing program oversight, respectively.

And yet this still does not provide the full picture of capacity in terms of state staff numbers. When we examine the size of state programs versus the number of state FTEs dedicated to the program, we see ratios that range from one state staff member for every 43 children in Montana, to one state staff member for nearly 100,000 children in California's TK program (See Table S2). These two extremes illustrate some of the determinants of state level staffing. Montana has a very new, and very small, pilot program with much to learn. California's TK program is huge and built on existing public kindergarten with much of the decision making, monitoring and support for increasing quality at the local (county and school district) level. Another insight is suggested by three of the four states meeting all ten of NIEER's quality standards benchmarks being among the ten states with the lowest ratios of state staff to children enrolled.

Delving into the Details

To investigate the potential determinants of the number of state FTEs we conducted a simple multivariate statistical analysis to examine the relationships between the number of FTEs and the number of children enrolled, number of quality standards benchmarks met (or whether all four new process quality benchmarks are met), level of funding per child, and whether the program is funded through the school funding formula. All but spending per child predict the number of state FTEs, and together they predict a substantial percentage of the variation across states in the number of FTEs administering preschool. FTEs increase with the number of children enrolled but not linearly, indicating economies of scale with the rate of increase in state FTEs declining as the number of children served becomes large. It appears that states with higher standards for quality have more staff at the state level, not surprising as the state staff play an important role in supporting continuous quality improvement. Finally, the connection with the funding formula suggests that states in which the program is more integrated into the K–12 system rely more on the substantial infrastructure that public education has at local (and sometimes regional) levels for program support and administration.

How Many States are Operating with Unfilled Positions?

Thirteen programs reported having at least one vacant position during the entirety of the 2018-2019 school year, and in at least four of these instances the unfilled FTEs were included in the total FTE reported for the program. This suggests that, for the majority of state preschool programs, reported state staffing levels are as large as they are currently intended to get.

Which Aspects of Pre-K Programs do State Agencies Oversee?

Twenty-six programs reported sharing programmatic oversight between state and local education agencies, 29 reported sharing fiscal oversight and 20 reported sharing responsibility for the assessment of program quality (See Table S3). As may be expected, local education agencies are at least partially responsible for oversight of pre-K child assessments in the vast majority of programs (87%), whereas only 21% of programs have child assessments conducted via the state. States are most likely to contract out for program quality assessments and least likely to contract out for fiscal oversight and child assessments.

What Kinds of Expertise do State Agency Staff Hold?

Despite the relatively small number of staff administering most publicly-funded preschool programs, programs report a wide variety of areas of expertise covered by state agency staff. Research suggests that effective early learning leaders have expertise and a strong understanding of child development and learning, pedagogy that includes pre-K content, supports for dual language learners, professional development strategies and early educator competencies, leadership and management of pre-K programs, and early childhood policy.[3] Over 96% of state agencies with oversight of public preschool report having staff with expertise in child development. The two programs that do not (Missouri Pre-K Foundation Formula and Pennsylvania RTL), each have less than half an FTE dedicated to the preschool program, and reported expertise only in data/policy analysis and finance; both of these programs are quite small.

More than 90% of programs also indicated having expertise in curriculum and professional development. In 80% to 90% of preschool programs, state staff have expertise in child assessment, social-emotional development, approaches to learning, English language arts, and data analysis. Between 68% and 77% of programs report having expertise in preschool inclusion/special education, social studies, math, science, policy analysis, and finance. Finally, just half of state programs have state staff with expertise in bilingual education. This is particularly concerning considering that many of our state programs directly or indirectly target children who are English language learners. Focusing on the nine states with the largest populations of dual language learners, five reported having staff with bilingual expertise (California, Florida, Illinois, New Mexico, and New York) and four did not (Arizona, Nevada, New Jersey, and Texas).

What Kind of Background or Training are State Agency Staff Required to Hold?

Of the individuals represented by the state FTEs reported previously, almost 79% have a formal background in early childhood education, which may include a bachelor's degree or higher in early childhood education or experience as an early childhood education teacher. All but two programs (Missouri Pre-K Foundation Formula and Pennsylvania RTL) reported that state staff overseeing the public preschool program are either required to have a background or training in early childhood education prior to employment or are provided with training through formal or in-formal on-the-job training. Again, the two outlying programs are small, with small state staff.

How Many Years of Experience do State Staff Have?

Not surprisingly, the average number of years individuals with oversight of public preschool have worked in their state agency is relatively low at just 5.3 years, although averages ranged from one year (in Alaska and the Missouri Pre-K Foundation Formula Program) to 14 years (across New Jersey's three programs). We also asked states about the greatest number of years an individual overseeing the state pre-K program has worked in the state agency. Across all programs, the average was 10.5 years, with eight states reporting an employee working 20 or more years in the state agency. Guam took the record, reporting an employee with 35 years of state administrative experience (though it should be noted that Guam's preschool program has only been around since 2015).

FIGURE S1: HIGHEST RANKING INDIVIDUAL WITH OVERSIGHT OF STATE PRE-K PROGRAM

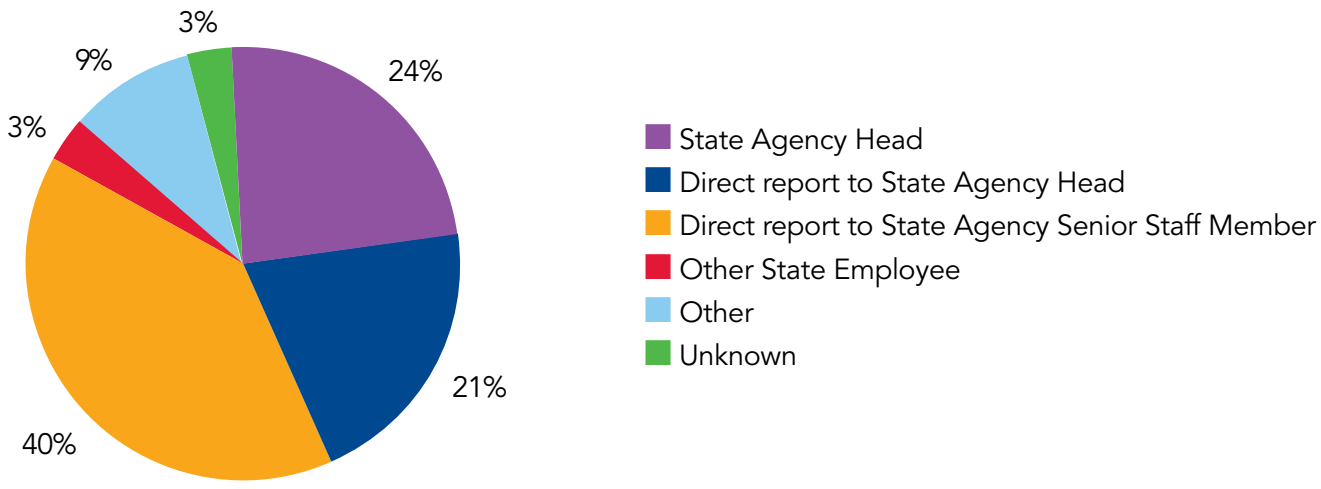

FIGURE S2: NUMBER OF STATE PROGRAMS, BY NUMBER OF FULL-TIME EQUIVALENTS (FTEs)

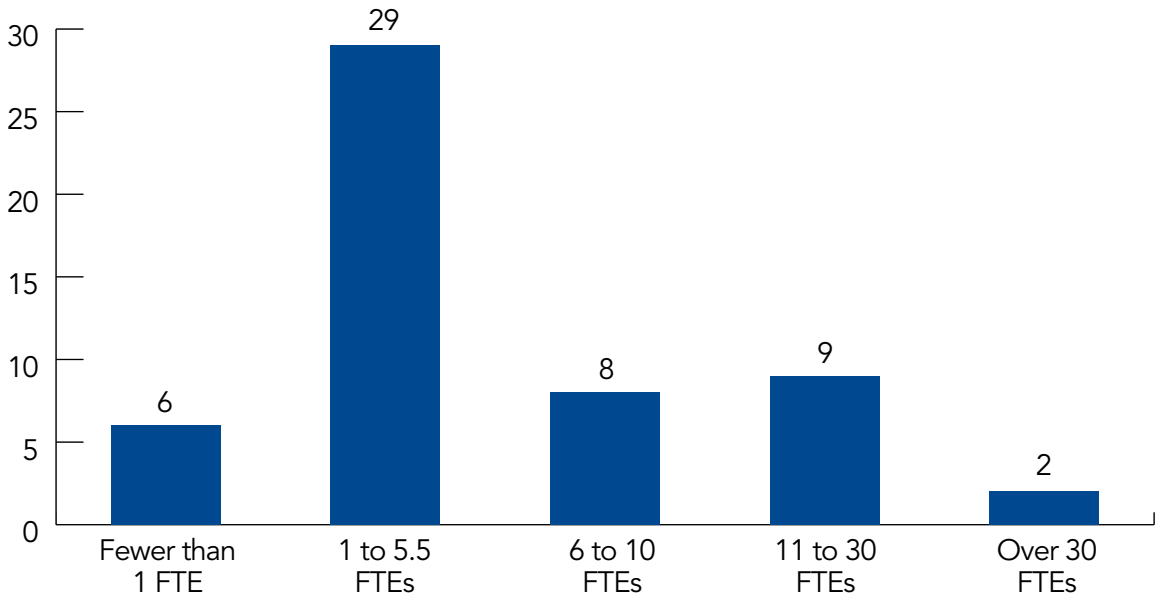

TABLE S1: STATE AGENCY WITH PRIMARY OVERSIGHT OF STATE PRE-K

	AGENCY WITH DIRECT OVERSIGHT OF STATE PRESCHOOL					WHERE AGENCY IS HOUSED	
STATE	Department of education	Office of school readiness or early childhood	Head Start collaboration office	Human services agency	Other	Same agency as state's child care administrator	Same agency as state's Head Start collaboration director
Alabama		✔					✔
Alaska	✔						✔
Arizona					✔		
Arkansas	✔			✔			
California CSPP	✔					✔	✔
California TK	✔					✔	✔
Colorado	✔						
Connecticut CDCC		✔				✔	✔
Connecticut SR		✔				✔	✔
Connecticut Smart Start		✔				✔	✔
Delaware	✔						✔
District of Columbia	✔					✔	✔
Florida	✔	✔					✔
Georgia		✔				✔	✔
Hawaii		✔					✔
Illinois	✔						
Iowa Shared Visions	✔						✔
Iowa SWVPP	✔						✔
Kansas Preschool Pilot	✔						
Kansas State Pre-K	✔						
Kentucky	✔						
Louisiana 8(g)					✔		
Louisiana LA 4	✔						
Louisiana NSECD	✔						
Maine	✔						✔
Maryland	✔					✔	✔
Massachusetts UPK	✔					✔	✔
Massachusetts Ch 70	✔						
Michigan	✔					✔	✔
Minnesota HdSt*	✔	✔	✔				✔
Minnesota VPK/SRP	✔	✔					✔
Mississippi	✔						
Missouri Preschool Program	✔						
Missouri Pre-K FF	✔						
Montana				✔		✔	✔
Nebraska	✔						✔
Nevada	✔	✔					✔
New Jersey Abbott	✔						✔
New Jersey ECPA	✔						✔
New Jersey ELLI	✔						✔
New Mexico	✔				✔	✔	✔
New York	✔						
North Carolina				✔			
North Dakota					✔		
Ohio	✔						✔
Oklahoma	✔						
Oregon Pre-K	✔					✔	✔
Oregon Preschool Promise	✔					✔	✔
Pennsylvania RTL	✔						
Pennsylvania HSSAP	✔					✔	
Pennsylvania K4 & SBPK	✔					✔	
Pennsylvania PKC	✔					✔	
Rhode Island	✔						
South Carolina	✔ (SCDE)	✔ (First Steps)					
Tennessee	✔						✔
Texas	✔	✔					
Vermont	✔			✔			
Virginia	✔						
Washington				✔		✔	✔
West Virginia	✔			✔		✔	✔
Wisconsin 4K	✔						✔
Wisconsin HdSt*	✔						✔
Guam	✔						
	51	**12**	**1**	**6**	**4**	**20**	**36**

* These state programs provide supplemental funding to Head Start programs, and primary oversight for these programs is at the federal level.

TABLE S2: STATE PRE-K ENROLLMENT IN RELATION TO SIZE OF STATE AGENCY ADMINISTRATION (2018-2019)

STATE/PROGRAM	Children per state staff FTE	2019 pre-K enrollment	State agency FTEs	2019 Yearbook benchmarks
Montana	43	340	8	6
Guam	72	72	1	6
Hawaii	83	415	5	8
Alabama	163	18,756	115	10
Delaware	423	845	2	9
Nevada	428	2,139	5	7
Louisiana 8(g)	560	2,296	4.1	7
Washington	562	13,491	24	8
Rhode Island	720	1,080	1.5	10
Mississippi	850	1,954	2.3	10
Iowa Shared Visions	866	1,299	1.5	6
Oregon Preschool Promise	875	1,531	1.75	5
Missouri Preschool Program	887	1,330	1.5	9
Georgia	970	80,493	83	8
South Carolina	1,180	28,622	24.25	7
Minnesota HdSt	1,202	1202	1	8
New Mexico	1,250	11,251	9	9
Alaska	1,304	1,304	1	1
Connecticut CDCC	1,341	2,481	1.85	5
Pennsylvania HSSAP + PKC	1,540	32,332	21	7.6
Arkansas	1,682	20,186	12	8
North Carolina	1,762	29,509	16.75	8
Arizona	1,803	5,410	3	3
Connecticut Smart Start	1,860	651	0.35	6
West Virginia	2,461	13,534	5.5	9
North Dakota	2,655	1,062	0.4	2
Oregon Pre-K	2,900	7,829	2.7	8
Vermont	2,987	8,962	3	7
Maine	3,058	6,115	2	9
Wisconsin HdSt	3,075	615	0.2	7
Kentucky	3,559	21,351	6	8
Colorado	3,657	21,944	6	4
Michigan	4,111	37,140	9.04	10
Maryland	4,580	32,062	7	7
Minnesota VPK/SRP	4,690	7,035	1.50	5
California CSPP	4,793	140,920	29.4	6
Virginia	5,045	17,657	3.5	6
District of Columbia	5,505	13,763	2.5	4
Nebraska	5,939	13,957	2.35	8
Ohio	5,957	17,870	3	5
Connecticut SR	6,090	11,876	1.95	5
Illinois	6,211	81,161	13.07	8
Pennsylvania RTL	7,066	3,533	0.5	5
New Jersey (all programs)	8,085	52,553	6.5	8
New York	9,716	126,302	13	7
Iowa SWVPP	11,613	26,710	2.3	8
Florida	14,469	173,633	12	2
Tennessee	17,879	17,879	1	8
Kansas (all programs)	18,433	11,060	0.6	4
Wisconsin 4K	20,401	51,003	2.5	3
Oklahoma	21,303	42,606	2	9
Texas	23,892	238,921	10	3
Missouri Pre-K FF	44,580	4,458	0.1	5
California TK	95,176	104,694	1.1	3

TABLE S3: ENTITIES RESPONSIBILITIES FOR SPECIFIC OVERSIGHT OF PUBLICLY-FUNDED PRE-K PROGRAMS

FUNCTION	State agency with oversight of pre-K	Another state agency	State contractors	Local education agencies	Other	Not required
Child Assessments	20.9%	0.0%	7.5%	89.3%	11.8%	15.6%
Programmatic Oversight	87.3%	5.0%	15.4%	66.7%	6.1%	6.5%
Fiscal Oversight	94.5%	7.7%	7.7%	70.2%	6.3%	3.2%
Program Quality Assessments	67.3%	12.2%	40.0%	70.8%	23.5%	14.7%
Development of Learning Standards	90.9%	22.5%	13.2%	29.3%	3.1%	6.5%

Note: Many programs report multiple entities responsible for specific functions. Therefore, percentages add up to more than 100%.

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[1] To date, research has not determined which structure is more effective, however the importance of coordinating services within the state has been documented. For more information, see: Wechsler, M., Kirp, D., Tinubu Ali, T., Gardner, M., Maier, A., Melnick, H., & Shields, P. (2016). *The road to high-quality early learning: Lessons from the states.* Palo Alto: Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Road_to_High_Quality_Early_Learning_REPORT.pdf; and Kagan, S. L., & Kauerz, K. (2012). Looking forward: Four steps for early childhood system building. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 283-302). Teachers College Press.

[2] Key functions have been identified in terms of what a state office responsible for the oversite of preschool should ideally do to coordinate and support implementation. These functions include the development of preschool standards, allocation of funds and accountability mechanisms, using data for decision making, and supporting programs to achieve the highest level of quality. For more information, see: Ponder, K. (2012). A state vision for an early childhood system: Meaningful governance. In S. L. Kagan & K. Kauerz (Eds.), *Early childhood systems: Transforming early learning* (pp. 41-46). Teachers College Press; and Bruner, C., Stover Wright, M., Gebhard, B., Hibbard, S. (2004). *Building an early learning system: The ABCs of planning and governance structures.* State Early Childhood Policy Technical Assistance Network.

[3] Most research on the characteristics of effective preschool leaders has focused on school principals, preschool center directors, and other site-based administrators who oversee pre-K programs. For more information, see: Institute of Medicine (IOM) & National Research Council (NRC) (2015). *Transforming the workforce for children birth through age 8: A unifying foundation.* The National Academies Press. https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a; Sakai, L., Copeman Petig, A., & Austin, L.J.E. (2017). *Early Childhood Preparation for School Leaders: Lessons from New Jersey Principal Certification Programs.* Center for the Study of Child Care Employment, University of California, Berkeley; and Szekely, A. (2013). *Leading for early success: Building school principals' capacity to lead high-quality early education.* National Governors Association. https://files.eric.ed.gov/fulltext/ED583163.pdf

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 Child Care and Development Fund (CCDF) dollars, Temporary Assistance for Needy Families (TANF) funds, and any state funding above and beyond the required matches for federal funds. Although some of these child care funds may be used for high quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state-funded preschool education initiatives, it is nearly impossible to determine what proportion of child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2018-2019 school year are those who will be eligible to enter kindergarten two years later, during the 2020-2021 school year. Children considered to be 4 years old during the 2018-2019 school year were eligible to enter kindergarten one year later, during the 2019-2020 school year. Children considered to be 5 years old during the 2018-2019 school year were already eligible for kindergarten at the beginning of the 2018-2019 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 2019 (which corresponds to the 2018-2019 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2005, 2008, 2011, 2014, 2017, 2018, and 2019. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2019 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 an overview of preschool enrollment, spending and quality; any new developments; details such as the program's history, the types of settings in which state-funded preschool can be offered, and eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as expected changes for the 2019-2020 school year. Some descriptive information in the narratives was originally based on information found in the reports Seeds of Success from the Children's Defense Fund and Quality Counts 2002 from Education Week.

For the 44 states with preschool programs and the District of Columbia, the bottom of the first page of each state profile presents four numbers showing the state's ranking on the following measures:

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

The All Reported Spending ranking often provides a more complete picture of preschool spending in states using local and federal funding sources than the State Spending ranking alone. Because states vary in their ability to report spending from these other sources, however, this ranking is imperfect and sometimes underestimates total spending.

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

California, Connecticut, Iowa, Kansas, Louisiana, Massachusetts, Minnesota, Missouri, 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 six states that did not fund preschool education programs in the 2018-2019 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, Commonwealth of the Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided, as is information about Head Start and special education.

The following sections provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2018-2019 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. This year we estimated at the national level the percent of children in other locally funded programs and private child care. 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. We also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. For the second year, we present only the updated set of policies and benchmarks. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program's requirements regarding each policy. The third column lists the benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether the state preschool program's requirements met the benchmark. A box at the bottom of the fourth column displays the total number of benchmarks met by the state program.

The Quality Standards Checklist represents a set of minimum criteria, established by state policy, needed to ensure the effectiveness of preschool education programs, especially when serving children who are at-risk for school failure. Although the checklist is not intended to be an exhaustive inventory of all the features of a high-quality program, each of these research-based standards is essential for setting the groundwork for high-quality experiences for children. Meeting all 10 standards does not necessarily guarantee that a program is of high quality, but no state's prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required in state policy.

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

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

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

Benchmark 1. Early Learning and Development Standards (ELDS). A state's ELDS specify a program's goals. Clear and appropriate expectations for learning and development across multiple domains are an essential starting place for quality.[2] States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel[3]—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.[4]

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

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

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

Much of the research has approached the question of teacher degree requirements incorrectly by assuming that teacher qualifications and other program features act independently, are unconstrained by regulation, and are independent of unmeasured contexts that affect outcomes.[10] When multiple program features are interdependent, benchmarking is a more appropriate approach for identifying the features associated with success.[13] 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.[14] We have not made this part of the benchmark due to the difficulty of ascertaining exactly what "adequate compensation" is for each state—but that does not lessen its importance.

Benchmark 4. Teacher specialized training. Institute of Medicine/National Research Council reports have also emphasized that preschool lead teachers should have specialized preparation that includes knowledge of learning, development, and pedagogy specific to preschool-age children.[15] 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.[16]

Benchmark 5. Assistant teacher degree. All members of a teaching team benefit from preservice preparation. The Child Development Associate (CDA) credential was developed as the entry-level qualification for the field.[17] Other certifications or coursework can provide similar preparation. There has been limited research specific to the qualifications of assistant teachers, but evidence indicates that assistant teacher qualifications are associated with teaching quality. To meet the benchmark, policy must require that assistant teachers hold a CDA or have equivalent preparation based on coursework.[12]

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

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

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

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

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

Benchmark 10. This benchmark focuses on state requirements regarding Continuous Quality Improvement System (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected 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.[25]

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

RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available. In 2018-2019, several states also utilized carryover from their federal Preschool Development Grant (PDG), 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 2018-2019 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.

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Guide to State Profiles

ACCESS

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

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

Income requirement ..... Maximum family income for program eligibility

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

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

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

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

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

QUALITY STANDARDS CHECKLIST

POLICY — STATE PRE-K REQUIREMENT

Early learning & development standards ..... Comprehensive, aligned with state infant & toddler and K–3 or college & career ready standards, aligned with child assessments, supported, and culturally sensitive

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

Teacher degree ..... Lead teacher must have a BA, at minimum

Teacher specialized training ..... Lead teacher must have specialized training in a pre-K area

Assistant teacher degree ..... Assistant teacher must have a CDA or equivalent, at minimum

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

Maximum class size ..... Maximum number of children per classroom must be 20 or fewer

Staff-child ratio ..... Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better

Screening & referral ..... Screenings and referrals for vision, hearing, and health must be required

Continuous quality improvement system ..... Systematic structured observations of classroom quality and information collected is used for classroom/program improvement at the state and local levels

RESOURCES

Total state pre-K spending ..... Total state funds spent on state pre-K program

Local match required? ..... Whether state requires local providers to match state monetary contributions to program

State Head Start spending ..... Total state funds spent to supplement Head Start program

State spending per child enrolled ..... Amount of state funds spent per child participating in pre-K program

All reported spending per child enrolled ..... Amount of all reported funds (local, state, and federal) spent per child participating in pre-K program

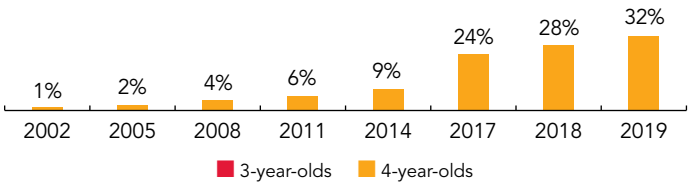
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts
ACF	Administration for Children and Families
AEPS	Assessment, Evaluation, and Programming System for Infants and Children
ASQ-3/ ASQ-SE	Ages & Stages Questionnaires, Third Edition/Ages & 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
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
CD	Child Development
CDA	Child Development Associate credential
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/ ECE Sp Ed	Early Childhood Special Education
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
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
KEA/KRA	Kindergarten Entry Assessment/Kindergarten Readiness Assessment
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
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)
PEG	Preschool Expansion Grant
PD	Professional Development
PDG	Preschool Development Grant
PDG B–5	Preschool Development Grant Birth through Five
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
RTT-ELC	Race to the Top - Early Learning Challenge
SEA	State Education Agency
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)
TS GOLD	Teaching Strategies GOLD
USDA	United States Department of Agriculture
WSS	Work Sampling System

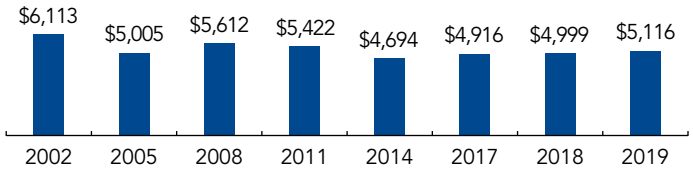
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Alabama First Class Pre-K enrolled 18,756 children in 2018-2019, an increase of 2,705 children from the prior year. State funding totaled $95,962,050, up $15,729,732 (20%), adjusted for inflation, since last year. State spending per child equaled $5,116 in 2018-2019, up $118 from 2017-2018, adjusted for inflation. Alabama met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Alabama Department of Early Childhood Education (DECE) was awarded a renewal Preschool Development Grant for Birth through Five in 2019 for almost $11.2 million annually through 2022 to continue the work that began in 2018. Additionally, in May 2019, the Alabama State House of Representatives and the Alabama State Senate agreed to the largest-ever expansion of the state's high-quality, First Class Voluntary Pre-K (FCVPK) program. The pre-K expansion funds were part of a $26.8 million increase in the Fiscal Year 2020 Education Trust Fund budget legislation for the Alabama Department of Early Childhood Education's Office of School Readiness. This increase will fund an additional 164 new classrooms to 38 counties for the 2019-2020 school year.

BACKGROUND

FCVPK is a grant program administered by the Office of School Readiness within the Alabama DECE under the Governor's Office. The program funds full-day preschool education for all 4-year-olds in every county in a variety of settings, including public schools, private centers, Head Start programs, community organizations, faith-based centers, colleges and universities, and military agencies. Using a multi-pronged approach, the DECE Office of School Readiness has implemented evidence-based strategies and methods grounded in research literature to assure that all Alabama 4-year-olds have access to excellent early learning classrooms in their communities.

Funding for FCVPK is distributed by the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs: (1) Pre-K Excellence Grants (up to $45,000) are awarded on a 3-year cycle to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants ($80,100 to $92,700 per grant) are awarded on a 3-year cycle to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom or Plus Grants ($120,000 to $150,000 per grant) cover costs of materials, equipment, furnishings, and general operating expenses in new classrooms for one year. Grantees must provide at least a 25% match to the awards locally, which can include sliding-scale fee revenue.

All teachers in First Class Pre-K classrooms must center their instructional strategies, classroom environment and activities according to the Alabama First Class Framework, first implemented beginning in the 2013-2014 academic year. FCVPK requires use of a curriculum incorporating 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 monitor to support continuous improvement. Alabama requires each classroom to have a lead teacher with a BA plus an early learning credential. Assistant teachers, which are also required for every classroom, must have a CDA or equivalent. In 2015, DECE introduced policies to support salary parity for all pre-K teachers.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	28

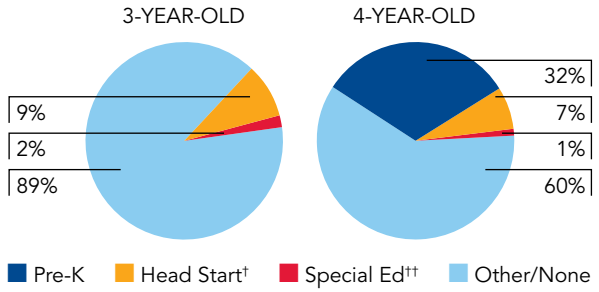
TOTAL BENCHMARKS MET
10

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

ACCESS

Total state pre-K enrollment 18,756
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 4,052
Federally funded Head Start enrollment, ages 3 and 4 11,785
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

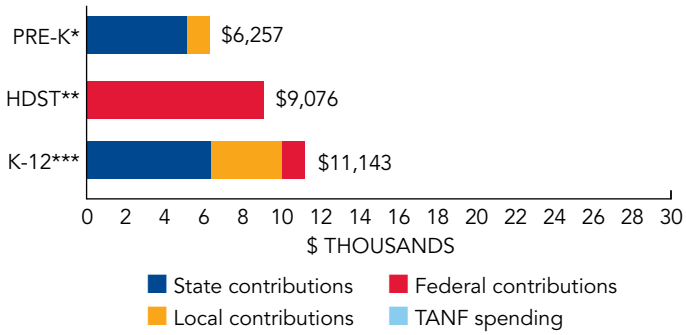
POLICY	AL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA or 9 ECE/CD credits	**CDA or equivalent**	☑
Staff professional development	30 hours/year (teachers); 20 hours/year (assistants); PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 10

RESOURCES

Total state pre-K spending $95,962,050
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $5,116
All reported spending per child enrolled* $6,257

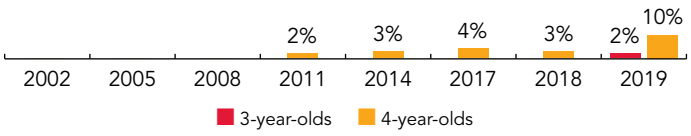
SPENDING PER CHILD ENROLLED



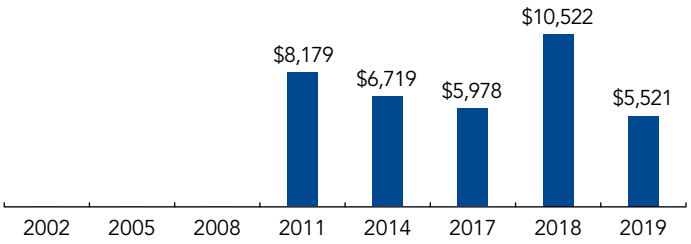
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Alaska preschool enrolled 1,304 children in 2018-2019, an increase of 989 children from the prior year. State funding totaled approximately $7,200,000 up approximately $3,885,559 (117%), adjusted for inflation, since last year. State spending per child equaled $5,521 in 2018-2019, down $5,001 from 2017-2018, adjusted for inflation. Alaska met 1 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017-2018 school year, state legislature approved an additional $6 million for Alaska Pre-Elementary programs for the next two years (2018-2020). Additionally, the Alaska Department of Education and Early Development was awarded a Preschool Development Grant Birth through Five award in 2018 for $2.6 million to conduct a statewide needs assessment and a strategic plan that maximizes parental choice. The state also plans to share best practice by revising the 2009 Early Learning Guidelines; expanding provider trainings and coaching activities; developing a trauma-informed module; creating an Alaska version of Strengthening Families training; and offering rural author mini-grants.

BACKGROUND

Since the 1980s, Alaska has supplemented federal funding for Head Start programs in an effort to enhance school readiness and professional development, and expand opportunities for children and families. During the 2017-2018 program year, the state provided $6.8 million to support Head Start programs in Alaska. In 2009-2010, the state launched the Alaska Pre-Kindergarten pilot program for school districts, now known as the Alaska Pre-Elementary program. During the 2018-2019 school year, the program was open to preschool-age children in 25 of the 54 school districts statewide though funding was available to all districts on a competitive basis. 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.

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

Budget reductions have continued to be a challenge, as inconsistent funding has affected program implementation and quality. Alaska receives no federal funding for the Pre-Elementary program, though some districts utilize Title IA or Title IC funding for preschool. Funding for the Alaska Pre-Elementary program goes directly to school districts or Head Start agencies. Participating programs may subcontract with public schools, Head Start programs, or private agencies.

The Teaching Strategies assessment was piloted by the state during the 2011-2012 school year. State policy requires all Pre-Elementary grantee programs to use this tool multiple times throughout the year. In addition to classroom quality observations, Education Northwest is in the process of conducting a formal assessment of the programs using the 3-year Developmental grants.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	32

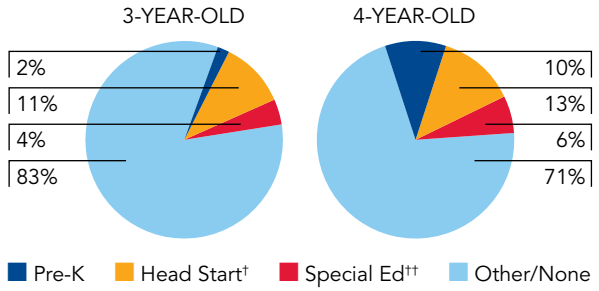
TOTAL BENCHMARKS MET
1

ALASKA PRE-ELEMENTARY PROGRAMS

ACCESS

Total state pre-K enrollment 1,304
School districts that offer state program 46%
Income requirement ..... No income requirement
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 1,435
Federally funded Head Start enrollment, ages 3 and 4 2,409
State-funded Head Start enrollment, ages 3 and 4 136

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (Head Start)	**BA**	☐
Teacher specialized training	None (public); ECE (Head Start)	**Specializing in pre-K**	☐
Assistant teacher degree	HSD (public); CDA (Head Start)	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 years (public teachers only); Per Head Start Standards (Head Start); PD plans; Coaching (Head Start)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	Determined locally	**20 or lower**	☐
Staff-child ratio	Determined locally	**1:10 or better**	☐
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	**Structured classroom observations; data used for program improvement**	☐

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

1

RESOURCES

Total state pre-K spending ..... $7,200,000[1]
Local match required? ..... No
State Head Start spending ..... Not reported
State spending per child enrolled $5,521
All reported spending per child enrolled* $5,521

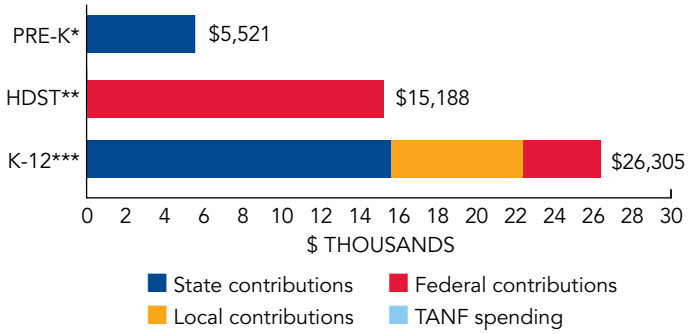
[1] Alaska's 2018-2019 preschool spending was estimated.

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

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

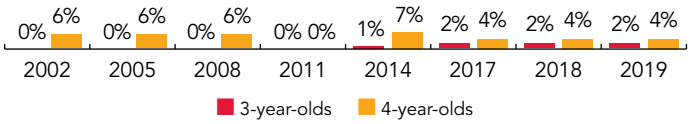
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

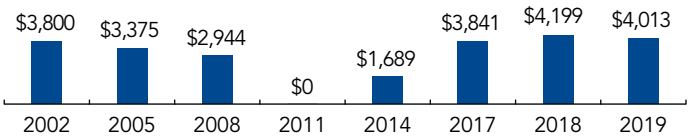


Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Arizona preschool enrolled 5,410 children in 2018-2019, an increase of 154 children from the prior year. State funding totaled $21,712,929, down $356,383 (2%), adjusted for inflation, since last year. State spending per child equaled $4,013 in 2018-2019, down $185 from 2017-2018, adjusted for inflation. Arizona met 3 of 10 quality standards benchmarks.

WHAT'S NEW

Arizona has updated the minimum annual instructional hours required by all programs participating in Quality First Scholarships to 400 hours annually for part-day and 1,120 hours annually for full-day. In addition, the state also requires a monthly minimum number of hours to be 34 hours for part-day programs and 93 hours for full-day ones.

BACKGROUND

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

In 2006, Arizona voters earmarked tobacco tax revenues for early childhood development and health programs and created the Early Childhood Development and Health Board, known as First Things First (FTF), to oversee those funds. FTF allocates those funds to communities based on the birth to five population and percentage of young children in poverty. Volunteer regional councils 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 children birth to five years old 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.

Due to dramatic decreases in tobacco tax revenues (a 30%, $49 million drop since 2008), the FTF Board in 2015 determined that a budget reset was necessary to ensure consistent funding levels over the next nine to 15 years. This resulted in a sharp drop in program funding for SFY16, including QF scholarships. Despite ongoing decreases in tobacco revenue (8% in the past two years alone), FTF's commitment to QF Scholarships has grown, increasing from $35 million in FY16 to $44 million in FY19 in all settings (center-based and home based) and for all ages birth through 5.

Arizona also received federal funding to support 74 pre-K programs through the Preschool Development Grant (PDG) during 2018-2019 and to enhance quality through the state QRIS. As a result of PDG funding, 3,074 children received their early education from providers committed to continuous quality improvement in 2018-2019. Participation in the state QRIS provides programs with on-site coaching, mental health consultation, child care health consultation, professional development and college scholarships for early educators, along with financial incentives. In addition, FTF collaborates with the state to meet federal match requirements and preserve $37 million per year in federal Child Care and Development Fund (CCDF) funds. In the 10 years this partnership has been in place, Arizona has been able to leverage $378 million in federal subsidy dollars that otherwise would have been lost.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	36

TOTAL BENCHMARKS MET
3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment 5,410

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

Income requirement .....200% FPL

Minimum hours of operation .....34 hours/month

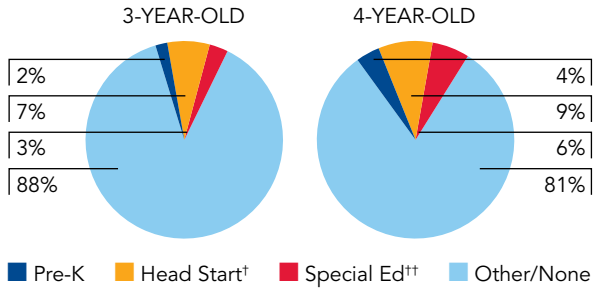
Operating schedule..... Determined locally

Special education enrollment, ages 3 and 4 9,730

Federally funded Head Start enrollment, ages 3 and 4 13,891

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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AZ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	12 credit hours in ECE, CDA (25% of teachers)	**BA**	☐
Teacher specialized training	12 credit hours in ECE, CDA (25% of teachers)	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	18 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**	☐
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	**1:10 or better**	☐
Screening & referral	Immunizations	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

3

RESOURCES

Total state pre-K spending $21,712,929

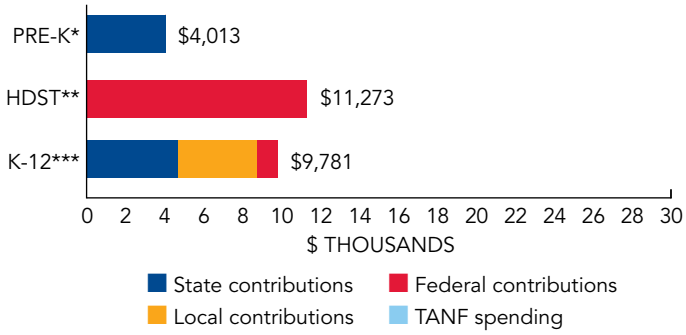
Local match required? ..... No

State Head Start spending $0

State spending per child enrolled $4,013

All reported spending per child enrolled* $4,013

SPENDING PER CHILD ENROLLED



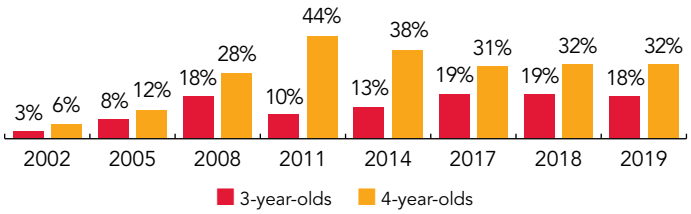
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

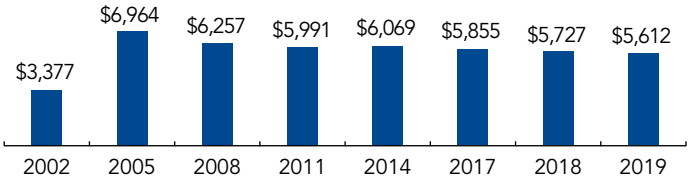
*** K–12 expenditures include capital spending as well as current operating expenditures.

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Arkansas preschool enrolled 20,186 children in 2018-2019, a decrease of 432 children from the prior year. State funding totaled $105,776,553 with an additional $7,500,000 in TANF funds to support the programs, down $4,800,418 (4%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $5,612 in 2018-2019, down $115 from 2017-2018, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

WHAT'S NEW

As a result of the State Transformation Act 910, during the 2019-2020 school year the Arkansas Better Chance (ABC) program officially transitioned from the Arkansas Department of Human Services (DHS): Division of Childcare and Early Childhood Education (DCCECE) to the Arkansas Department of Education: Division of Elementary and Secondary Education (DESE) with a team of nine staff members. DESE has administrative oversight of the ABC Program and works collaboratively with the DCCECE to ensure the continuation of high-quality services for preschool age children in the state.

BACKGROUND

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

In 2014, Arkansas was awarded a $14.9 million federal Preschool Development Grant (PDG) enabling the state to expand quality services to 1,368 additional children and enhance preschool services for 1,464 children already enrolled during the 2018-2019 school year. After the grant ended in June 2019, the Division of Child Care and Early Childhood Education (DCCECE) provided resources through federal Child Care and Development Funds to continue funding these services. The funding and requirements align with the ABC program requirements.

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

Arkansas provides additional pathways for those working with young children to gain advanced knowledge and skill, such as Birth through Kindergarten Licensure and a Birth through Prekindergarten Teaching Credential. These pathways prepare teachers to work with all children, birth through age five, including children with special needs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	5

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	8

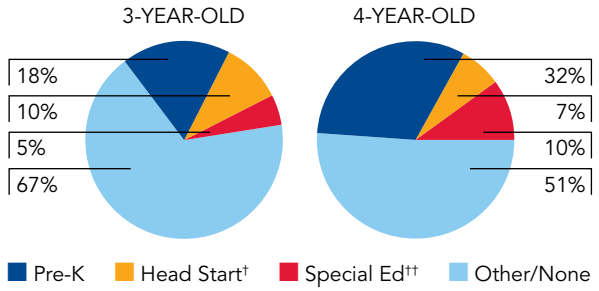
TOTAL BENCHMARKS MET
8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment 20,186
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 8,385
Federally funded Head Start enrollment, ages 3 and 4 6,561
State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

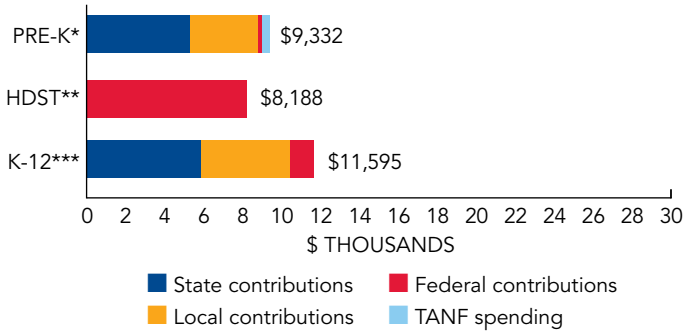
POLICY	AR PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA; AA beyond first classroom at a site	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	30 hours/year; PD plans	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 8

RESOURCES

Total state pre-K spending $113,276,553
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $5,612
All reported spending per child enrolled* $9,332

SPENDING PER CHILD ENROLLED



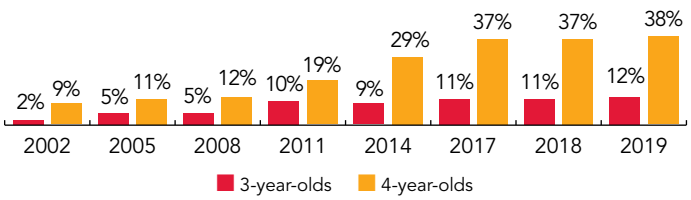
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

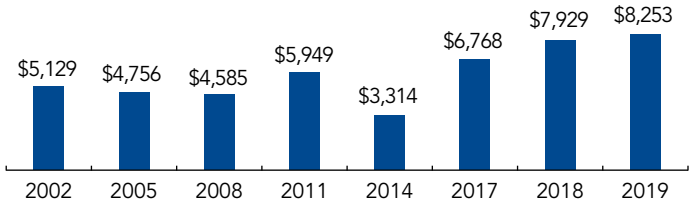
*** K–12 expenditures include capital spending as well as current operating expenditures.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

California's two preschool programs together enrolled 245,614 children in 2018-2019, an increase of 3,317 children from the prior year. State funding for the two programs totaled $2,027,027,473, up $105,860,705 (6%), adjusted for inflation, since last year. State spending per child averaged $8,253 in 2018-2019, up $324 from 2017-2018, adjusted for inflation. In 2018-2019, state spending per child was $7,122 for the California State Preschool Program (CSPP) and $9,775 for the Transitional Kindergarten (TK) Program. California CSPP met 6 of 10 quality standards benchmarks and TK met 3 of 10.

WHAT'S NEW

The U.S. Department of Health and Human Services awarded California a renewal Preschool Development Grant (PDG) Birth through Five (B–5) for $13.4 million each year for three years for a total of $40.2 million through December 30, 2022 to build state and local cross-system capacity and streamline governance to improve system efficiency. Beginning in the 2018-2019 school year, children funded by CSPP and TK funding can be served in the same TK classroom. Classrooms consisting of commingled CSPP and TK children are intended to support student transition, allow school districts and charter schools to braid funding streams, and support the overall quality of the programs by requiring that standards from both programs are met.

As a step toward providing universal preschool to children from low-income families, as of January 1, 2020, CSPP providers in the attendance boundary of public schools with at least 80% of enrolled pupils eligible for FRPL, may enroll 4-year-olds from families living in the catchment area who exceed the income criteria after all eligible and interested children are enrolled. Additional changes to the CSPP as of July 1, 2019 included changing the age cutoff for 3-year-old and 4-year-old children from September 1st to December 1st, enabling slightly younger children to enroll, and increasing the ongoing income eligibility threshold from 70 to 85% of SMI, adjusted for family size.

BACKGROUND

In 2008, the California State Preschool Program Act created the California State Preschool Program (CSPP) by consolidating several early childhood initiatives into one funding stream. CSPP encompasses (1) the CSPP that began in 1965 for children at risk for neglect, abuse, or family violence, or receiving protective services; (2) the 2007 Prekindergarten and Family Literacy Program (PKFLP) which added a literacy component to CSPP; and (3) General Child Care programs.

CSPP provided part- and full-day preschool to 3- and 4-year-olds. During the 2018-2019 school year, families must have met one of the following eligibility criteria to enroll in CSPP: 1) income eligible, 2) receiving cash aid, 3) homeless, or 4) have a child who is receiving child protective services or is at risk of abuse, neglect, or exploitation. For full-day CSPP, families must have also established at least one of the following: employment/seeking employment, education or vocational training, homelessness, or parental incapacity.

CSPP awards funding through a competitive application process to school districts, private and faith-based agencies, Head Start programs, higher education institutions, counties, cities, and tribal organizations. 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 the kindergarten age eligibility moving from December 2 to September 1, as part of the state's Kindergarten Readiness Act of 2010. TK is the first year of a two-year kindergarten program for children born between September 2 and December 2. In June 2015 an amendment to state law allowed children turning 5 years old after December 2 to attend TK at the beginning of the school year, at the discretion of the local educational agency. TK follows kindergarten law for class size, teacher qualifications, program standards, funding, and serving English language learners. TK is profiled as a separate preschool program in this report.

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

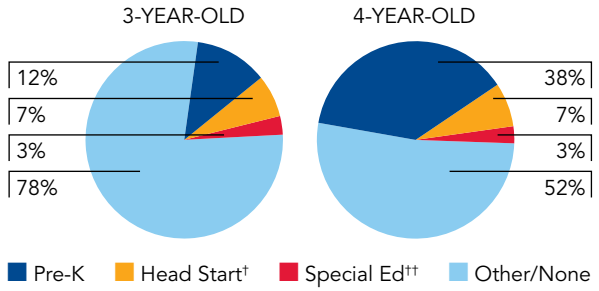
Total state pre-K enrollment 245,614

Special education enrollment, ages 3 and 4 52,307

Federally funded Head Start enrollment, ages 3 and 4 70,631

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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

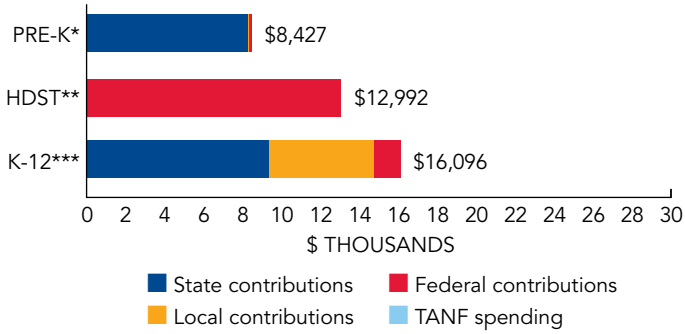
Total state pre-K spending $2,027,027,473

State Head Start spending $0

State spending per child enrolled $8,253

All reported spending per child enrolled* $8,427

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
15	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	16

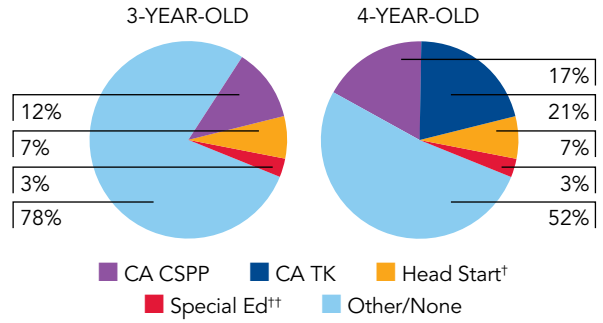
TOTAL BENCHMARKS MET
4.7

CALIFORNIA STATE PRESCHOOL PROGRAM (CA SPP)

ACCESS

Total state pre-K enrollment 140,920
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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

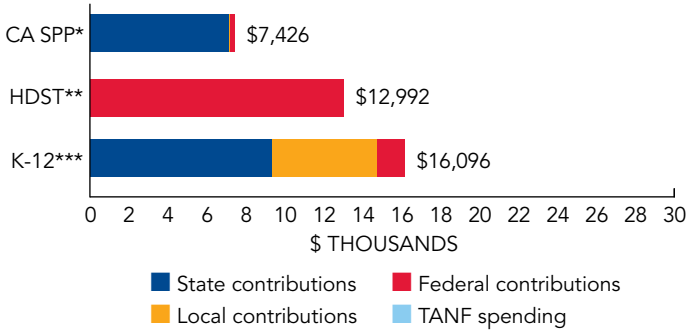
6

RESOURCES

Total state pre-K spending $1,003,621,637
Local match required? ..... No
State spending per child enrolled $7,122
All reported spending per child enrolled* $7,426

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

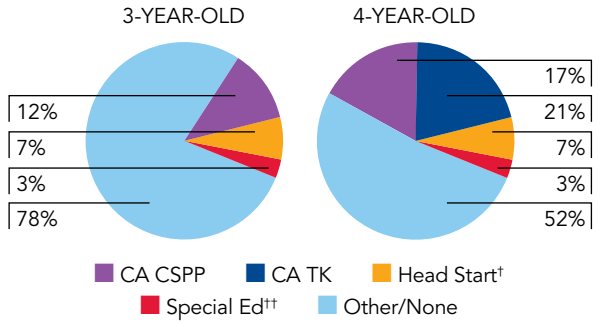


CALIFORNIA TRANSITIONAL KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment 104,694
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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, Elem. Ed.	**Specializing in pre-K**	☐
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	Determined locally	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	33 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:33 (4-year-olds)	**1:10 or better**	☐
Screening & referral	Vision, hearing & health screenings (by 1st grade)	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

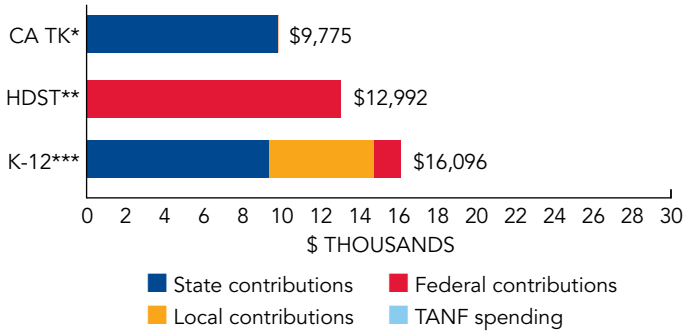
3

RESOURCES

Total state pre-K spending $1,023,405,836
Local match required? ..... No
State spending per child enrolled $9,775
All reported spending per child enrolled* $9,775

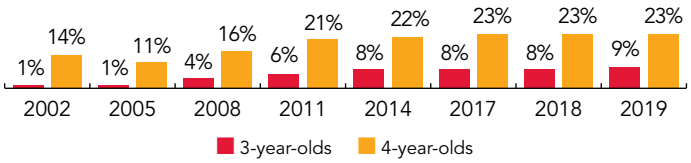
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

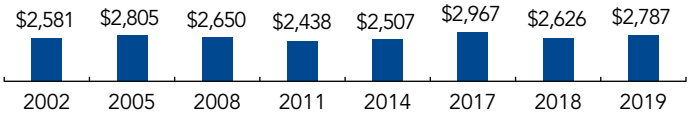


Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Colorado preschool enrolled 21,944 children in 2018-2019, an increase of 498 children from the prior year. State funding totaled $61,161,584 up $4,842,826 (9%), adjusted for inflation, since last year. State spending per child equaled $2,787 in 2018-2019, up $161 from 2017-2018, adjusted for inflation. Colorado met 4 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2018-2019 school year the legislature authorized 1,000 additional Colorado Preschool Program slots that could be used by districts to provide half-day preschool, full-day preschool, or full-day kindergarten services. Many of the 1,000 slots went toward full-day kindergarten in 2018-2019. However, recent legislation (House Bill 19-1262) provided separate funding for voluntary full-day kindergarten for all children starting in the 2019-2020 school year, which will divert an estimated 5,241 slots previously used for full-day kindergarten to the pre-K program.

Additionally, the Colorado Department of Human Services was awarded a renewal Preschool Development Grant Birth through Five award in 2019 for almost $11.2 million annually through 2022 to continue the work that began in 2018. The initial grant required the completion of a comprehensive, statewide birth through five Needs Assessment of the current landscape of the early care and education mixed-delivery system, which resulted in *Colorado Shines Brighter: Opportunities for Colorado's Early Childhood System*. To address the 12 key findings from the needs assessment, the *Colorado Shines Brighter Strategic Plan* includes opportunities to maximize the availability of high-quality early care and education options for low-income and underserved families across providers and partners; improve the quality of care; streamline administrative infrastructure; and improve state-level early care and education funding efficiencies.

BACKGROUND

The Colorado Preschool Program (CPP) launched in 1988 for 3- and 4-year-olds who needed language development support in hopes of lowering school dropout rates and reducing dependence on public assistance. In 1992, CPP became a permanent program and expanded eligibility to young children lacking overall school readiness due to family risk factors, as defined by statute, including 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. 4-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 2018-2019 school year, 98% of the state's 179 school districts offered CPP. CPP slots can serve eligible pre-K students, and Early Childhood At-Risk Enhancement (ECARE) slots can serve either pre-K students or provide full-day services for eligible kindergartners. Two half-day slots can be combined to create full-day opportunities for pre-K children with very high needs. Schools may provide pre-K service by subcontracting with private child care centers, Head Start, or other community-based or public agencies. Funding is awarded competitively with priority given to districts with exemplary implementation plans and/or not currently participating in CPP.

CPP funding is determined by the Colorado school finance formula, with preschoolers receiving half the amount for students in grades 1 through 12. Funds are distributed directly to school districts, which are given a predetermined number of half-day slots to serve eligible children. CPP providers may use additional funding sources, such as federal Head Start money, to extend the program day, supplement services, or provide wraparound care.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	35

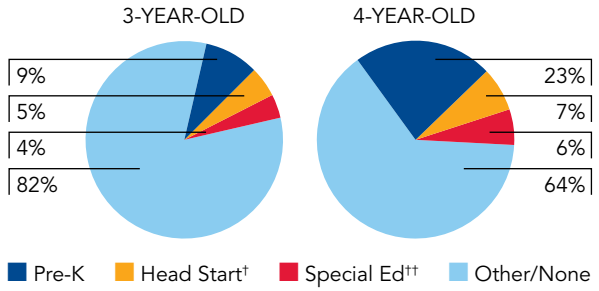
TOTAL BENCHMARKS MET
4

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 21,944
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 8,624
Federally funded Head Start enrollment, ages 3 and 4 8,152
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

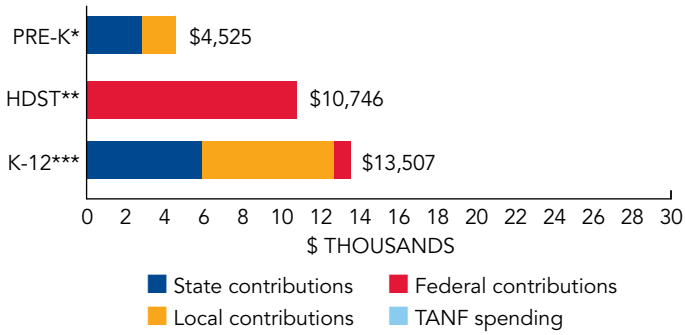
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

4

RESOURCES

Total state pre-K spending $61,161,584
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $2,787
All reported spending per child enrolled* $4,525

SPENDING PER CHILD ENROLLED



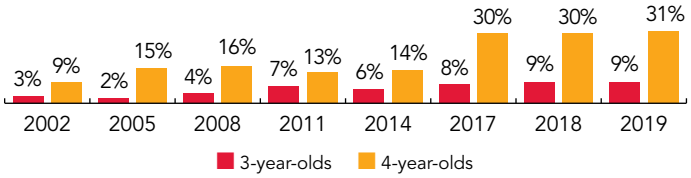
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

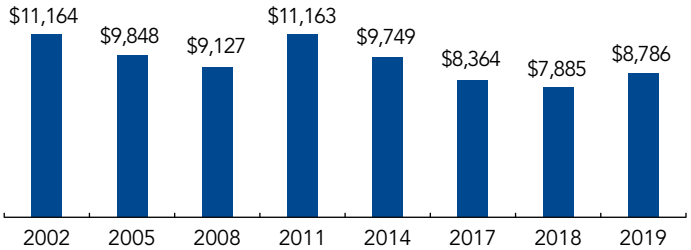
*** K–12 expenditures include capital spending as well as current operating expenditures.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Connecticut preschool programs enrolled 15,008 children in 2018-2019, an increase of 423 children from the prior year. State funding totaled $131,864,893, up $16,866,664 (15%), adjusted for inflation, since last year. State spending per child equaled $8,786 in 2018-2019, up $902 from 2017-2018, adjusted for inflation. Connecticut met an average of 5 of 10 quality standards benchmarks.

WHAT'S NEW

The Connecticut Office of Early Childhood (OEC) was awarded a renewal Preschool Development Grant Birth through Five award in 2019 for $8.9 million to build on the work that began in 2018. The 2018 grant was intended to increase the state's ability to link families to needed services through aligning and improving coordination among existing agencies and programs; advance an infrastructure for data sharing across the silos of government to better support families; and design and implement a performance management approach focused on measurable child and family outcomes.

BACKGROUND

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

Connecticut has provided funding for CDCC for 40 years through a purchase-of-service contracting system. The services provided through the Child Day Care contracts are supported through state funds and must operate for at least 10 hours per day. CDCC has been included in this report since 2014-2015, when the program's finance structure was revised in ways that meet the NIEER definition for a state-funded pre-K program. In 2018-2019, CDCC served 2,709 children, including 2,481 preschool-aged children. Eligibility requirements target children with household incomes below 75% SMI for state funding and/or children with household incomes below 200% of the federal poverty level for 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 child care home, family child care home, family resource center, Head Start program, or local or regional board of education.

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

Smart Start was created during the 2014 legislative session to expand publicly funded pre-K for 3- and 4-year-olds in public school settings. Funding is distributed to local or regional boards of education through a competitive grant process. In 2018-2019, 24 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.

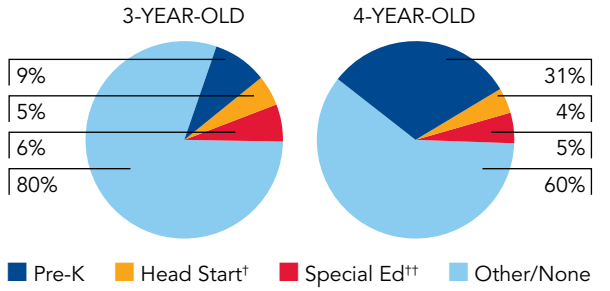
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start is depicted in the first two pages of this state profile. The third page focuses solely on CDCC, the fourth on SR, and the fifth on Smart Start.

CONNECTICUT STATE OVERVIEW

ACCESS

Total state pre-K enrollment 15,008
Special education enrollment, ages 3 and 4 6,046
Federally funded Head Start enrollment, ages 3 and 4 4,206
State-funded Head Start enrollment, ages 3 and 4..... 267

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

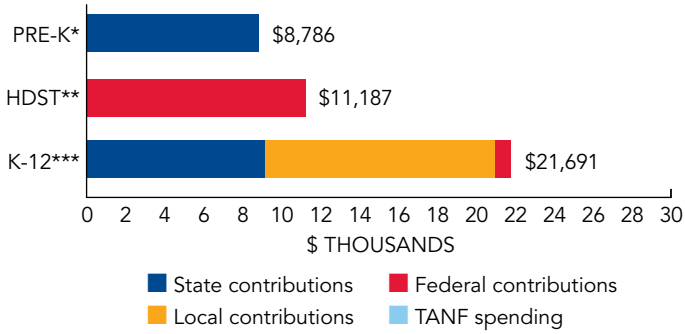


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $131,864,893
State Head Start spending $5,083,238
State spending per child enrolled $8,786
All reported spending per child enrolled* $8,786

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	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	12

TOTAL BENCHMARKS MET
5

CONNECTICUT CHILD DAY CARE CONTRACTS (CDCC)

ACCESS

Total state pre-K enrollment 2,481

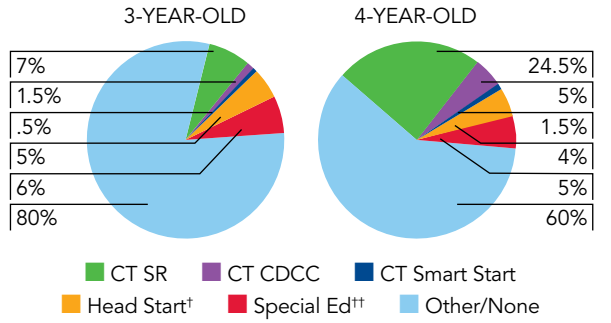
School districts that offer state program ... 28% (towns/communities)

Income requirement ..... 75% SMI

Minimum hours of operation ..... 10 hours/day; 5 days/week

Operating schedule ..... Full calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CT CDCC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA + 12 EC credits	**BA**	☐
Teacher specialized training	CDA + 12 EC credits	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	PD 1% of total work hours; PD plans (some teachers and assistant teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, full physical exam (no vision or hearing); Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (non-NAEYC Accredited and non-Head Start prorgrams only); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

Total state pre-K spending $33,969,209

Local match required? ..... No

State spending per child enrolled $13,692

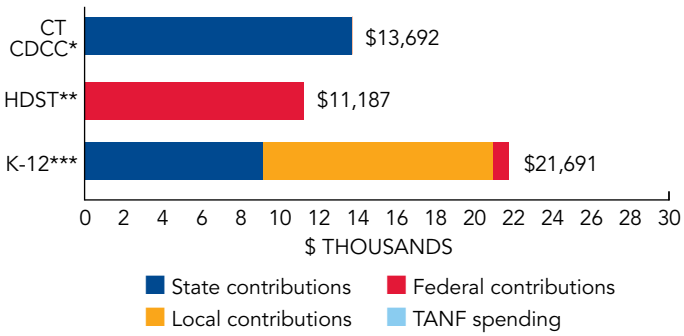
All reported spending per child enrolled* $13,692

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

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

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

SPENDING PER CHILD ENROLLED



CONNECTICUT SCHOOL READINESS (SR)

ACCESS

Total state pre-K enrollment 11,876

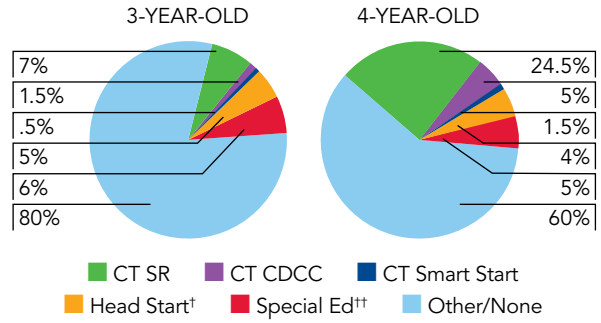
School districts that offer state program ... 40% (towns/communities)

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CT SR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA + 12 EC credits	**BA**	☐
Teacher specialized training	CDA + 12 EC credits	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	PD 1% of total work hours; PD plans (some teachers and assistant teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (non-NAEYC Accredited and non-Head Start programs only); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

Total state pre-K spending $93,567,435

Local match required? ..... No

State spending per child enrolled $7,879

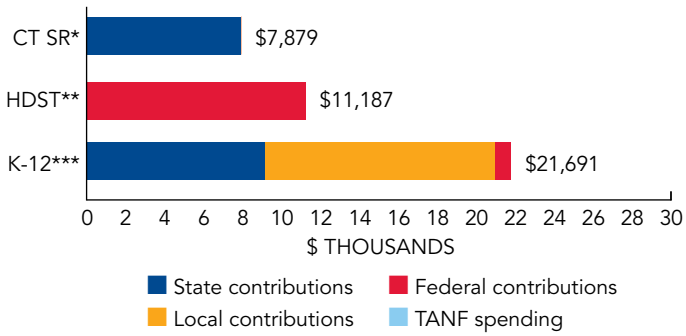
All reported spending per child enrolled* $7,879

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

** Head Start 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 651

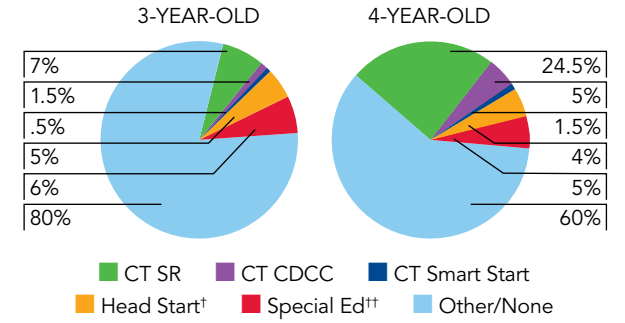
School districts that offer state program ... 14% (towns/communities)

Income requirement ..... No income requirement

Minimum hours of operation ..... 6 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CT SMART START REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Pre-K, EC, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	PD plans (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations (non-NAEYC Accredited programs); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

6

RESOURCES

Total state pre-K spending $4,328,249

Local match required? ..... No

State spending per child enrolled $6,649

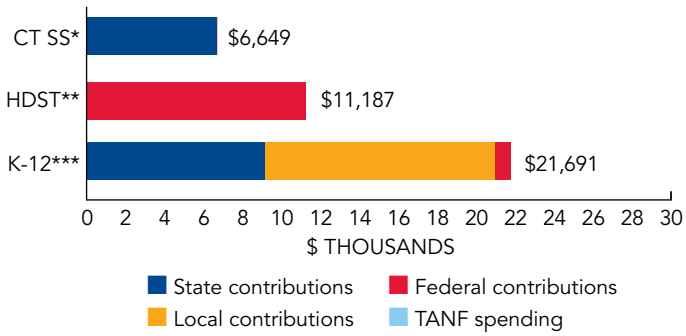
All reported spending per child enrolled* $6,649

* 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.

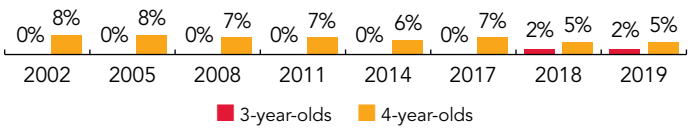
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

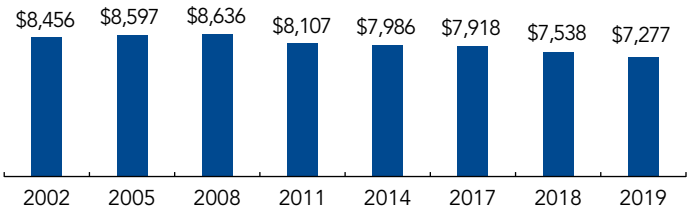


Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Delaware preschool enrolled 845 children in 2018-2019, the same as in the prior year. State funding totaled $6,149,300, down $219,917 (3%), adjusted for inflation, since last year. State spending per child equaled $7,277 in 2018-2019, down $260 from 2017-2018, adjusted for inflation. Delaware met 9 of 10 quality standards benchmarks.

WHAT'S NEW

New in 2018, Delaware hired an Education Specialist to serve as a technical assistant to programs; this has significantly increased the direct support given to program administrators and their staff.

The Delaware Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $4.2 million. Through this opportunity, Delaware sought to understand the experiences of families and early childhood professionals navigating the existing birth to five system through its comprehensive needs assessment. As a result, subsequent policy and identified solutions will be found through an analysis of the true needs of Delaware's children and families. The subsequent strategic plan will renew the state's current five-year early childhood strategic plan that ended in 2018.

BACKGROUND

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

Modeled after the federal Head Start program, ECAP requires participating programs to follow the federal Head Start Program Performance Standards. Ten percent of enrollment slots are reserved for children with disabilities; the majority of participating children must live in families with incomes at or below 100% FPL, but since 2007 up to 35% of enrolled children may live in households up to 130% of FPL. ECAP grants are available to for-profit child care, Head Start agencies, public schools, community-based organizations, and private and faith-based centers, based on Community Needs Assessment Data determinations.

Additional changes are expected as programs adjust policies, procedures, and practices to meet the new requirements in the 2016 update to the Head Start Program Performance Standards. Delaware is providing professional development and technical assistance to help programs meet these new standards. For example, each ECAP program is awarded a Training/Technical Assistance award to utilize towards individualized program professional development. In addition, every ECAP program is allotted funds for covering onsite training(s) provided by the Delaware Institute for Excellence in Early Childhood (DIEEC).

In 2012, Delaware began requiring all ECAP programs to participate in Delaware Stars, the state quality rating and improvement system (QRIS) for early childhood programs, which is aligned with the Head Start Program Performance Standards. All ECAP programs are required to maintain at least a Star 4 rating.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
41	22

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	19

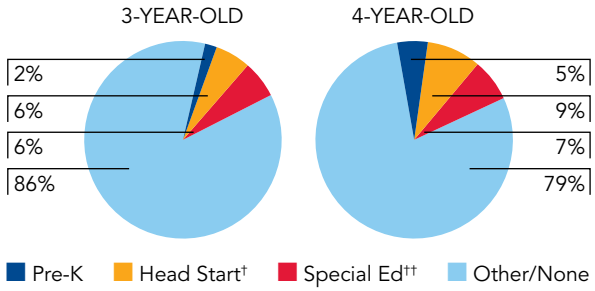
TOTAL BENCHMARKS MET
9

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state pre-K enrollment 845
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 1,662
Federally funded Head Start enrollment, ages 3 and 4 1,484
State-funded Head Start enrollment, ages 3 and 4 174

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	DE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); At least AA with 50% BA (nonpublic)	**BA**	☐
Teacher specialized training	15 ECE credits	**Specializing in pre-K**	☑
Assistant teacher degree	Working towards CDA or equivalent	**CDA or equivalent**	☑
Staff professional development	90 hours/5 years (public teachers); 18 hours/year (nonpublic teachers & assistants); 15 hours/year (public assistants); PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

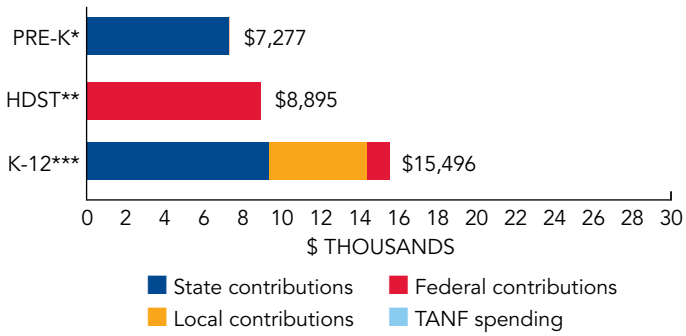
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

Total state pre-K spending $6,149,300
Local match required? ..... No
State Head Start spending ..... Not reported
State spending per child enrolled $7,277
All reported spending per child enrolled* $7,277

SPENDING PER CHILD ENROLLED



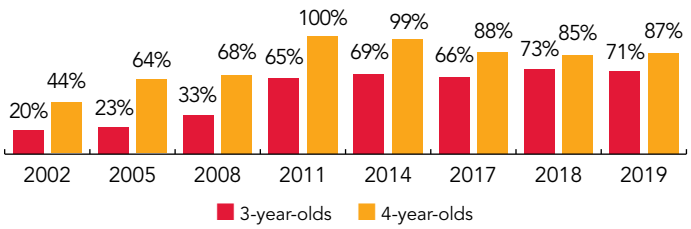
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

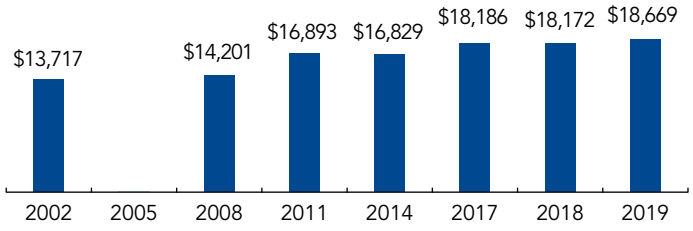
*** K–12 expenditures include capital spending as well as current operating expenditures.

District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

District of Columbia preschool enrolled 13,763 children in 2018-2019, an increase of 271 children from the prior year. State funding totaled $256,938,561, up $11,760,137 (5%), adjusted for inflation, since last year. State spending per child equaled $18,669 in 2018-2019, up $497 from 2017-2018, adjusted for inflation. The District of Columbia met 4 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018 the District of Columbia was awarded a $10.6 million Preschool Development Grant Birth through Five award to strengthen DC's existing infrastructure of B–5 programs with a targeted focus on children experiencing homelessness, children with special needs, children in foster care and/or children in families with very low incomes. Through the PDG B–5, the District conducted a needs assessment to better understand parents' awareness, access and utilization of ECE services throughout the mixed delivery system and to create a strategic plan that outlines systematic goals, objectives and actions for the District's early childhood system. The PDG B–5 supported activities to improve program quality and maximizing parents' knowledge of, access to, and choice of high-quality ECE including: providing grants to purchase equipment and make quality improvements; strengthening families' access to trauma-informed practices; ongoing professional development, technical assistance and coaching for educators as well as opportunities for professionals to share best practices; improving messaging to and communication with parents; and creating resources for an Early Childhood Integrated Data System (ECIDS) to house and integrate data from educational programs across the District.

BACKGROUND

Among the first in the nation to invest in early education, DC has offered 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 via a mixed-delivery system in DC Public Schools (DCPS), public charter schools (PCS), and publicly-funded community-based organizations (CBOs) that participate in the Office of the State Superintendent of Education's (OSSE) Pre-K Enhancement and Expansion Program and the child care subsidy program. OSSE oversees DC's Universal Pre-K Program, including programs in DCPS and CBOs. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB). Additionally, the District of Columbia's Birth to Five Head Start initiative helps thousands of children and their families through early learning and comprehensive services.

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

The common measure of quality for pre-K classrooms in DC is the Classroom Assessment Scoring System (CLASS). CLASS data is used by OSSE, in partnership with DC Public Schools and the PCSB, as part of the STAR Framework, which results in a school rating and is included on each school's DC School Report Card. The PCSB also uses CLASS in its Performance Management Framework, which provides all public charter local education agencies with an annual score. For CBOs, CLASS assessments are used for Capital Quality, DC's Quality Rating and Improvement System (QRIS). For fiscal year 2018, pre-K classroom quality improved across all sections—DCPS, public charter schools and CBOs.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

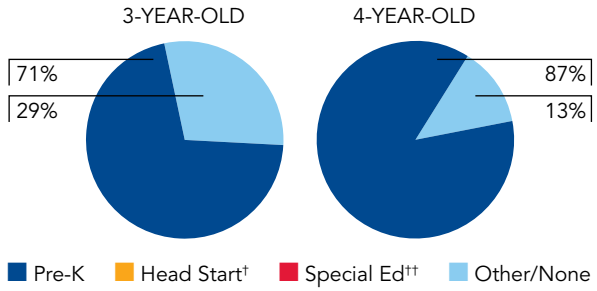
TOTAL BENCHMARKS MET
4

D.C. UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment 13,763
School districts that offer state program ..... 100% (wards)
Income requirement ..... No income requirement
Minimum hours of operation ..... 6.5 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 1,112
Federally funded Head Start enrollment, ages 3 and 4 2,150
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	D.C. PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	**BA**	☐
Teacher specialized training	Elem. Ed. (DCPS); ECE, CD (CBO); Determined locally (PCS)	**Specializing in pre-K**	☐
Assistant teacher degree	Paraprofessional Certification (DCPS); AA (CBO); Determined locally (PCS)	**CDA or equivalent**	☐
Staff professional development	6 days/year (DCPS teachers); 15 hours/year (DCPS assistant teachers); 30 hours/year (CBO); PD plans (DCPS teachers & CBO); Coaching (DCPS & CBO)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	DCPS & CBO only: 16 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☐
Staff-child ratio	DCPS & CBO only: 1:8 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☐
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

4

RESOURCES

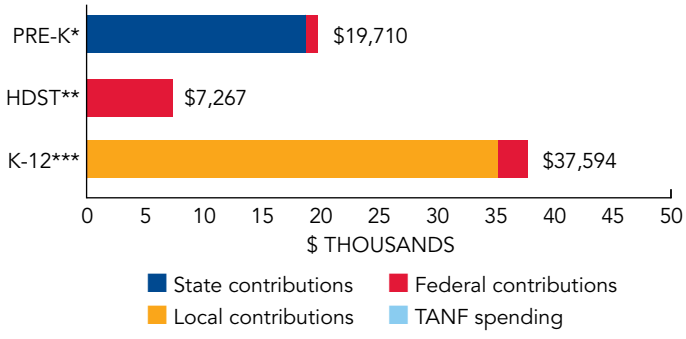
Total state pre-K spending $256,938,561
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $18,669
All reported spending per child enrolled* $19,710

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

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

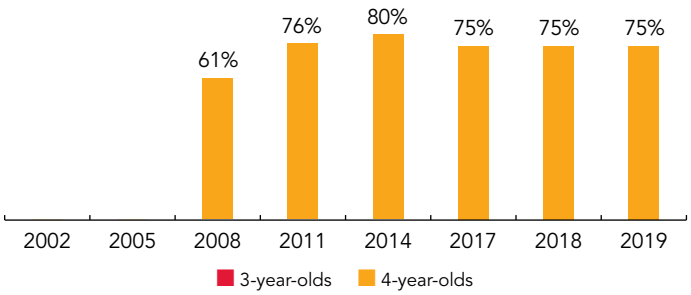
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

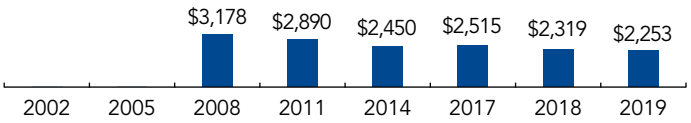


Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Florida preschool enrolled 173,633 children in 2018-2019, an increase of 3,917 children from the prior year. State funding totaled $391,215,901, down $2,342,412 (1%), adjusted for inflation, since last year. State spending per child equaled $2,253 in 2018-2019, down $66 from 2017-2018, adjusted for inflation. Florida met 2 of 10 quality standards benchmarks.

WHAT'S NEW

The Florida Department of Education Office of Early Learning (OEL) was awarded a Preschool Development Grant Birth through Five renewal award in 2019 for $13.4 million annually. These funds will be used to strengthen Florida's overall early childhood system, with a focus on early learning, through December 2022.

BACKGROUND

Florida's Voluntary Prekindergarten (VPK) Education Program was launched in 2005 after voters in 2002 approved a constitutional amendment providing prekindergarten access for all 4-year-olds. Recently, state policy was changed so that, beginning in 2016-2017, parents may postpone enrollment of young 4-year-olds in the VPK program for a year, consequently making 5-year-olds eligible. The program is managed by OEL, which was established as an independent agency affiliated with the state Department of Education.

Age-eligible children are enrolled in either a 300-hour summer program, which every school district is mandated to offer, or a school-year program totaling 540 instructional hours. Teachers in the school-year program are required to have at least a Child Development Associate (CDA) degree or equivalent credential. Teachers in the summer program are required to have a bachelor's degree.

VPK is provided in a variety of settings such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. Most children attend VPK in nonpublic school settings. Regional early learning coalitions monitor programs for compliance and administer VPK, distributing funding based on a fixed hourly rate. Programs are required to meet the Florida Early Learning and Developmental Standards: 4 Years Old to Kindergarten, which were revised in 2017.

Funding is determined by state legislators after review during the annual state appropriations process. The State Board of Education is required to establish a minimum kindergarten readiness rate to assess delivery of the VPK Education Program by providers and schools. All providers are required to administer the Florida VPK assessment at the beginning and end of the school year, with results used as a pre- and post-assessment to demonstrate learning gains.

Florida's School Readiness Program is a separate initiative, funded by the federal Child Care and Development Fund (CCDF). The program offers financial assistance for child care to qualified parents. This report focuses solely on the VPK program.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
42	43

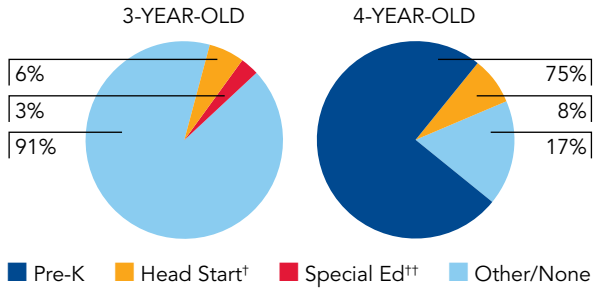
TOTAL BENCHMARKS MET
2

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 173,633
School districts that offer state program ..... 100% (counties)
Income requirement ..... No income requirement
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 23,101
Federally funded Head Start enrollment, ages 3 and 4 32,550
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	FL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	BA (summer); CDA or equivalent + training (school year)	**BA**	☐
Teacher specialized training	ECE, Elem. Ed. (summer); CDA (school year)	**Specializing in pre-K**	☐
Assistant teacher degree	None	**CDA or equivalent**	☐
Staff professional development	12 hours/5 years (public teachers); 10 hours/year (teachers in licensed child care); PD plans (teachers on probation)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	12 (summer); 20 (school year)	**20 or lower**	☑
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	**1:10 or better**	☐
Screening & referral	Vision, hearing, health (public schools & licensed child care only)	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

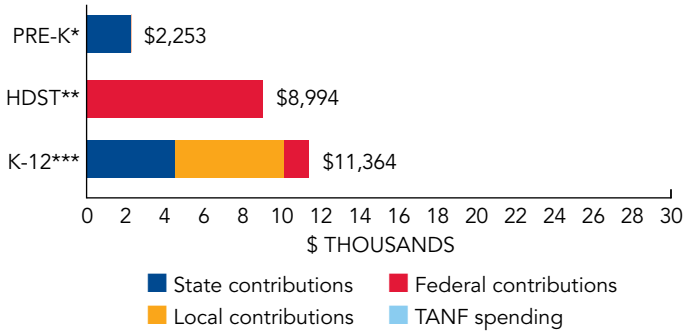
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

2

RESOURCES

Total state pre-K spending $391,215,901
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $2,253
All reported spending per child enrolled* $2,253

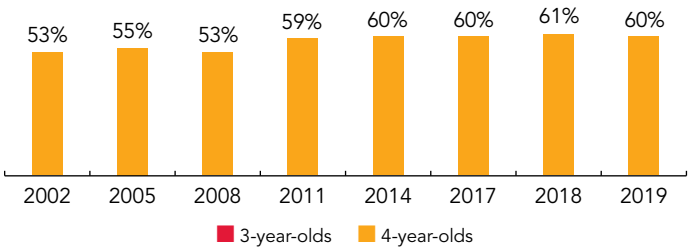
SPENDING PER CHILD ENROLLED



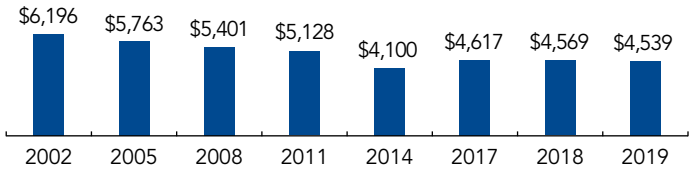
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Georgia preschool enrolled 80,493 children in 2018-2019, a decrease of 43 children from the prior year. State funding totaled $365,326,541, down $2,660,448 (1%), adjusted for inflation, since last year. State spending per child equaled $4,539 in 2018-2019, down $31 from 2017-2018, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Georgia's Department of Early Care and Learning (DECAL) was awarded a renewal Preschool Development Grant Birth through Five award in 2019 for $3.7 million to continue the work that began in 2018. In addition, Georgia's Early Learning and Development Standards were updated in 2018-2019. Looking ahead, Governor Kemp budgeted a $3,000 salary increase for teachers in the FY 2020 state budget. This included Pre-K Lead teachers in both public and private settings. Additionally, Pre-K assistant teachers received a 2% salary increase.

BACKGROUND

Georgia's Pre-K Program launched in 1992 as a small pilot program and expanded in 1995 to become the nation's first state-funded universal preschool program for 4-year-olds. State lottery revenues generate funding for the program, which is provided in a variety of settings including public schools, private child-care centers, faith-based organizations, Head Start agencies, state colleges and universities, and military facilities. The program also received funding to serve 3,388 children in Summer Transition programs during the 2018-2019 school year.

An evaluation of the program, launched in 2011 by the Georgia General Assembly, is underway. Researchers from the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill have released data on the first two phases of the study following children who attended Georgia's Preschool Program through kindergarten and first grade, finding demonstrated significant gains for children participating in the program across all domains of learning. Researchers are continuing to follow the representative sample of children through fifth grade. In addition, the DECAL has commissioned studies related to professional development for teachers and the summer transition program.

Budgetary constraints during the 2011-2012 school year prompted the state to adopt a higher student-teacher ratio of 11:1, with maximum class size growing to 22 students, still in effect.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	34

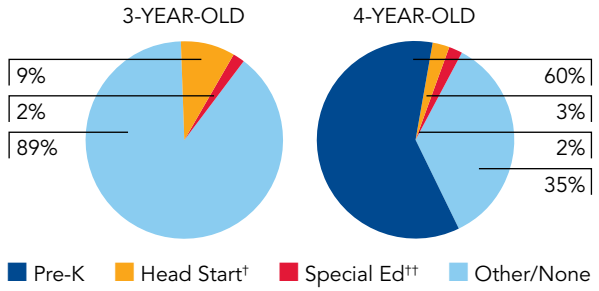
TOTAL BENCHMARKS MET
8

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	80,493
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Minimum hours of operation	6.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	9,670
Federally funded Head Start enrollment, ages 3 and 4	19,842
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

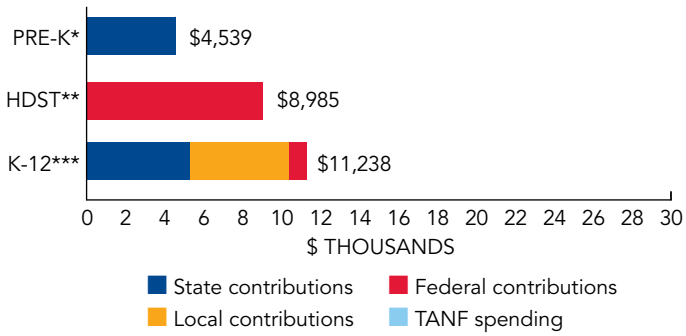
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending	$365,326,541
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$4,539
All reported spending per child enrolled*	$4,539

SPENDING PER CHILD ENROLLED



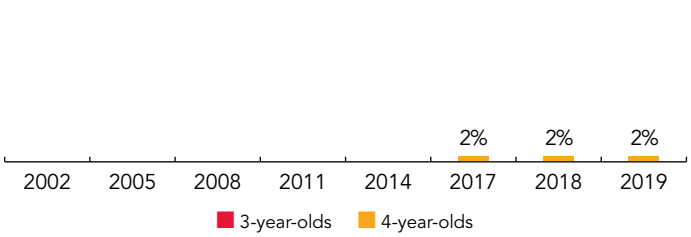
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

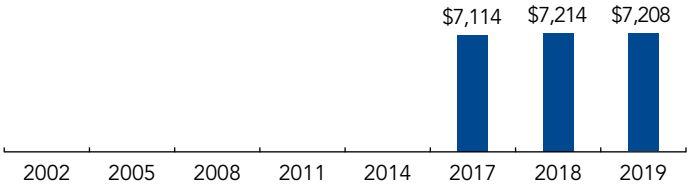
*** K–12 expenditures include capital spending as well as current operating expenditures.

Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Hawaii preschool enrolled 415 children in 2018-2019, an increase of 42 children from the prior year. State funding totaled $2,991,420, up $300,784 (11%), adjusted for inflation, since last year. State spending per child equaled $7,208 in 2018-2019 down $5 from 2017-2018, adjusted for inflation. Hawaii met 8 of 10 quality standards benchmarks.

WHAT'S NEW

With the passage of Act 276 in 2019, the oversight of the Hawaii Executive Office on Early Learning (EOEL) for public prekindergarten education was extended to include classrooms in public charter schools and public-private partnerships (privately funded classrooms in public schools). The change increases the reach of the Office's professional learning efforts and coordination between EOEL and other agencies serving young children. Moreover, 18 public charter school pre-k classrooms funded through the Preschool Development Grant, which expired at the end of SY18-19, will now be state-funded through their incorporation into the EOEL Public Pre-K Program.

BACKGROUND

EOEL launched Hawaii's first publicly funded pre-K program in 2014-2015 with an initial $3 million investment. Shortly after, EOEL became attached to Hawaii's Department of Education (DOE) for administrative purposes, though EOEL is not considered a part of the DOE. All of Hawaii's publicly funded pre-K classrooms are in public schools, as mandated by a provision in the Hawaii state constitution barring distribution of public funds to privately run education programs.

In Hawaii, public pre-K programs serve 4-year-old children, with priority given to students considered to be "at-risk," including those from low-income families, now defined as 300% FPL. The EOEL Public Prekindergarten Program is required to operate on the same schedule as public elementary schools, providing services for 1,080 hours a year.

Teachers in the EOEL Public Prekindergarten Program are part of the Hawaii State Teachers Association and, as such, receive salary and benefit parity with teachers in K–12 classrooms. Lead teachers in the Public Prekindergarten Program are required to have a bachelor's degree 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. At least 60 additional hours per year of EOEL-led professional development in Early Childhood Education are also required for teachers in the EOEL Public Prekindergarten Program.

EOEL Public Prekindergarten Program classrooms receive CLASS observations twice a year, and formative child assessments using Teaching Strategies GOLD are conducted throughout the year with three checkpoints. In addition, all programs undergo fiscal monitoring annually and a review of program records more than once per year.

In 2014, Hawaii was awarded a federal Preschool Development Grant (PDG), administered by the Hawaii State Public Charter School Commission. Under the grant, 231 preschool children were served in charter schools across four islands during the 2018-2019 school year. In some PDG classrooms, there was a specific focus on Hawaiian culture instruction including infusion of cultural elements into instruction, Hawaiian immersion programs, classrooms with culture and language embedded throughout instruction, and family engagement activities.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	20

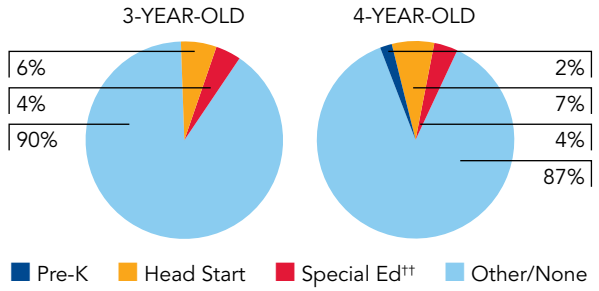
TOTAL BENCHMARKS MET
8

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 415
School districts that offer state program 100%
Income requirement ..... 300% 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 1,593
Federally funded Head Start enrollment, ages 3 and 4 2,284
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	HI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	EE	**Specializing in pre-K**	☐
Assistant teacher degree	AA (ECE not required)	**CDA or equivalent**	☐
Staff professional development	10 PD sessions/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Full physical exam (includes vision & hearing)	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

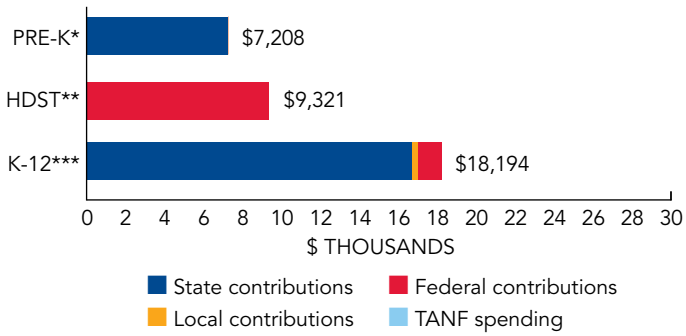
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending $2,991,420
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $7,208
All reported spending per child enrolled* $7,208

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.

Idaho

NO PROGRAM

Idaho does not have a state funded preschool program, but some TANF money goes to early education. Additionally, in December 2019, Idaho received a $3.3 million federal Preschool Development Grant Birth–Five award to support development, planning, and coordination of the state's early learning system.

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

The Idaho STARS project is a multi-agency collaboration and operates in all 7 regions of the state. Idaho STARS encompasses four core function areas: Continuous Quality Improvement, Professional Development System (PDS), Operations and Policy, and Outreach. These core function areas include Idaho's QRIS—Steps to Quality (STQ), Professional Development System Registry, Training Development, Program Assessment, Child Care Health Consultants, Child Care Resource and Referral Agencies, State Licensing and Subsidy support, and Training and Academic Scholarships. Participation in Idaho STARS is voluntary.

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

While early learning supporters take meaningful steps to ensure that Idaho meets the demand for early education, the Statehouse has failed to move with the same urgency. The Idaho School Readiness Act is one policy solution that has been proposed to address needed state investments in quality programs for 4-year-old children. During the 2019 session, the bill failed an initial vote to be printed and considered in the House Education Committee, despite having the support of the Chair and Vice-Chair. Although Idaho residents appear to be in favor of early learning investments, the Idaho legislature has failed to pass meaningful legislation to address state-funded preschool.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

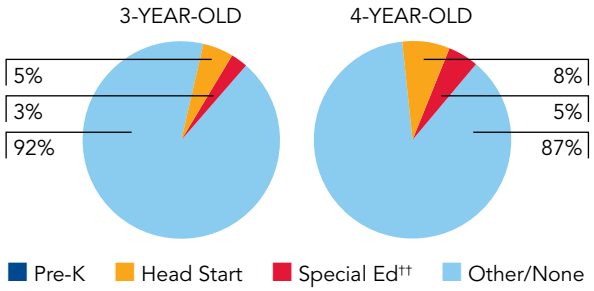
TOTAL BENCHMARKS MET
No Program

IDAHO

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,248
Federally funded Head Start enrollment, ages 3 and 4	3,071
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

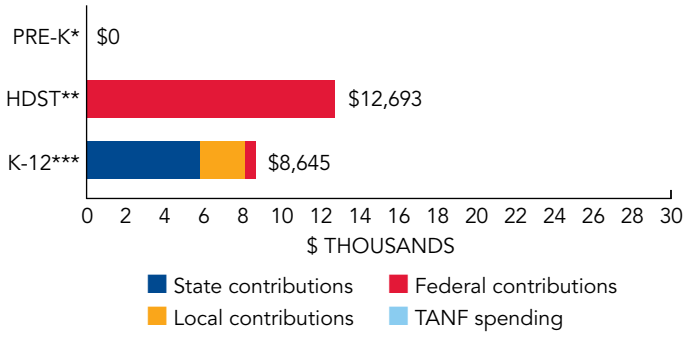
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

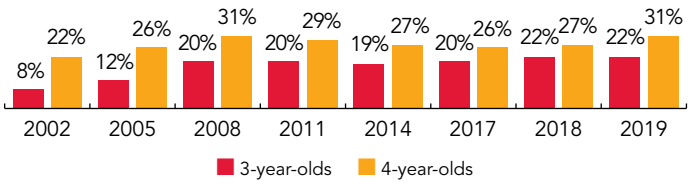
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

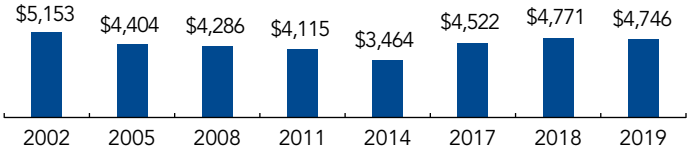


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Illinois preschool enrolled 81,161 children in 2018-2019, an increase of 6,022 children from the prior year. State funding totaled $385,174,818, up $26,699,373 (7%), adjusted for inflation, since last year. State spending per child equaled $4,746 in 2018-2019, down $25 from 2017-2018, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The Illinois General Assembly appropriated an additional $50 million dollars to the Early Childhood Block Grant (ECGB) for the 2018-2019 school year, resulting in an enrollment increase of over 6,000 children. In addition, the state is working across multiple agencies to finalize the rules prohibiting suspension and expulsion in state-funded preschool. Also, the Illinois Office of the Governor was awarded a Preschool Development Grant Birth through Five renewal award in 2019 for $13,414,500 annually through 2022.

BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois Preschool for All initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. The program operates now in all counties, however, enrollment priority continues to be for children who are considered at-risk. This is due to budget constraints preventing the ability to serve all children who might wish to attend. The program is funded through the state Early Childhood Block Grant (ECBG), which also supports the Prevention Initiative for children birth to age three. ECBG funding must be used to serve children age three or younger, in addition to 4-year-olds.

Funding for Preschool for All is awarded on a competitive basis to public schools, private child care, Head Start, faith-based centers, higher education institutions, and regional offices of education. To be eligible, children must have at least two risk factors, such as 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. A second level of priority for Preschool for All enrollment includes families with incomes at 400% of FPL, but currently there is no funding available for programs to serve children at this second priority level.

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

Federal grant funding has supported enhancement in both preschool program implementation and access in Illinois. The Preschool Development Grant, awarded to Illinois in 2014, supported 2,348 new preschool slots and 1,869 enhanced preschool slots during the 2018-2019 school year, using carryover funds. In addition, Race to the Top grants allowed Illinois to implement a Quality Recognition and Improvement System (QRIS) called ExceleRate Illinois, revise and align the Illinois Early Learning and Development Standards with Common Core State Standards and the Head Start Framework, and, in the 2017-2018 school year, implement the Kindergarten Individual Development Survey (KIDS) assessment.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	31

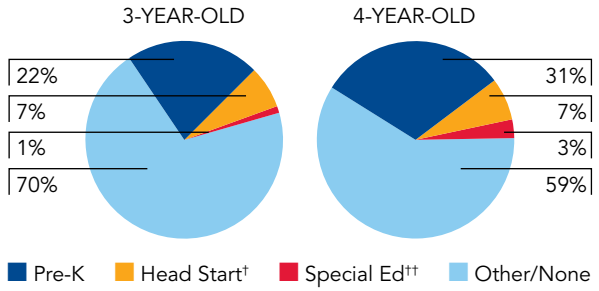
TOTAL BENCHMARKS MET
8

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state pre-K enrollment	81,161
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	22,626
Federally funded Head Start enrollment, ages 3 and 4	26,175
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	Educator License	**CDA or equivalent**	☐
Staff professional development	120 hours/5 years (teachers only); PD plans; Coaching (provided based on monitoring report, not required)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

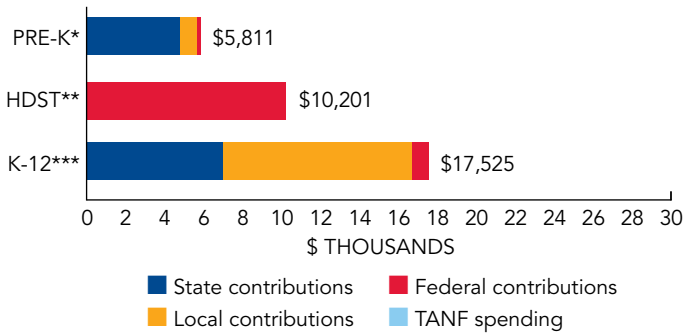
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending	$385,174,818
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$4,746
All reported spending per child enrolled*	$5,811

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.

Indiana

NO PROGRAM

The state of Indiana does not offer a state-funded preschool program according to definitions used in this report. However, Indiana operates a preschool program 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 2018-2019 school year marks the program's fourth full year, in which 2,915 children were enrolled, supported by $8.3 million in state funding, over $400,000 in local county match funds, as well as $14.5 million in federal funding. Beginning with the 2017-2018 school year, eligibility for On My Way Pre-K was targeted towards low income families who were working and/or attending an accredited or certified education or training program, allowing these grants to be co-funded, and give families full year experiences through the summer prior to kindergarten. Purdue University is currently working on a longitudinal study of the preschool children supported by these grants in years 1 and 2, as well as a control group, following children through third grade.

During the 2013 legislative session, the Indiana General Assembly enacted the Early Education Matching Grant (EEMG) through 2018. EEMG was eventually consolidated with On My Way Pre-K, adding additional sites and counties to the On My Way Pre-K program. Under current 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 have not only increased the number of high-quality slots in Indiana for low-income children who now have an opportunity to attend pre-K and to be better prepared for kindergarten, but there has also been a 92% increase in high quality early care and education programs for all children statewide since the inception of these programs.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

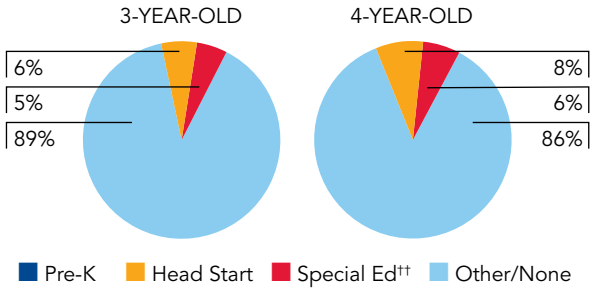
TOTAL BENCHMARKS MET
No Program

INDIANA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	10,985
Federally funded Head Start enrollment, ages 3 and 4	11,493
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

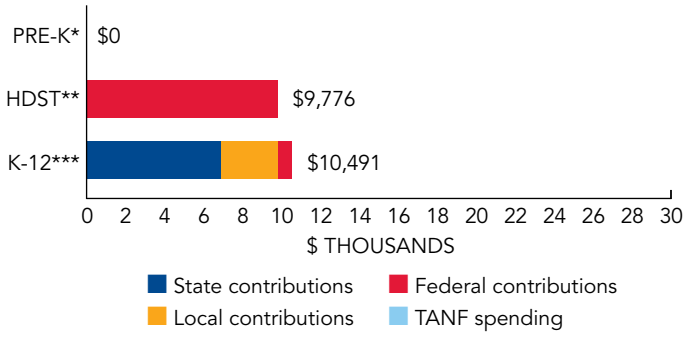
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

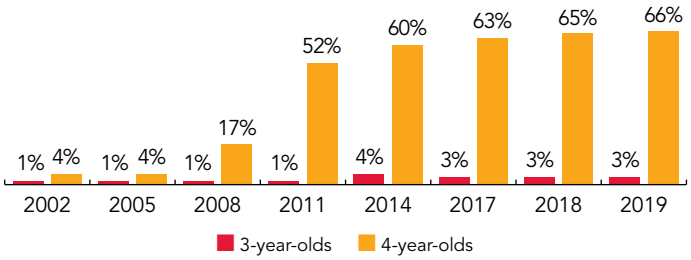
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

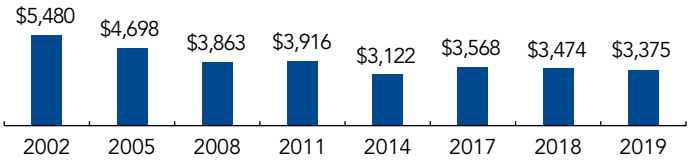


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Iowa preschool programs enrolled 28,009 children in 2018-2019, an increase of 558 children from the prior year. State funding totaled $89,752,273, down $356,665, adjusted for inflation, since last year. State spending per child equaled $3,375 in 2018-2019, down $99 from 2017-2018, adjusted for inflation. Iowa met an average of 7.9 of 10 quality standards benchmarks.

WHAT'S NEW

Funding for Shared Visions was reduced in fiscal years 2018 and 2019, resulting in a reduction in comprehensive services being offered to families. New legislation also passed, allowing Statewide Voluntary Preschool Program providers more flexibility in using unspent funds for general (non-preschool) purposes.

BACKGROUND

Iowa has two state-funded preschool 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.

In 2007, Iowa began the SWVPP to increase 4-year-olds' access to preschool. 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 SWVPP and/or offer full-day services.

Both SWVPP and Shared Visions have undergone formal evaluations and an additional evaluation is currently underway for the SWVPP. Internal evaluations are completed annually for the SWVPP. 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. Supports for preschool were available to those interested, but not required.

An important difference between the two state-funded preschool 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), representing less than 7% 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 98% of school districts and all children in the state who turn 4 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-funded preschool, including enrollment and funding for both Shared Visions and SWVPP, is depicted in the first two pages of this state profile. The third page focuses solely on Shared Visions and the fourth page provides information on SWVPP.

IOWA STATE OVERVIEW

ACCESS

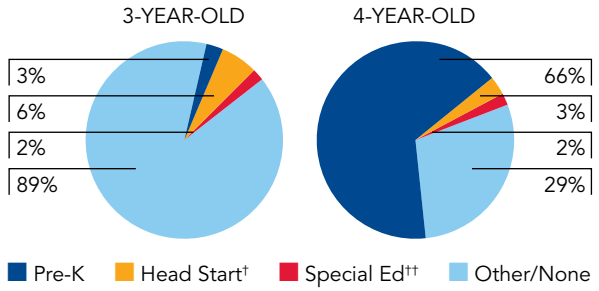
Total state pre-K enrollment 28,009

Special education enrollment, ages 3 and 4 4,048

Federally funded Head Start enrollment, ages 3 and 4 5,571

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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

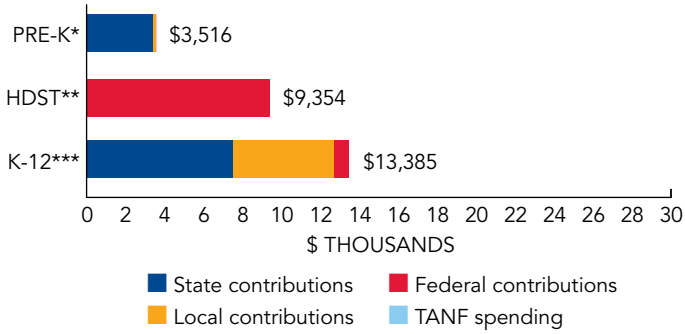
Total state pre-K spending $89,752,273

State Head Start spending $0

State spending per child enrolled $3,375

All reported spending per child enrolled* $3,516

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
6	19

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	39

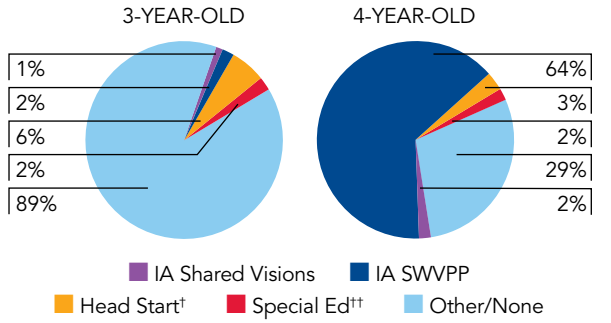
TOTAL BENCHMARKS MET
7.9

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment 1,299
School districts that offer state program ..... 37% (counties)
Income requirement ..... 130% FPL
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IA SHARED VISIONS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA, or 12 college hours (ECE, CD, Elem. Ed., ECE SpEd)	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 years (public teachers); 6 clock hours/year (nonpublic teachers & assistants); PD plans; Coaching (public)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations (every 5 years and determined locally); Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

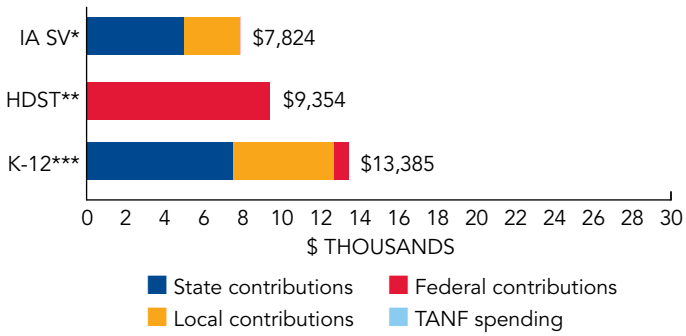
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

Total state pre-K spending $6,399,240
Local match required? ..... Yes
State spending per child enrolled $4,926
All reported spending per child enrolled* $7,824

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.

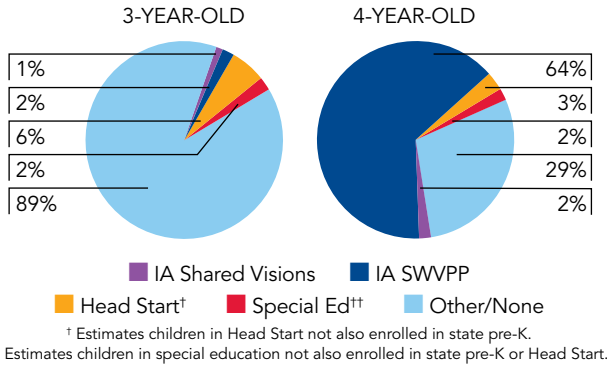
*** K–12 expenditures include capital spending as well as current operating expenditures.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 26,710
School districts that offer state program 98%
Income requirement ..... No income requirement
Minimum hours of operation ..... 10 hours/week
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IA SWVPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	Depends on overseeing agency	**CDA or equivalent**	☐
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public)	**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**	☑
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

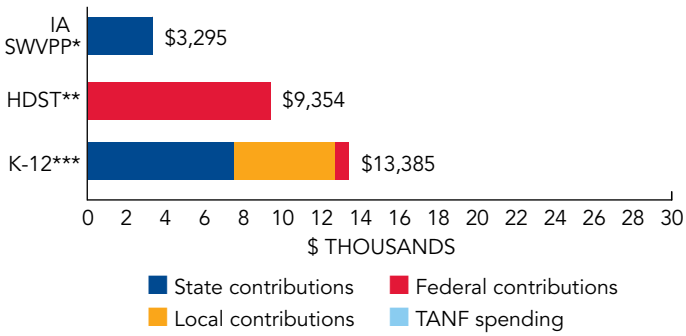
8

RESOURCES

Total state pre-K spending $83,353,033
Local match required? ..... No
State spending per child enrolled $3,295
All reported spending per child enrolled* $3,295

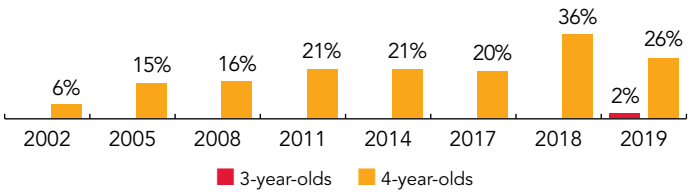
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

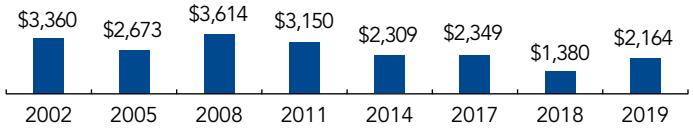


Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Kansas preschool programs enrolled 11,060 children in 2018-2019, a decrease of 2,962 children from the prior year. State funding totaled $20,871,863 and $3,058,147 in TANF funds were also used to support the program, up $4,579,775 (24%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $2,164 in 2018-2019, up $784 from 2017-2018, adjusted for inflation. Kansas met an average of 4 of 10 quality standards benchmarks.

WHAT'S NEW

In June 2019, the Kansas Supreme Court deemed constitutional a new school finance formula recently passed by the Legislature and signed by the Governor. The new formula provides for an increase in both the number of available preschool slots and the base per pupil aid provided for enrolled preschool children.

In late 2018, Kansas received a Preschool Development Grant Birth through Five. This coincided with the election of Governor Laura Kelly, who has identified early childhood as a key priority of her administration, and the appointment of new leadership at the Kansas Children's Cabinet and Trust Fund.

BACKGROUND

Kansas supports two state-funded prekindergarten programs. The first, established in 1998, is the State Pre-K 4 Year Old At-Risk Program (recently renamed the Kansas Preschool-Aged At-Risk Program). The second is the Kansas Preschool Pilot, first offered in the 2006-2007 school year.

The Kansas Preschool-Aged At-Risk Program, operated by the Kansas Department of Education (KSDE), was available in 215 out of 286 school districts during the 2018-2019 school year. Each preschool-aged at-risk student who is enrolled in a school district that is operating an approved program is counted as a ½ student (0.5 FTE) in calculating a district's enrollment and accompanying weightings in the state school finance formula. Starting in 2018-19, the governing statute was modified to allow enrollment of 3-year-olds who meet at least one of eight risk factors. However, sufficient funds were not available to fund slots for 3-year-olds in 2018-2019. Looking ahead, the state intends to invest an additional $2 million per year through the 2021-2022 school year, and anticipates that this funding will be sufficient to support all eligible 4-year-olds who meet at-risk criteria in the 2020-2021 school year.

The Kansas Preschool Pilot (KPP), also operated by the KSDE, was available in 70 out of 286 school districts during the 2018-19 school year. The 2018 Legislature added an additional $4.2 million in Children's Initiatives Fund funding to the Kansas Preschool Pilot, more than doubling annual funding for that program in 2018-19. This granted districts additional flexibility to serve 3-year-old children and children who do not meet at-risk criteria.

Both programs use the Kansas Early Learning Standards, aligned with Kansas Curricular Standards, and Pre-K providers may participate in both programs.

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

Kansas' overall support for state-funded preschool, including enrollment and funding for both the Kansas Preschool Pilot and the Kansas Preschool-Aged At-Risk Program, is depicted in the first two pages of this state profile. The third page focuses solely on the Kansas Preschool Pilot and the fourth page provides information on the Kansas Preschool-Aged At-Risk Program.

KANSAS STATE OVERVIEW

ACCESS

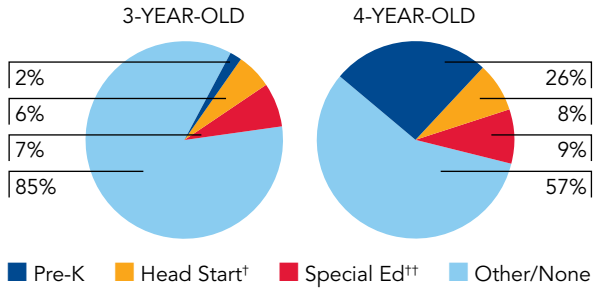
Total state pre-K enrollment 11,060

Special education enrollment, ages 3 and 4 7,351

Federally funded Head Start enrollment, ages 3 and 4 5,139

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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

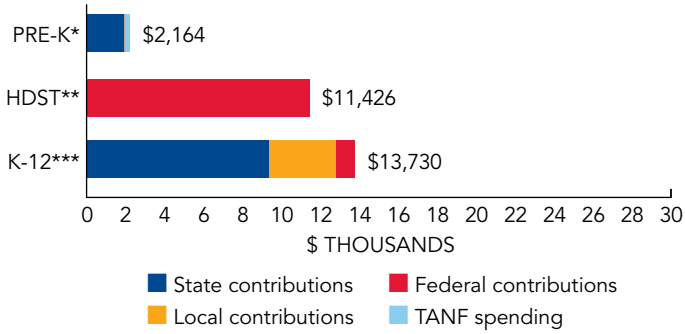
Total state pre-K spending $23,930,010

State Head Start spending $0

State spending per child enrolled $2,164

All reported spending per child enrolled* $2,164

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
26	23

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
43	44

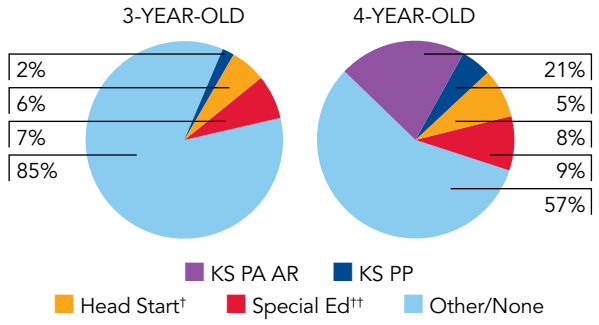
TOTAL BENCHMARKS MET
4

KANSAS PRESCHOOL PILOT

ACCESS

Total state pre-K enrollment 2,996
School districts that offer state program 24%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 465 hours/year
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	KS PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, Elem. Ed.	**Specializing in pre-K**	☐
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	15 hours/year; PD plans (teachers only); Coaching (some teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	25 (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

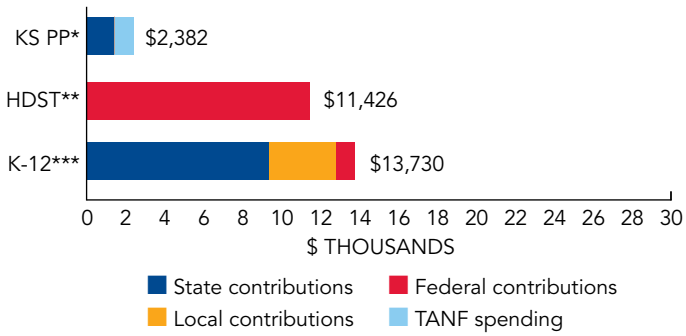
4

RESOURCES

Total state pre-K spending $7,136,730
Local match required? ..... No
State spending per child enrolled $2,382
All reported spending per child enrolled* $2,382

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

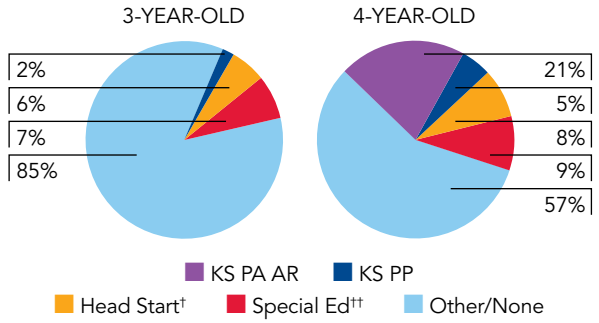


KANSAS PRESCHOOL-AGED AT-RISK

ACCESS

Total state pre-K enrollment 8,064
School districts that offer state program 75%
Income requirement ..... 130% FPL
Minimum hours of operation ..... 465 hours/year
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	KS PA AR REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, Elem. Ed.	**Specializing in pre-K**	☐
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	15 hours/year; PD plans (teachers only); Coaching (some teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	25 (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

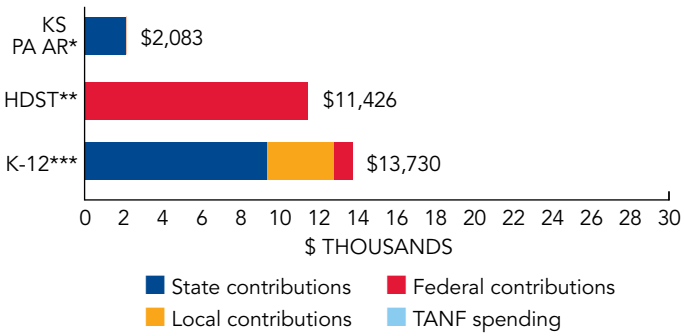
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 4

RESOURCES

Total state pre-K spending $16,793,280
Local match required? ..... No
State spending per child enrolled $2,083
All reported spending per child enrolled* $2,083

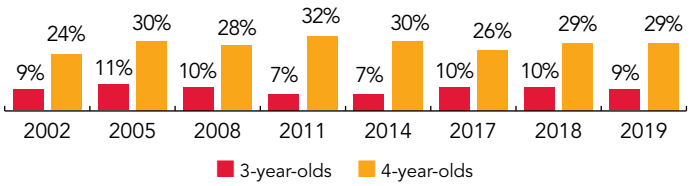
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

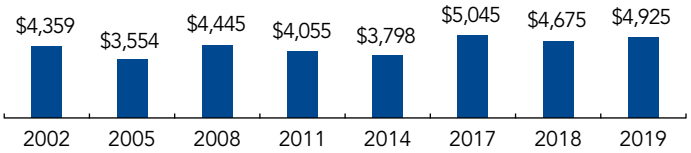


Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Kentucky preschool enrolled 21,351 children in 2018-2019, an increase of 81 children from the prior year. State funding totaled $105,163,876, up $5,718,259 (6%), adjusted for inflation, since last year. State spending per child equaled $4,925 in 2018-2019, up $250 from 2017-2018, adjusted for inflation. Kentucky met 8 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018-2019, Kentucky began a new monitoring system, the Kentucky Preschool Evaluation System, which is aligned with the Kentucky All STARS quality rating system and requires all programs to be evaluated once every three years during a six-year cycle.

BACKGROUND

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

KPP is administered by the Kentucky Department of Education (KDE), Office of Special Education and Early Learning, Division of IDEA Implementation and Preschool, School Readiness Branch. Funds are distributed to school districts through a funding formula. Each of Kentucky's 173 school districts offered KPP services in 2017-2018. School districts may subcontract with private child care centers, Head Start programs, and special education providers to offer preschool services.

The KDE launched a grant program in 2016-2017 to encourage cooperative public/private partnerships between public school districts and child care providers to increase the number of Child Care Assistance Program (CCAP) eligible preschool children served in high-quality, full-day programs. High-quality is defined as achievement of three or more STARS in the state's QRIS.

All early childhood programs that receive public funds, including KPP, participate in the Kentucky All STARS quality rating system. In 2017-2018, the ECERS-3 was used to evaluate preschool classrooms. In addition, between 10 and 14 school districts are selected for monitoring based upon a newly developed risk analysis of program data. Monitoring occurs in collaboration with KDE's Title I office.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	11

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	14

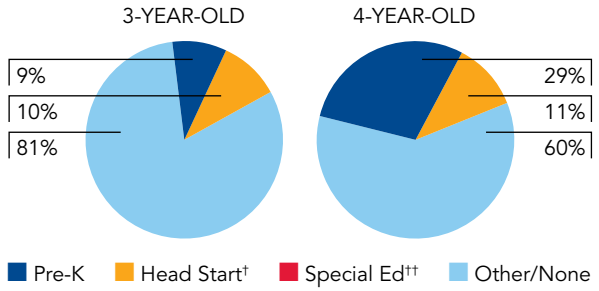
TOTAL BENCHMARKS MET
8

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 21,351
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 10,194
Federally funded Head Start enrollment, ages 3 and 4 12,307
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	KY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	24 hours/year (teachers); 18 hours/year (assistants); PD plans (public teachers only); Coaching (certified teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

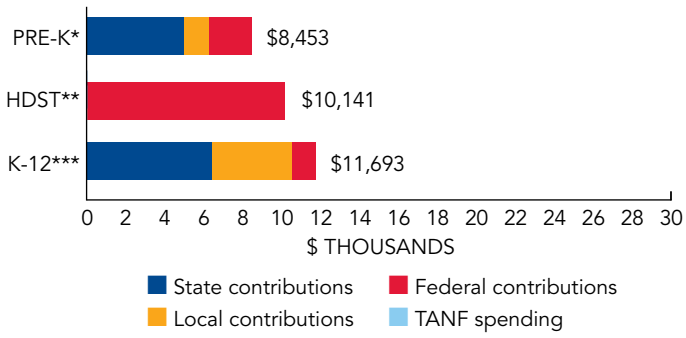
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending $105,163,876
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,925
All reported spending per child enrolled* $8,453

SPENDING PER CHILD ENROLLED



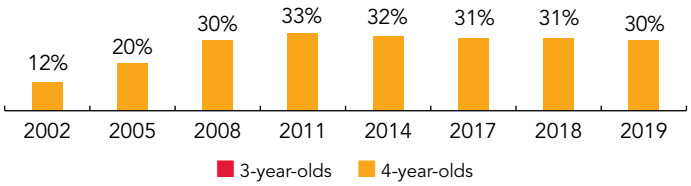
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

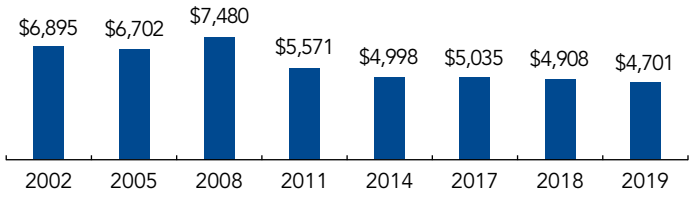
*** K–12 expenditures include capital spending as well as current operating expenditures.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Louisiana preschool programs enrolled 18,841 children in 2018-2019, a decrease of 70 children from the prior year. State funding totaled $48,089,515 and $40,490,270 in TANF funds were also used to support program, down $4,238,469 (5%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $4,701 in 2018-2019, down $207 from 2017-2018, adjusted for inflation. Louisiana met an average of 7.9 of 10 quality standards benchmarks.

WHAT'S NEW

On August 20, 2018, the eligibility requirement for 8(g), LA 4, and NSECD changed from 185% FPL to 200% FPL in an effort to align pre-K program eligibility with Louisiana's K–12 definition of Economically Disadvantaged. Additionally, the Louisiana Department of Education (DOE) was awarded a renewal Preschool Development Grant Birth through Five award in 2019 for $11,178,750 annually through 2022 to continue the work that began in 2018.

BACKGROUND

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

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

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

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

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

During the 2016-2017 school year, Louisiana completed its first full year of the unified rating and improvement system for all publicly funded child care, Head Start and pre-K sites. The state shared information for all programs serving children birth to age 5 via a family friendly website, www.louisianaschools.com, which provides comparable information about program quality.

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

LOUISIANA STATE OVERVIEW

ACCESS

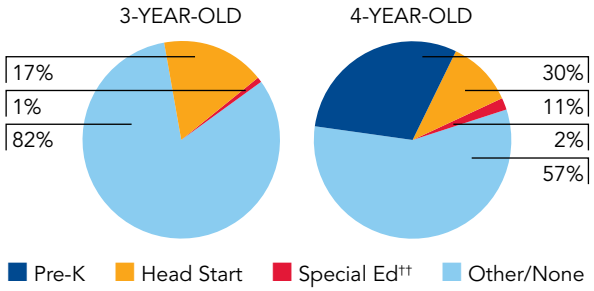
Total state pre-K enrollment 18,841

Special education enrollment, ages 3 and 4 5,208

Federally funded Head Start enrollment, ages 3 and 4 17,707

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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

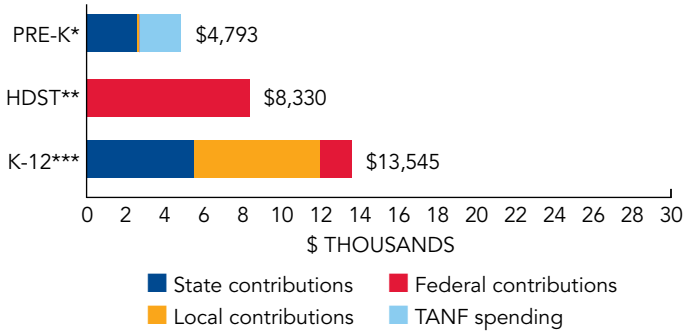
Total state pre-K spending $88,579,785

State Head Start spending $0

State spending per child enrolled $4,701

All reported spending per child enrolled* $4,793

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
22	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	33

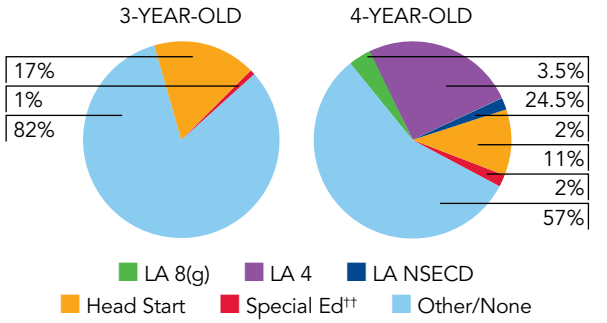
TOTAL BENCHMARKS MET
7.9

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment 2,296
School districts that offer state program 91%
Income requirement ..... 200% FPL
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	LA 8(G) REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Pre-K–3	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	18 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

7

RESOURCES

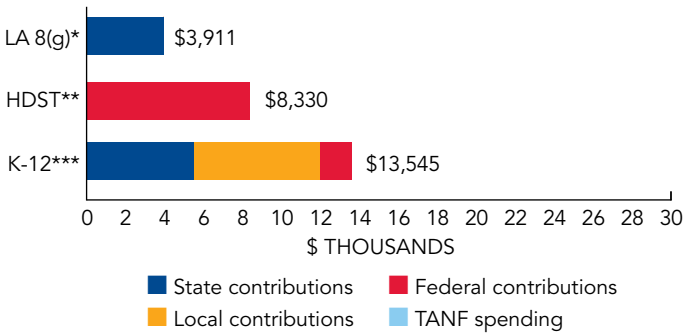
Total state pre-K spending $8,979,844
Local match required? ..... No
State spending per child enrolled $3,911
All reported spending per child enrolled* $3,911

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

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

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

SPENDING PER CHILD ENROLLED

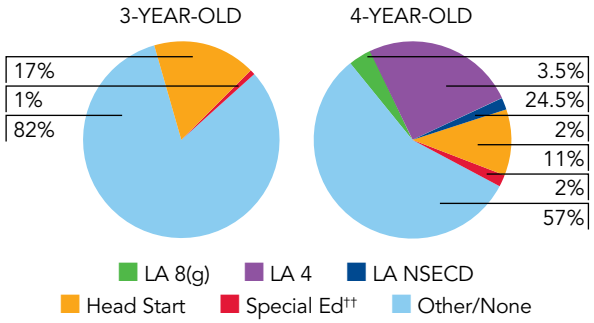


CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment 15,313
School districts that offer state program 91%
Income requirement ..... 200% FPL
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	LA 4 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Pre-K–3, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	18 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, immunizations	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

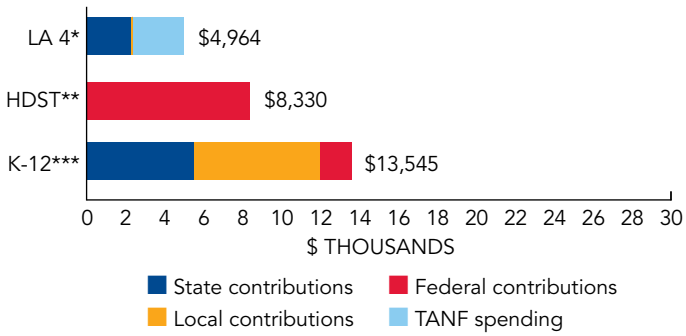
Total state pre-K spending $74,292,179
Local match required? ..... No
State spending per child enrolled $4,852
All reported spending per child enrolled* $4,964

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

** Head Start 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

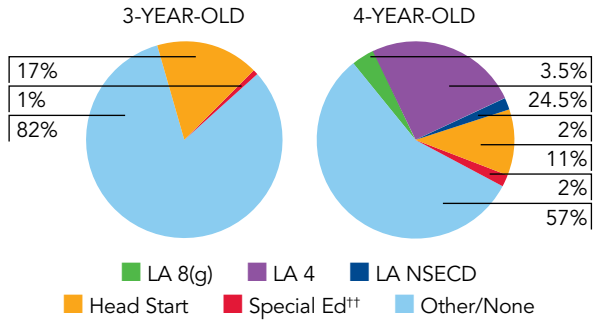


LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment 1,232
School districts that offer state program .....23% (counties/parishes)
Income requirement .....200% FPL
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	LA NSECD REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Pre-K–3, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	18 hours/year	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, immunizations	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

9

RESOURCES

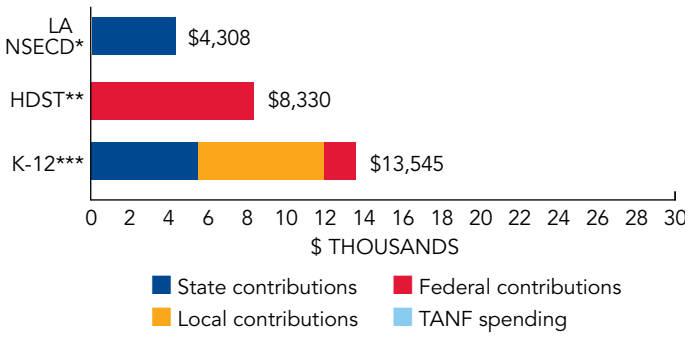
Total state pre-K spending $5,307,762
Local match required? ..... No
State spending per child enrolled $4,308
All reported spending per child enrolled* $4,308

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

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

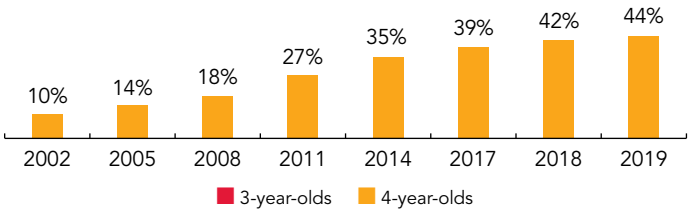
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

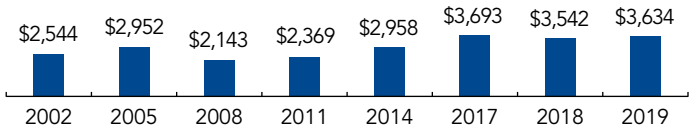


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Maine preschool enrolled 6,115 children in 2018-2019, an increase of 467 children from the prior year. State funding totaled $22,220,882, up $2,213,552 (11%), adjusted for inflation, since last year. State spending per child equaled $3,634 in 2018-2019, up $91 from 2017-2018, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The Maine Department of Education (DOE) was awarded a Preschool Development Grant Birth through Five award in 2018 for over $1 million to conduct a needs assessment of programs and services for children birth to age five and their families to determine overlaps and gaps. After the completion of the needs assessment, Maine DOE, Department of Health and Human Services, and multiple stakeholders created a strategic plan to guide their work in early childhood systems at both the state and local level.

BACKGROUND

Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. Since 2007, state-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP), still funded through Maine's school funding formula, with distribution of funds to 150 of the 196 school administrative units (SAUs) that operated kindergarten.

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

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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	17

TOTAL BENCHMARKS MET
9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 6,115

School districts that offer state program ..... 77% (school administrative units)

Income requirement ..... No income requirement

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

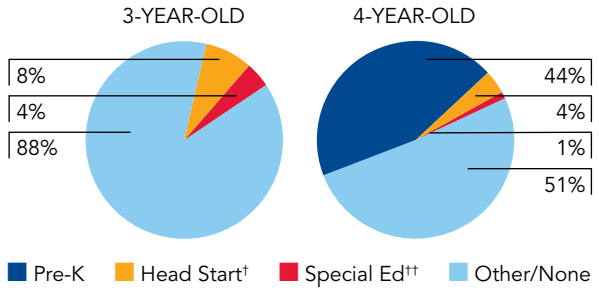
Operating schedule ..... School or academic year

Special education enrollment, ages 3 and 4 2,014

Federally funded Head Start enrollment, ages 3 and 4 2,276

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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	ME PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	Educator Technician II	**CDA or equivalent**	☑
Staff professional development	6 credit hours/5 years (teachers only); PD plans (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	16 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

9

RESOURCES

Total state pre-K spending $22,220,882

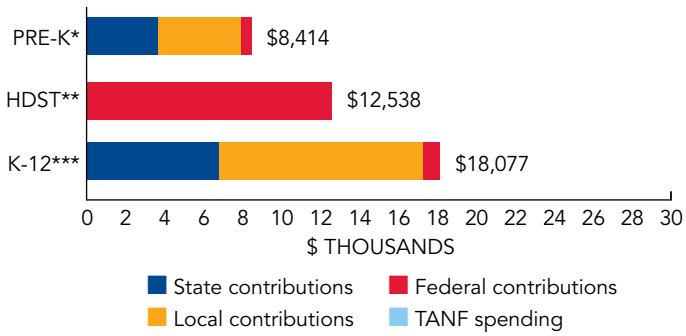
Local match required? ..... Yes

State Head Start spending $3,124,038

State spending per child enrolled $3,634

All reported spending per child enrolled* $8,414

SPENDING PER CHILD ENROLLED



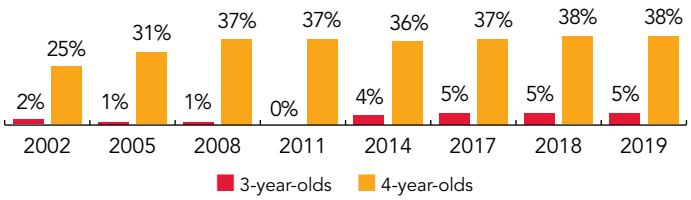
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

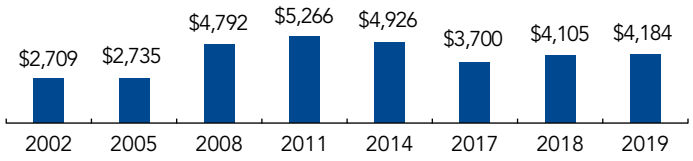
*** K–12 expenditures include capital spending as well as current operating expenditures.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Maryland preschool enrolled 32,062 children in 2018-2019, an increase of 588 children from the prior year. State funding totaled $134,159,629, up $4,972,504 (4%), adjusted for inflation, since last year. State spending per child equaled $4,184 in 2018-2019, up $80 from 2017-2018, adjusted for inflation. Maryland met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In January 2020, the Maryland Commission on Innovation and Excellence in Education (Kirwan Commission) released final recommendations calling for free, full-day pre-K for 3- and 4-year olds from families with incomes up to 300% FPL through a mixed-delivery system. Recommendations also include full-day pre-K on a sliding scale for 4-year-olds between 300-600% FPL. In addition, the Maryland State Department of Education (MSDE) was awarded a renewal grant of $8.9 million under the PDG Birth through Five. Also, starting in FY 2020, state funding was provided to support preschool slots previously funded through the federal Preschool Development Grant (PDG).

BACKGROUND

Maryland created the Extended Elementary Education Program (EEEP) in 1980 as a pilot preschool program in Baltimore City and Prince George's County. The Maryland Prekindergarten Program was started in 2002, giving local boards of education until 2007 to provide pre-K in public schools to all 4-year-olds from families with incomes at or below 185% FPL.

Maryland enacted the Prekindergarten Expansion Act in 2014, adding $4.3 million per year to increase access to full-day public pre-K for 4-year-olds from families with household incomes up to 300% FPL. That same year, Maryland was awarded a federal PDG of $15 million per year to support pre-K for children in families with incomes at or below 200% FPL. That funding supported 4,485 children in new and enhanced quality state pre-K slots in 2018-2019.

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

Maryland also has 53 "Judy Centers" located in Title 1 schools that work collaboratively with elementary schools and community-based providers to offer comprehensive, year-round early learning services for children birth to age 6.

Through recommendations from the Kirwan Commission, prekindergarten supplemental grants were provided to local boards of education, in which all additional prekindergarten students are provided full-day prekindergarten for fiscal years 2018 through 2020. The supplemental prekindergarten grant for eligible local boards equals the State share of the per pupil foundation amount multiplied by the number of full-time equivalent eligible children enrolled in a public full-day pre-K program on September 30 of the previous school year. The grant program phases in between 2018 and 2020. In 2020, the program was extended to all local boards of education for any 4-year-old served in full-day prekindergarten.

Governor Hogan's FY2021 budget proposes to increase the $26.6 million Prekindergarten Expansion Grants by an additional $20 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	17

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	15

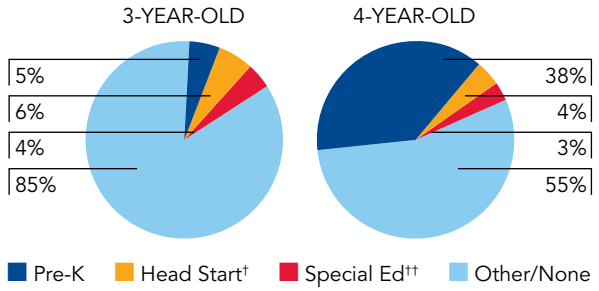
TOTAL BENCHMARKS MET
7

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	32,062
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	9,060
Federally funded Head Start enrollment, ages 3 and 4	7,628
State-funded Head Start enrollment, ages 3 and 4	2

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

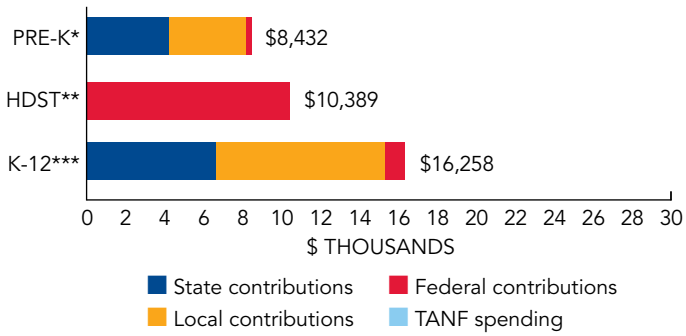
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

Total state pre-K spending	$134,159,629
Local match required?	No
State Head Start spending	$1,800,000
State spending per child enrolled	$4,184
All reported spending per child enrolled*	$8,432

SPENDING PER CHILD ENROLLED



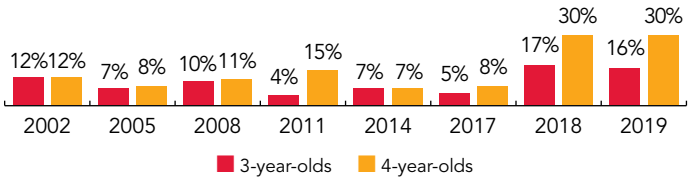
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

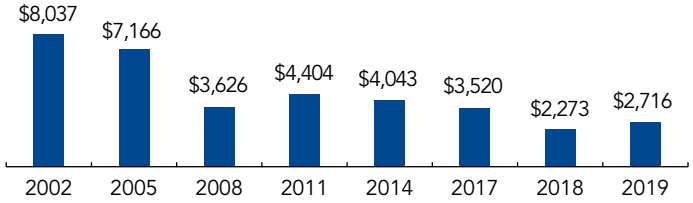
*** K–12 expenditures include capital spending as well as current operating expenditures.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Massachusetts preschool programs enrolled 37,246 children in 2018-2019, a decrease of 542 children from the prior year. State funding totaled $101,170,969, up $15,273,807 (18%), adjusted for inflation, since last year. State spending per child equaled $2,716 in 2018-2019, up $443 from 2017-2018, adjusted for inflation. Massachusetts met an average of 5.2 of 10 quality standards benchmarks.

WHAT'S NEW

The Massachusetts Chapter 70 preschool program is included in the State of Preschool report for the second time this year. The Massachusetts Executive Office of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $1.8 million to conduct a comprehensive needs assessment and produce an action-oriented strategic plan to improve parent choice and knowledge through an online parent portal, expand and coordinate staff training, and develop an integrated data system to analyze and track child data longitudinally.

BACKGROUND

In 2005, Massachusetts established the Department of Early Education and Care (EEC) and 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. During the 2018-2019 program year, the state issued $5.7 million in grants through an open competitive procurement, further supported by $26,567,821 in federal CCDF 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).

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.

To have an income-eligible contract and/or voucher agreement in place, UPK programs are required reach at least a Level 3 in EEC's Quality Rating and Improvement System (QRIS) and be willing to accept EEC subsidized or low-income children. UPK programs are also required to be accredited by one of several eligible agencies (including NAEYC), and to collect observational formative assessment data on all children in a UPK classroom. 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 supports preschool enrollment through the Chapter 70 funding stream which is the state's funding formula for K–12 public schools. During 2018-2019, $95.5 million supported preschool-age children, and a local match is also required. All children in the state are eligible and are served in public school settings, but local districts can set their own eligibility priorities. The Chapter 70 funding stream previously only supported preschool-age children with an IEP/IFSP but in recent years was expanded to also support general education preschool students. Lead teachers are required to have at least a bachelor's degree and a Preschool through Grade 2 license.

During the 2018-2019 school year, the state used its federal Preschool Development Grant to create 787 new preschool slots for low-income children.

Previously, Massachusetts also supported preschool through the Inclusive Preschool Learning Environments (IPLE) Grant, or the Grant 391 program, which was designed to support inclusive learning environments serving preschool-age children with and without disabilities in high-quality early education and care settings. However, funding for IPLE is being phased out through fiscal year 2020.

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

MASSACHUSETTS STATE OVERVIEW

ACCESS

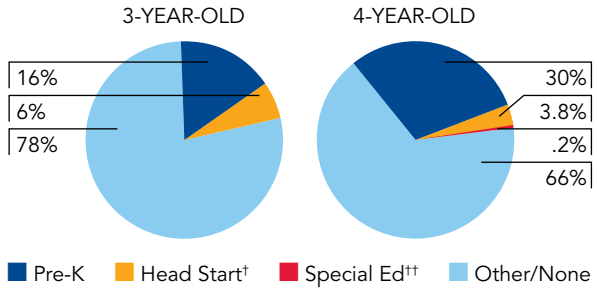
Total state pre-K enrollment 37,246

Special education enrollment, ages 3 and 4 10,880

Federally funded Head Start enrollment, ages 3 and 4 9,580

State-funded Head Start enrollment, ages 3 and 4..... 135

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

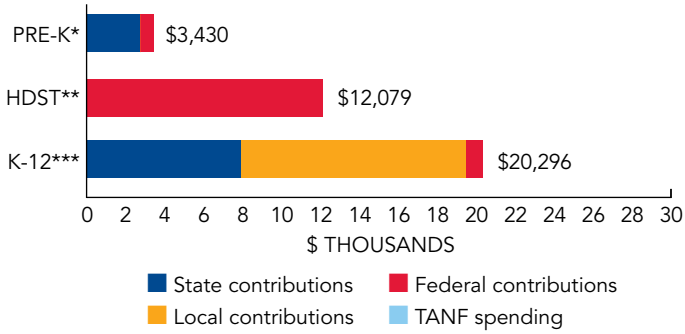
Total state pre-K spending $101,170,969

State Head Start spending $9,600,000

State spending per child enrolled $2,716

All reported spending per child enrolled* $3,430

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	6

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	40

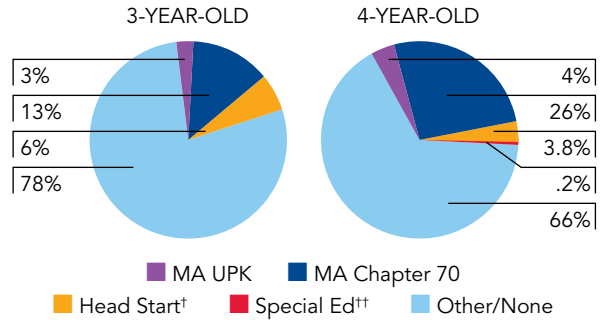
TOTAL BENCHMARKS MET
5.2

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

ACCESS

Total state pre-K enrollment 6,983
School districts that offer state program ... 16% (towns/communities)
Income requirement ..... No income requirement
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MA UPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); HSD (nonpublic)	**BA**	☐
Teacher specialized training	Pre-K–3, EE with ECE endorsement, ECE SpEd (public); ECE, CD (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	150 hours/5 years (public teachers); 20 hours/year (nonpublic teachers & assistants); PD plans; Coaching for some teachers	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:6-10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Required screenings vary by auspice	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

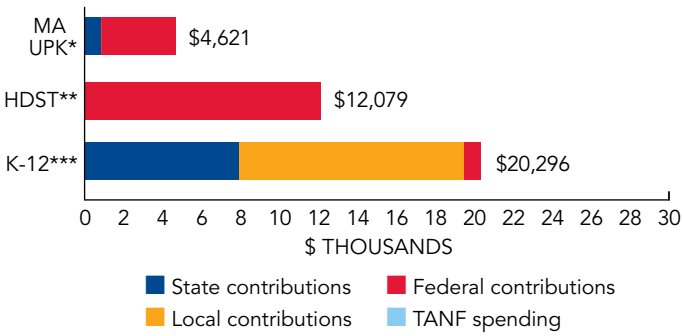
6

RESOURCES

Total state pre-K spending $5,700,000
Local match required? ..... No
State spending per child enrolled $816
All reported spending per child enrolled* $4,621

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

SPENDING PER CHILD ENROLLED

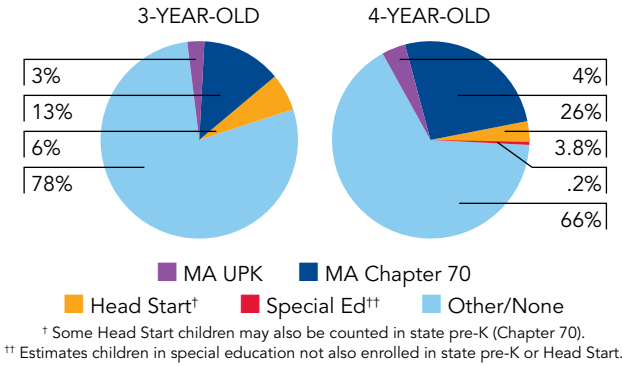


MASSACHUSETTS CHAPTER 70

ACCESS

Total state pre-K enrollment 30,263
School districts that offer state program 69%
Income requirement ..... No income requirement
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MA CHAPTER 70 REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	Pre-K–2 (public)	**Specializing in pre-K**	☑
Assistant teacher degree	Determined locally	**CDA or equivalent**	☐
Staff professional development	150 Professional Development Points/ 5 years (teachers only); PD plans (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	No limit (3- & 4-year-olds)	**1:10 or better**	☐
Screening & referral	Vision, hearing, physical exam; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

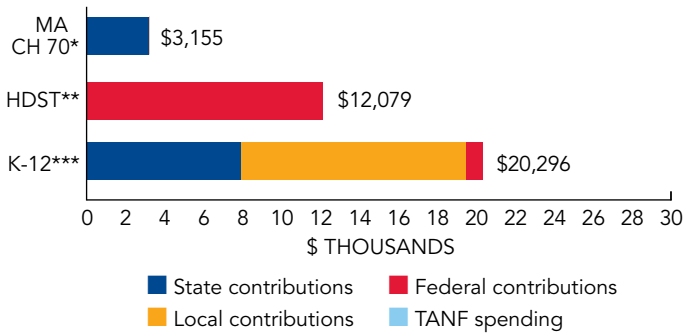
5

RESOURCES

Total state pre-K spending $95,470,969
Local match required? ..... Yes
State spending per child enrolled $3,155
All reported spending per child enrolled* $3,155

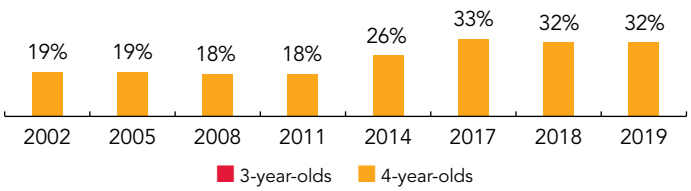
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

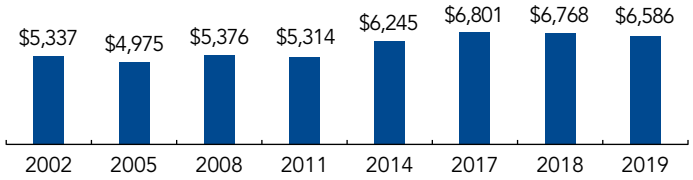


Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Michigan preschool enrolled 37,140 children in 2018-2019, a decrease of 185 children from the prior year due to continued change at the local level from offering part-day to school-day classrooms. State funding totaled $244,600,000, down $8,022,571 (3%), when adjusted for inflation, since last year. State spending per child equaled $6,586 in 2018-2019, down $182 from 2017-2018, when adjusted for inflation. Michigan met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Michigan Department of Education was awarded a Preschool Development Grant Birth through Five renewal award in 2019 for $13.41 million annually through 2022 to strengthen the statewide infrastructure and programming needed to facilitate healthy early childhood development across the continuum from birth through age five via a mixed-delivery system that works better for Michigan's children and their families. When implemented, the grant aims to increase school readiness by: improving healthy pregnancies and births; supporting the whole child and family wellbeing; increasing access to and improving the quality of early care and education services; improving transitions for young children; and creating a coordinate and sustainable early childhood system.

During 2018-2019, $1 million was set aside from the total programming funding available in legislation to support programs wishing to change curricula, reducing the number of available slots by 138. A supplemental funding bill in December of 2018 added an additional $1 million available for supporting programs wishing to change the comprehensive curriculum in use. Additionally, during 2018-2019, the Great Start Readiness Program (GSRP) sought submissions from curricula publishers to be included on their approved curriculum list. Additional funding was appropriated for the 2019-2020 school year to restore the 138 slots and increase access to GSRP by 551 school-day slots.

BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. 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 recommending placement in an inclusive preschool setting. GSRP serves the majority of children in school-day programs to increase program dosage for children and better suit the needs of families.

Intermediate School Districts (ISDs) serve as program grantees, but they may distribute funds to local school districts and to providers in community-based settings to offer GSRP. GSRP providers must attain a three-star or higher rating in Michigan's Great Start to Quality tiered rating and improvement system.

Overall ISD funding is determined by the level of poverty in each ISD and a funding formula, with final grantee awards based on both a community needs assessment and a formula component. State funding includes a transportation fund, as well as funding specifically earmarked for recruiting families and increasing public awareness of GSRP, and $300,000 is appropriated for ongoing statewide evaluation activities.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	23

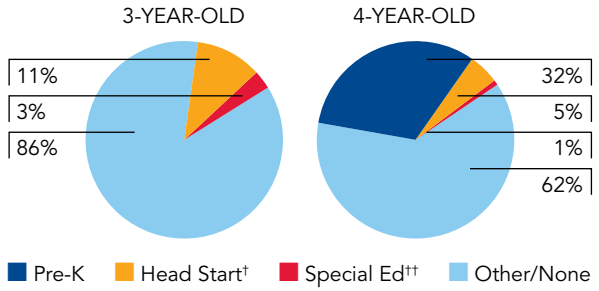
TOTAL BENCHMARKS MET
10

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment 37,140
School districts that offer state program ..... 99% (counties)
Income requirement .....250% FPL
Minimum hours of operation ..... 3 hours/day; 4 days/week
Operating schedule..... Determined locally
Special education enrollment, ages 3 and 4 12,378
Federally funded Head Start enrollment, ages 3 and 4 23,432
State-funded Head Start enrollment, ages 3 and 4..... 48

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	16 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:8 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

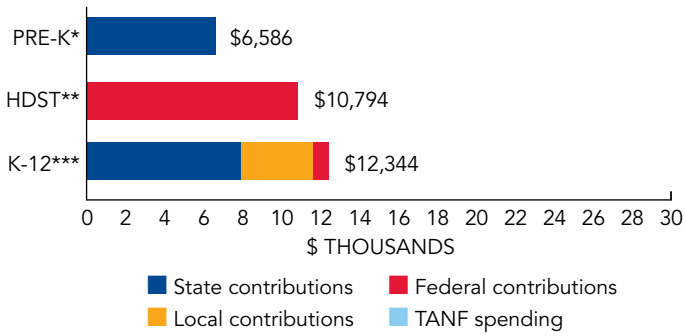
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

10

RESOURCES

Total state pre-K spending $244,600,000
Local match required? ..... No
State Head Start spending ..... Not reported
State spending per child enrolled $6,586
All reported spending per child enrolled* $6,586

SPENDING PER CHILD ENROLLED



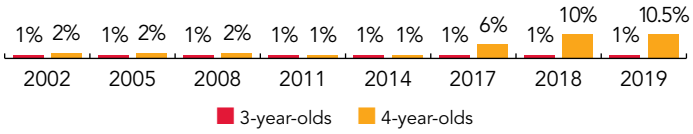
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

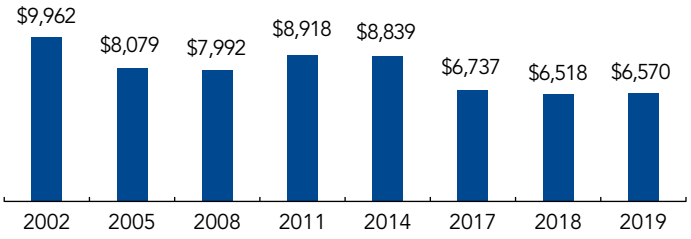
*** K–12 expenditures include capital spending as well as current operating expenditures.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Minnesota preschool programs enrolled 8,237 children in 2018-2019, an increase of 565 children from the prior year. State funding totaled $54,114,602, up $4,105,137 (8%), adjusted for inflation, since last year. State spending per child equaled $6,570 in 2018-2019, up $51 from 2017-2018, adjusted for inflation. Minnesota met an average of 5.4 of 10 quality standards benchmarks.

WHAT'S NEW

The Minnesota Department of Education, in partnership with Health and Human Services, was awarded a Preschool Development Grant Birth through Five renewal award in 2019 for $26.7 million over three years. The grant will be used to fund Help Me Connect, a centralized system to connect families and those working with families to resources and direct referral to programs and services; investing in community solutions to community-identified challenges through sub-grants; pilot 4-10 local, cross-agency hubs in the state to use as a prevention strategy; explore technology supports to increase information sharing to coordinate eligibility and services; and early childhood workforce supports.

BACKGROUND

Minnesota financially supplements Head Start and Early Head Start programs in order to increase access to early childhood education for children birth to age five. All state-supported Head Start programs are required to follow the Early Childhood Indicators of Progress (ECIPs), Minnesota's early learning standards birth to kindergarten entrance as well as the federal Head Start Performance Standards.

A second state-funded preschool program, Voluntary Prekindergarten (VPK), was established in 2016-2017 and funded through general education funds as a new grade level with children funded at 0.6 ADM. In 2017-2018, the state legislature created the School Readiness Plus (SRP) program, a variation of VPK. Districts could apply to be a VPK or SRP district; most chose to offer VPK. Funding for SRP will end after the 2020-2021 school year.

Across VPK and SRP, more than 7,000 seats were allocated to 124 school districts (including charter schools) at 193 public sites and 21 charter sites through an application and ranking process based on free and reduced-price lunch percentages of each elementary school in the state. The program operates a minimum of 350 hours per year and serves children who are 4-years-old by September 1.

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

Minnesota has other state-funded early childhood initiatives that are not included in this report: The Early Learning Scholarships Programs provides scholarships to eligible families with children between the ages of 3 and 4 years old as of September 1 for early childhood programs earning a Three- or Four-Star Parent Aware Rating. The School Readiness Program, under local school district control, provides preschool education and home visits with a focus on health and development screening, parent engagement and community services.

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

MINNESOTA STATE OVERVIEW

ACCESS

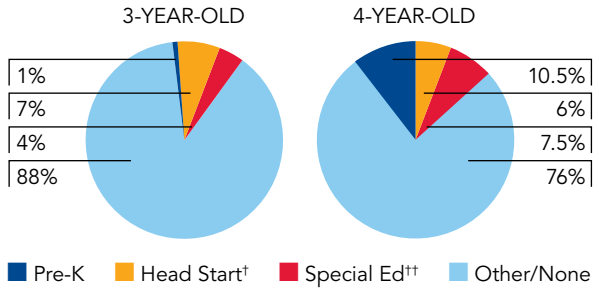
Total state pre-K enrollment 8,237

Special education enrollment, ages 3 and 4 10,276

Federally funded Head Start enrollment, ages 3 and 4 9,348

State-funded Head Start enrollment, ages 3 and 4..... 1,202

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

RESOURCES

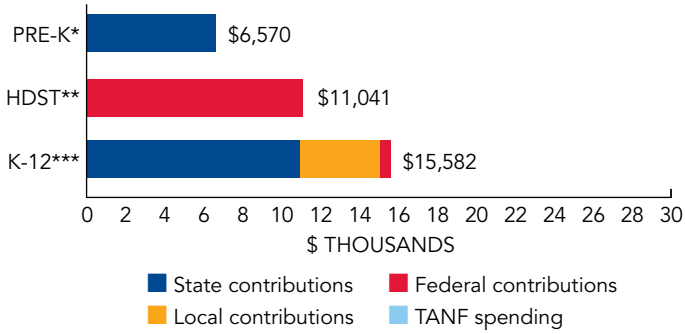
Total state pre-K spending $54,114,602

State Head Start spending $11,112,490

State spending per child enrolled $6,570

All reported spending per child enrolled* $6,570

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	28

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	24

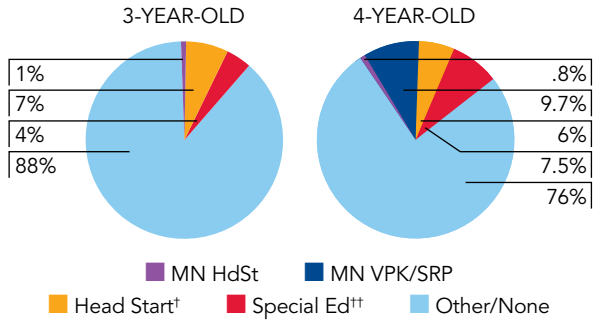
TOTAL BENCHMARKS MET
5.4

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment 1,202
School districts that offer state program .....100% (counties/parishes)
Income requirement .....100% FPL
Minimum hours of operation ..... Determined locally
Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MN HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at a local level only	**Structured classroom observations; data used for program improvement**	☐

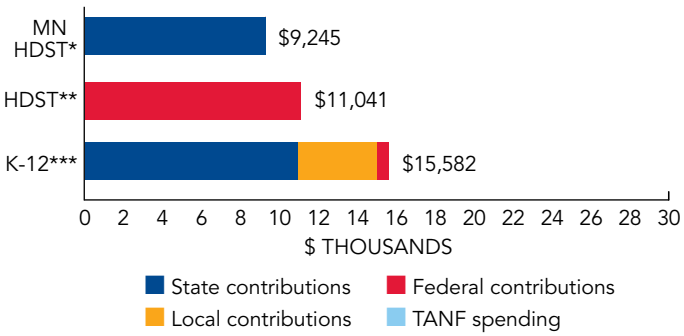
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending ..... $11,112,490[1]
Local match required? ..... Yes
State spending per child enrolled $9,245
All reported spending per child enrolled* $9,245

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.

[1] The state appropriated $25.1 million to local Head Start programs including $13.99 million for Early Head Start.

MINNESOTA VOLUNTARY PRE-KINDERGARTEN AND SCHOOL READINESS PLUS

ACCESS

Total state pre-K enrollment 7,035

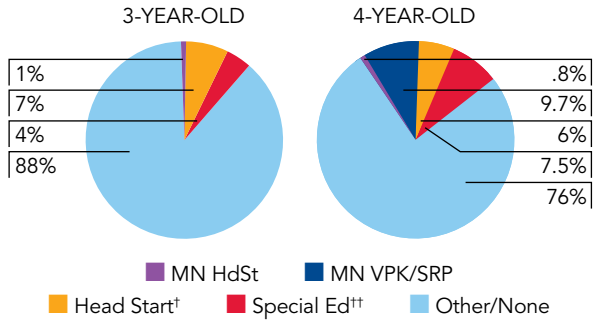
School districts that offer state program 31%

Income requirement ..... No income requirement

Minimum hours of operation ..... 350 instructional hours/year

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

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

QUALITY STANDARDS CHECKLIST

POLICY	MN VPK/SRP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	Other	**BA**	☐
Teacher specialized training	Other	**Specializing in pre-K**	☐
Assistant teacher degree	Determined locally	**CDA or equivalent**	☐
Staff professional development	125 hours/5 years (licensed teachers only); PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

Total state pre-K spending $43,002,112

Local match required? ..... No

State spending per child enrolled $6,113

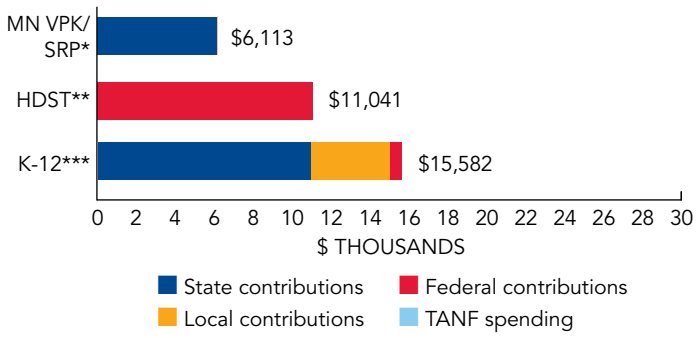
All reported spending per child enrolled* $6,113

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

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

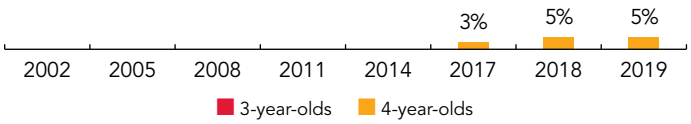
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

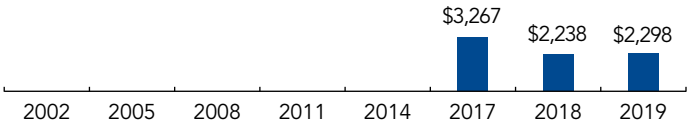


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Mississippi preschool enrolled 1,954 4-year-olds in 2018-2019, an increase of 114 4-year-olds from the prior year. State funding totaled $4,490,818, up $372,178 (9%), adjusted for inflation, since last year. State spending per child equaled $2,298 in 2018-2019, up $60 from 2017-2018, adjusted for inflation. Mississippi met 10 of 10 quality standards benchmarks.

WHAT'S NEW

In 2018, the state invested additional funds to increase the number of pre-K seats and added five new Early Learning Collaboratives (ELC) with classrooms operational in the 2019-2020 school year. The program began serving 1,076 additional children in Fall 2019. Additionally, in 2018, the Mississippi Community College Board was awarded a Preschool Development Grant Birth through Five award for over $10.6 million to connect early care and learning programs and services across state agencies and private organizations. The Mississippi Department of Education (MDE) offered professional development opportunities on the newly developed MDE Family Engagement Framework and Toolkit for any education or community entity to use in the local level. The MDE will continue to offer this professional development opportunity.

BACKGROUND

The ELC Act of 2013 established Mississippi's first state-funded, voluntary pre-K program. The ELC Act provides funding to local communities to establish, expand, support, and facilitate the successful implementation of quality early childhood education and development services. Implementation began in January 2014, with 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 stakeholder councils called ELCs, involving at least two program auspices. Each ELC designates a Lead Partner, either a public school or other nonprofit entity, with the instructional expertise and operational capacity to manage the ELC's Pre-Kindergarten program.

The program was initially funded at $3 million per year and increased to $4 million for the 2016-2017 school year. Additionally, in January 2017, four new ELCs were funded and launched full services for the 2018-2019 school year. As mentioned above, in 2018 five additional ELCs were added. As long as the ELC 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 state program also supports local programs to improve quality and provide families access to information about pre-K programs. Pre-K programs also implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the Mississippi Department of Education's *Early Learning Guidelines for Classrooms Serving Three- and Four-Year-Old Children*.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	7

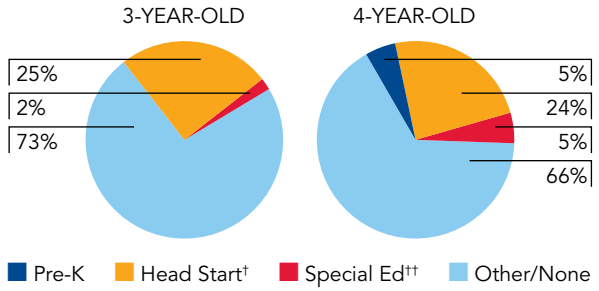
TOTAL BENCHMARKS MET
10

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment 1,954
School districts that offer state program 13%
Income requirement ..... No income requirement
Minimum hours of operation ..... 4 hours/day; 5 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 4,148
Federally funded Head Start enrollment, ages 3 and 4 19,661
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

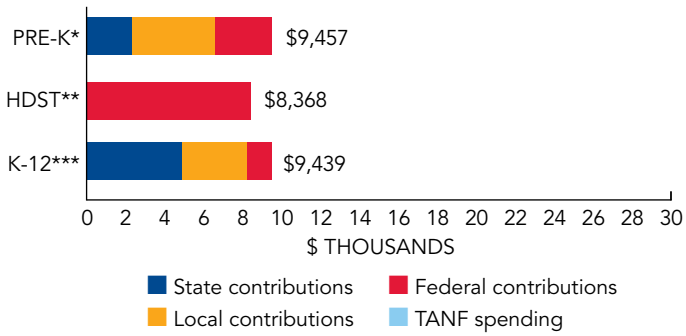
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

10

RESOURCES

Total state pre-K spending $4,490,818
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $2,298
All reported spending per child enrolled* $9,457

SPENDING PER CHILD ENROLLED



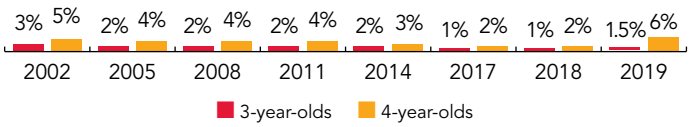
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

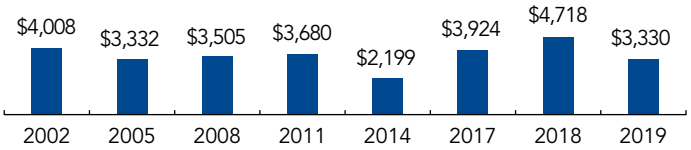
*** K–12 expenditures include capital spending as well as current operating expenditures.

Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Missouri's two preschool programs together enrolled 5,788 children in 2018-2019, an increase of 3,410 children from the prior year. State funding for the two programs totaled $19,274,567, up $8,054,483 (72%), adjusted for inflation, since last year. State spending per child averaged $3,330 in 2018-2019, down $1,388 from 2017-2018, adjusted for inflation. The Missouri Preschool Program met 9 of 10 quality standards benchmarks and the Missouri Pre-K Foundation Formula met 5 of 10.

WHAT'S NEW

Funding for the Missouri Preschool Program (MPP) was reduced in FY 2019, resulting in a reduction in programs' operating schedules as well as no new contracts were offered to operate new MPP classrooms. Missouri began operating a new state-funded pre-K program, Missouri Pre-K Foundation Formula.

The Missouri Department of Elementary and Secondary Education (DESE) was awarded a Preschool Development Grant Birth through Five award in 2019 for $6,500,000. This funding will be used to fund the Stronger Together Missouri project, which aims to implement a comprehensive, statewide, birth-to-kindergarten-entry needs assessment and to update the state's Early Childhood Strategic Plan to enhance long-term sustainability in early childhood services.

BACKGROUND

MPP, launched in 1998, serves 3- and 4-year-olds in public schools, private child-care centers, and nonprofit agencies. Roughly 90% of children are served in programs operated by public schools. Programs are required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, health and development screenings, and services referrals.

MPP is funded through the state's Tobacco Settlement Fund. In the 2018-2019 school year, MPP was offered in nine percent of school districts statewide. A competitive grant process determines which programs receive MPP funds, with priority given to those serving children with special needs or from low-income families. MPP contracts are for a maximum of five years. Programs require payment on a sliding scale based on criteria including eligibility for free or reduced-priced school lunch.

Program quality is monitored through site visits and classroom assessments using ECERS-3 to support goal setting and professional development. On-site consultation hours are also provided, ranging from 14 to 20 annually, based on program needs. Children enrolled in MPP are assessed using the Desired Results Developmental Profile (DRDP).

Beginning in the 2018-2019 school year, Missouri's Local Education Agencies (LEAs) were encouraged to use the Missouri Pre-K Foundation Formula fund for preschool. Most policy decisions are made by the LEAs but must meet requirements around teacher to child ratio, teaching degrees and certification, and fiscal spending and reporting. DESE offers professional development opportunities for classroom teachers, including coaching.

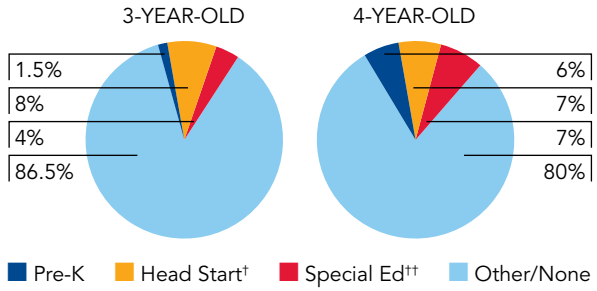
Missouri's overall support for state-funded preschool, including enrollment and funding for both MPP and the Missouri Pre-K Foundation Formula program, is depicted in the first two pages of this state profile. The third page focuses solely on MPP and the fourth page provides information on the Missouri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

MISSOURI STATE OVERVIEW

ACCESS

Total state pre-K enrollment	5,788
Special education enrollment, ages 3 and 4	10,598
Federally funded Head Start enrollment, ages 3 and 4	10,896
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

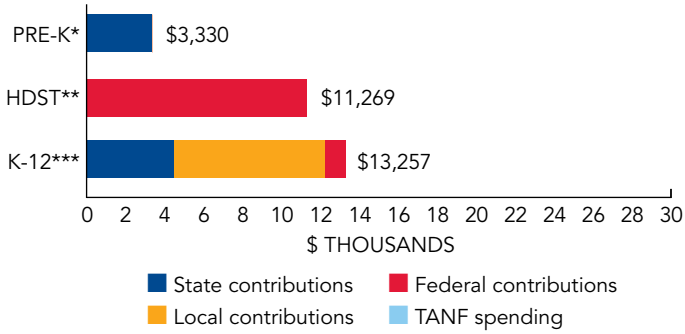


† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	$19,274,567
State Head Start spending	$0
State spending per child enrolled	$3,330
All reported spending per child enrolled*	$3,330

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	26

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	41

TOTAL BENCHMARKS MET
5.9

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 1,330

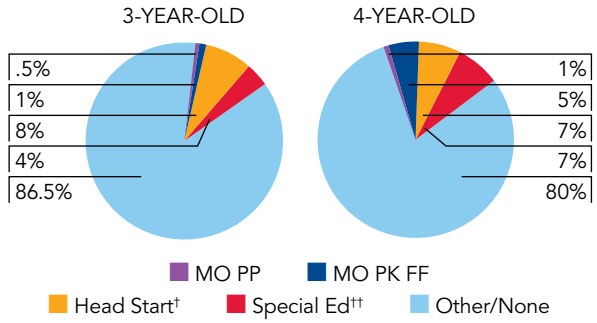
School districts that offer state program 9%

Income requirement ..... No income requirement

Minimum hours of operation ..... 3 hours/day

Operating schedule ..... School/academic year or calendar year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

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

QUALITY STANDARDS CHECKLIST

POLICY	MO PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA, AA in Child Care/Education, or 60 college hours (min. of 3 college hours in ECE)	**CDA or equivalent**	☐
Staff professional development	22 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

9

RESOURCES

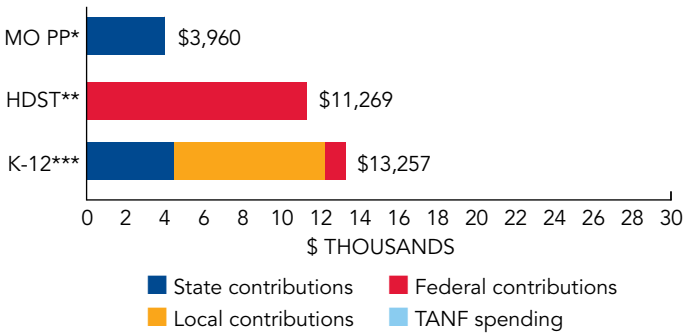
Total state pre-K spending $5,266,964

Local match required? ..... No

State spending per child enrolled $3,960

All reported spending per child enrolled* $3,960

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.

MISSOURI PRE-K FOUNDATION FORMULA

ACCESS

Total state pre-K enrollment 4,458

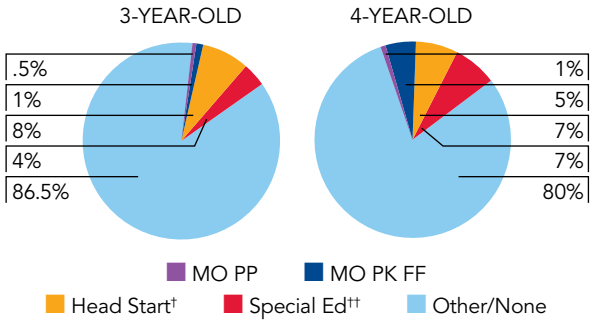
School districts that offer state program ....13%; 21% charter schools

Income requirement .....185% FPL

Minimum hours of operation ..... Determined locally

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MO FF REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, ECE SpEd	**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**	☐
Staff professional development	30 hours/year (years 1-4, teachers only); PD plans and Coaching (some teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

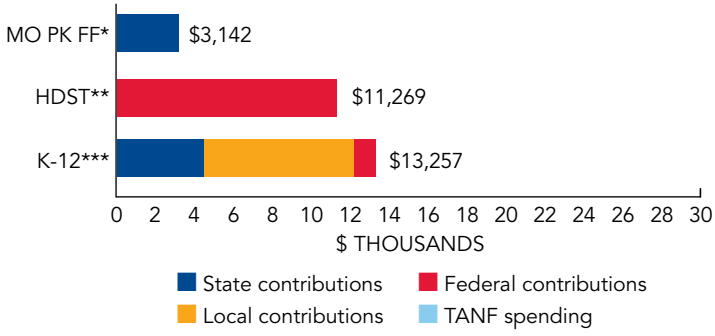
Total state pre-K spending $14,007,603

Local match required? ..... No

State spending per child enrolled $3,142

All reported spending per child enrolled* $3,142

SPENDING PER CHILD ENROLLED



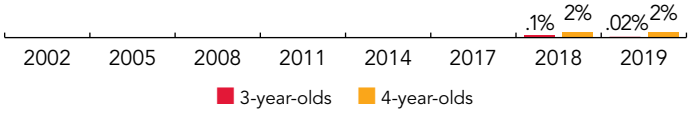
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

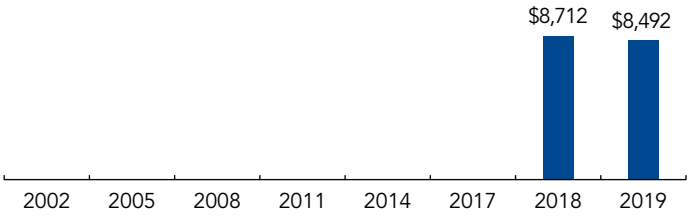
*** K–12 expenditures include capital spending as well as current operating expenditures.

Montana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

The Montana STARS Preschool Pilot Program enrolled 340 children in 2018-2019, an increase of 34 children from the prior year. State funding totaled $2,887,242, up $221,278 (8%), adjusted for inflation, since last year. State spending per child equaled $8,492 in 2018-2019, down $220 from 2017-2018, adjusted for inflation. Montana met 6 of 10 quality standards benchmarks.

WHAT'S NEW

In April 2017, Governor Steve Bullock signed HB 639 authorizing the Montana STARS Preschool Pilot program. The 2018-2019 program year was the final year for implementation of the $6 million STARS Preschool Pilot, which was Montana's first state-funded preschool effort. In his proposed 2019-2020 budget, Governor Bullock included a request for $30 million to build on the success of the Pilot program, but the Montana State Legislature did not fund the request. As a result, Montana will not have a state-funded preschool program after the 2018-19 school year.

BACKGROUND

The STARS Preschool Pilot served children across 11 counties in public schools, Head Start programs, family child care providers and private preschools providing a full-day program. Programs were encouraged to enroll a minimum of 25% high needs students including, but not limited to: children who are low income; children receiving services from IDEA Part B or Part C; children who are engaged in mental health services and supports; children who are enrolled Tribal Members; and children who are homeless or at risk of becoming homeless.

Teachers in both public and private settings are required to hold a bachelor's degree, and assistant teachers must have at least two years of study in higher education, or an associate's degree in a related field. In addition to on-going teacher coaching, all classrooms are observed at least annually to ensure program quality. The state also provides professional development in the implementation of Montana's Early Learning Standards.

The Best Beginnings STARS to Quality Program is Montana's voluntary quality rating improvement system (QRIS), aligning 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. All private providers participating in STARS Preschool must achieve a level of at least 3 on Montana's QRIS.

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
45	32

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	6

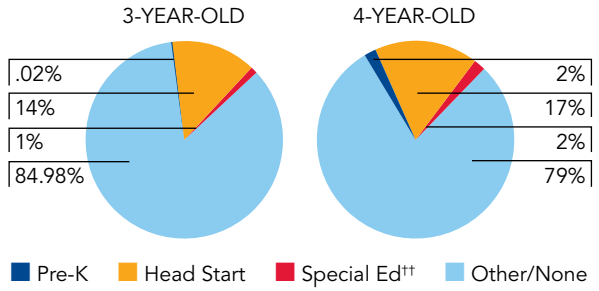
TOTAL BENCHMARKS MET
6

MONTANA STARS PRESCHOOL PILOT PROGRAM

ACCESS

Total state pre-K enrollment 340
School districts that offer state program ..... 20% (counties)
Income requirement ..... No income requirement
Minimum hours of operation ..... 5.5 hours/day
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 894
Federally funded Head Start enrollment, ages 3 and 4 3,863
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	P–3 (public); ECE (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	24 hours/year; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, behavioral, developmental; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

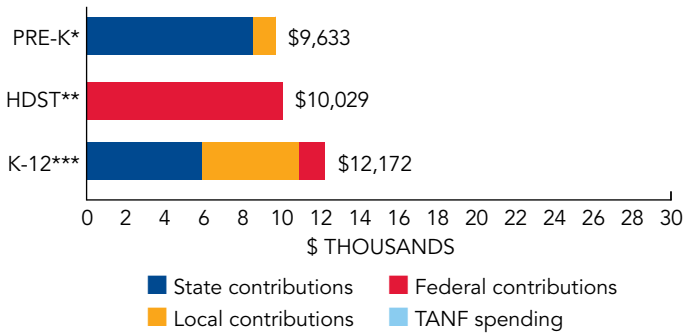
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

Total state pre-K spending $2,887,242
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $8,492
All reported spending per child enrolled* $9,633

SPENDING PER CHILD ENROLLED



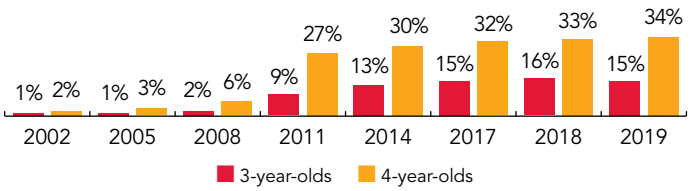
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

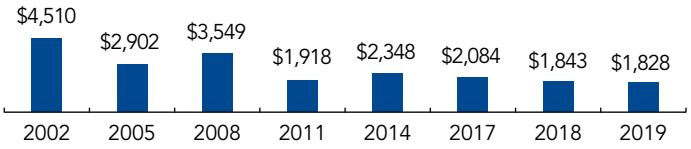
*** K–12 expenditures include capital spending as well as current operating expenditures.

Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Nebraska preschool enrolled 13,957 children in 2018-2019, an increase of 19 children from the prior year. State funding totaled $25,506,522, down $177,195 (1%), adjusted for inflation, since last year. State spending per child equaled $1,828 in 2018-2019, down $15 from 2017-2018, adjusted for inflation. Nebraska met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Funding for the Nebraska Early Childhood Education Program was reduced by four percent in 2018-2019. Legislation was introduced to waive teacher certification for lead teachers. This waiver is in process, but has not yet been signed by the Governor. In 2018, the Nebraska Department of Education was awarded a Preschool Development Grant Birth through Five award of over $600,000 to support a comprehensive needs assessment and strategic planning for the state's early childhood programs and services.

BACKGROUND

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

At least 70% of the children in the program must have at least one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free or reduced-price lunch (185% FPL), having teen parents or parents who have not completed high school, or having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	7

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
44	13

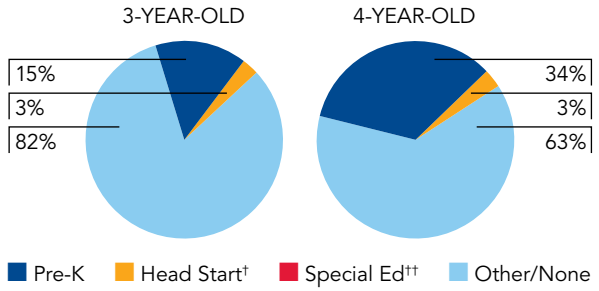
TOTAL BENCHMARKS MET
8

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment 13,957
School districts that offer state program 90%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 12 hours/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 3,775
Federally funded Head Start enrollment, ages 3 and 4 3,519
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, ECE SpEd	**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**	☑
Staff professional development	12 hours/year; PD plans; Coaching based on QRIS or Pyramid model	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Determined locally	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

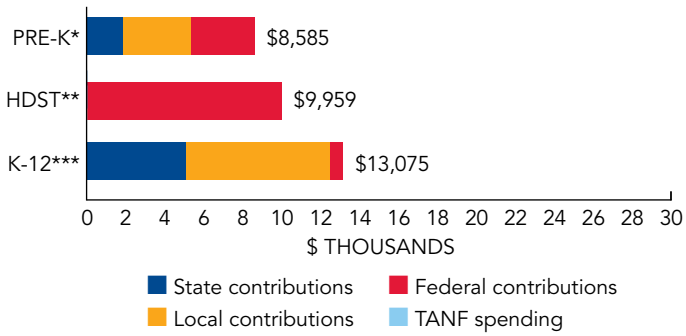
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending $25,506,522
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $1,828
All reported spending per child enrolled* $8,585

SPENDING PER CHILD ENROLLED



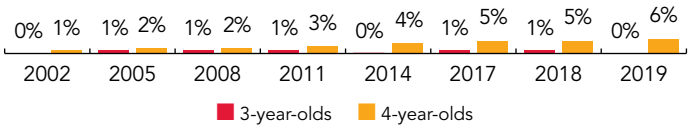
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

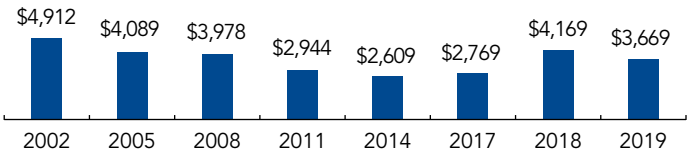
*** K–12 expenditures include capital spending as well as current operating expenditures.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Nevada preschool enrolled 2,139 children in 2018-2019, a decrease of 32 children from the prior year. State funding totaled $7,848,995, down $1,202,408 (13%), adjusted for inflation, since last year. An additional $6,765,180 in federal PDG funding supported the program. State spending per child equaled $3,669 in 2018-2019, down $500 from 2017-2018, adjusted for inflation. Nevada met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Nevada Department of Education was awarded a Preschool Development Grant Birth through Five award in 2018 for $606,515. This funding resulted in the completion of a comprehensive needs assessment and three work groups focused on aligning standards across learning, workforce and program standards which were facilitated by SRI. Beginning in 2019-2020, pre-K funds will no longer be awarded through competitive grants but rather be distributed to existing school districts or programs through formula funding based on number of children and families served who are at 200% poverty.

BACKGROUND

The Nevada Ready! State Pre-K (formerly known as the Nevada State Pre-Kindergarten Program) began in 2001. Programs operate in both community-based organizations and school districts. During 2018-2019, nearly 75% of enrolled children were served in programs operated by their local school districts, with 59% of school districts providing Nevada Ready! State PreK funded programs or classrooms. The Office of Early Learning and Development (OELD) within the Nevada Department of Education (NDE) is responsible for administering multiple early childhood state and federal funding sources including State Pre-K and the Preschool Development Grant (PDG).

Funding is awarded through competitive grant applications and is based on community need. Enrollment preference is given to 4- and 5-year-olds that are not eligible to attend kindergarten the following year. Districts and programs determine eligibility based on highest need. Children from low-income families, those who are homeless, English Language Learners, or children receiving special education services also are a priority for enrollment. There was no set income requirement for Nevada State Pre-Kindergarten program eligibility, but as the program transfers to Nevada Ready! State Pre-K, program eligibility is set at 200% of FPL based on previous PDG requirements.

Nevada used its federal Preschool Development Grant to expand pre-K to a full-day for the 2,139 children enrolled in Nevada Ready! Pre-K in 2018-2019. An additional 1,380 children were served with PDG funds, but not enrolled in the Nevada State Pre-K. Programs that receive PDG funding are required to participate in the state's QRIS system.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	22

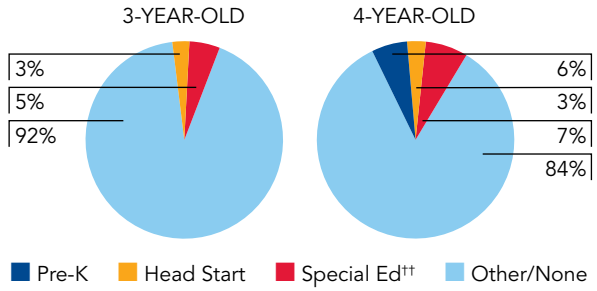
TOTAL BENCHMARKS MET
7

NEVADA READY! STATE PRE-K

ACCESS

Total state pre-K enrollment	2,139
School districts that offer state program	59%
Income requirement	No income requirement
Minimum hours of operation	5 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	4,722
Federally funded Head Start enrollment, ages 3 and 4	2,446
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	6 credit hours/5 years	**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**	☑
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Screenings determined locally; Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

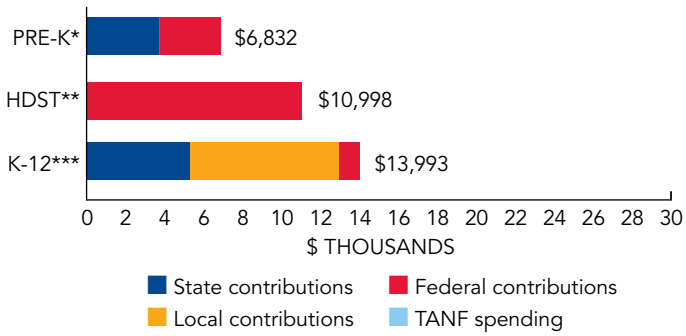
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

Total state pre-K spending	$7,848,995
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$3,669
All reported spending per child enrolled*	$6,832

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.

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 which provides pre-K to approximately 25% of 4-year-olds in New Hampshire.

DOE issues both early childhood education and early childhood special education teacher licensure endorsements for nursery 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.

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 a proposed revision to the QRIS 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.

New Hampshire was awarded a 3-year, $26.8 million Preschool Development Grant Birth through Five (PDG B–5). This funding provides the New Hampshire with the opportunity to build an early childhood care and education (ECCE) system that supports New Hampshire's vision that all families are afforded comprehensive and responsive supports, so they are healthy, learning, and thriving now and in the future. Governor Christopher Sununu's new Executive Order 2020-03 established the Council for Thriving Children which shall constitute the State's advisory council on early childhood care and education and be led by the Department of Education and the Department of Health and Human Services.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

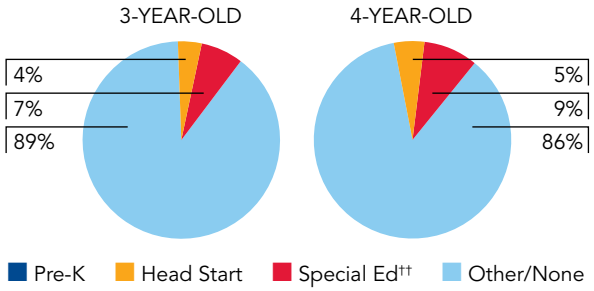
TOTAL BENCHMARKS MET
No Program

NEW HAMPSHIRE

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,274
Federally funded Head Start enrollment, ages 3 and 4	1,178
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

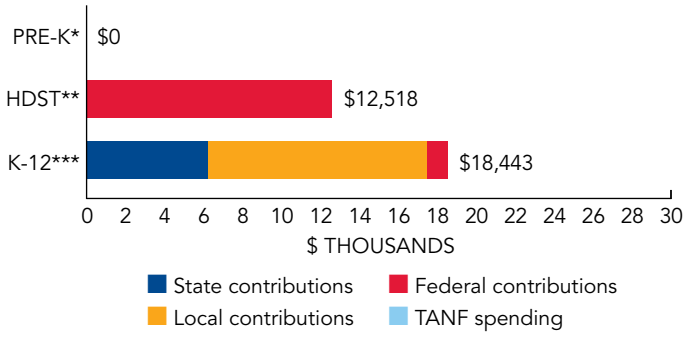
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

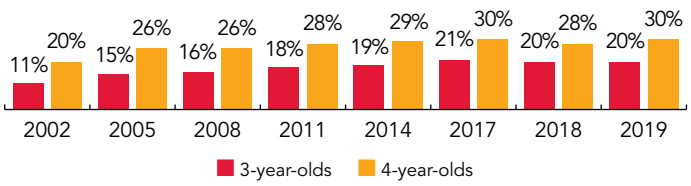
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

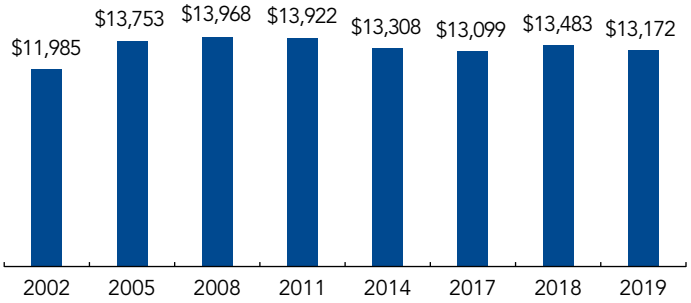


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

New Jersey preschool programs enrolled 52,553 children in 2018-2019, an increase of 1,869 children from the prior year. State funding totaled $692,241,537, up $8,856,569 (1%), adjusted for inflation, since last year. State spending per child equaled $13,172 in 2018-2019, down $311 from 2017-2018, adjusted for inflation. New Jersey met an average of 8 of 10 quality standards benchmarks.

WHAT'S NEW

For the second year in a row, Governor Murphy allocated an additional $50 million for preschool expansion in the 2018-2019 school year. The NJ Department of Education (DOE) led a competitive application process to award school districts with this additional funding to serve more children in high-quality, full-day preschool programs. Additional funding was also allocated to maintain the prior year expansion and provide a cost of living increase for all other existing preschool slots. Also in 2019, the New Jersey Department of Children and Families received an $11,178,750 renewal award under the Preschool Development Grant Birth through Five.

BACKGROUND

New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, served 46,419 children in 112 of the state's poorest school districts during the 2018-2019 school year. These numbers include districts approved during the past three years to expand their preschool programs under the state's preschool expansion initiative. The NJ DOE funds eligible districts to provide a full-day program to all 3- and 4-year-olds who live in those districts and choose to enroll. Private child-care centers or Head Start programs that meet state standards may contract with districts to deliver services.

The Non-Abbott Early Childhood Program Aid (ECPA) program operates in districts where 20% to 40% of children met the criteria for free or reduced-price lunch when the program was established in the late 1990's. New Jersey's third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established in 2004 as part of an effort to expand access to high-quality pre-K education to all 4-year-olds in low-income households across the state. There is some overlap between districts in the ECPA and ELLI program, and some of these districts have recently elected to expand their programs in line with the former Abbott program.

As the original federal PDG initiative phases out, New Jersey intends to use state funding to support grant slots, including in the three districts outside of New Jersey's state-funded programs participating in the PDG. Almost 2,000 children were served in enhanced and expanded PDG slots during the 2018-19 school year.

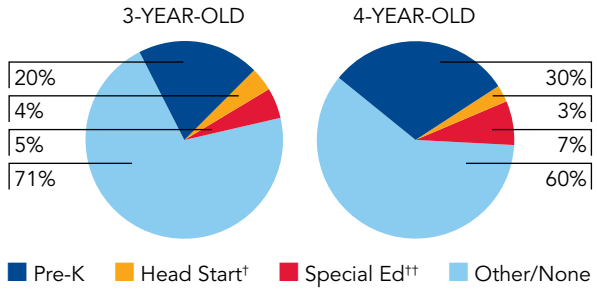
New Jersey's overall support for state-funded preschool, including enrollment and funding for Abbott, ECPA, and ELLI, is depicted in the first two pages of this state profile. The third page focuses solely on Abbott, the fourth page provides information on ECPA, and the fifth on ELLI.

NEW JERSEY STATE OVERVIEW

ACCESS

Total state pre-K enrollment 52,553
Special education enrollment, ages 3 and 4 13,376
Federally funded Head Start enrollment, ages 3 and 4 11,940
State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

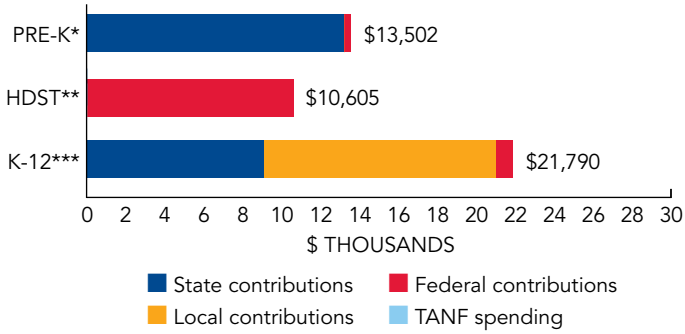


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending $692,241,537
State Head Start spending $0
State spending per child enrolled $13,172
All reported spending per child enrolled* $13,502

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	4

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

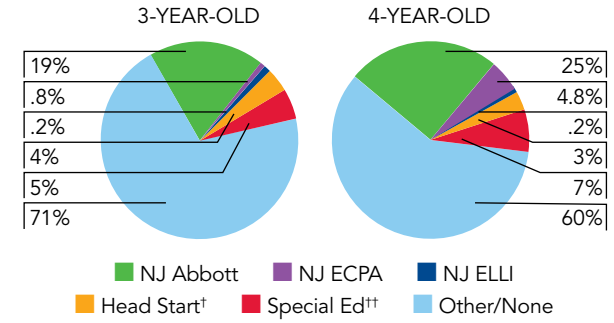
TOTAL BENCHMARKS MET
8

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment 46,419
School districts that offer state program 19%
Income requirement ..... No income requirement
Minimum hours of operation ..... 6 hours/day; 5 days/week
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ABBOTT REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	15 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:15 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

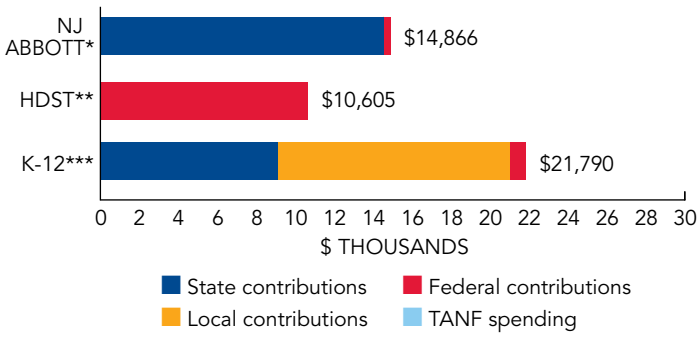
Total state pre-K spending $672,717,390
Local match required? ..... No
State spending per child enrolled $14,492
All reported spending per child enrolled* $14,866

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

** Head Start 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 (ECPA)

ACCESS

Total state pre-K enrollment 5,805

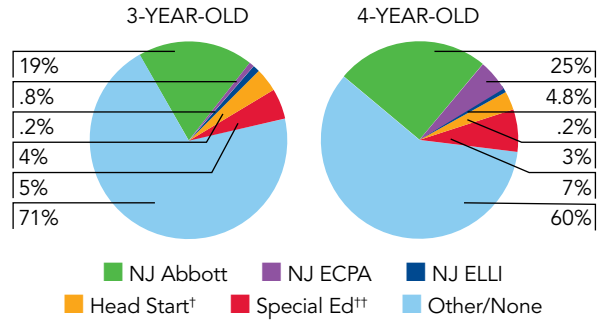
School districts that offer state program 22%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ECPA REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $18,953,447

Local match required? ..... No

State spending per child enrolled $3,265

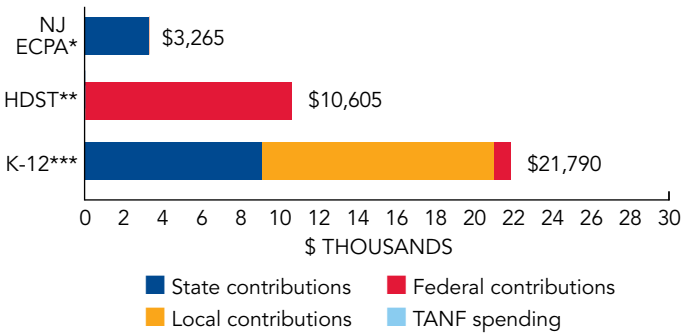
All reported spending per child enrolled* $3,265

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

** Head Start 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

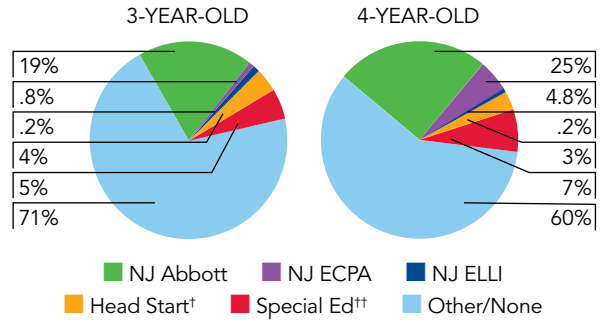


NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE (ELLI)

ACCESS

Total state pre-K enrollment 329
School districts that offer state program 3%
Income requirement ..... 185% FPL
Minimum hours of operation ..... 2.5 hours/day; 5 days/week
Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NJ ELLI REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

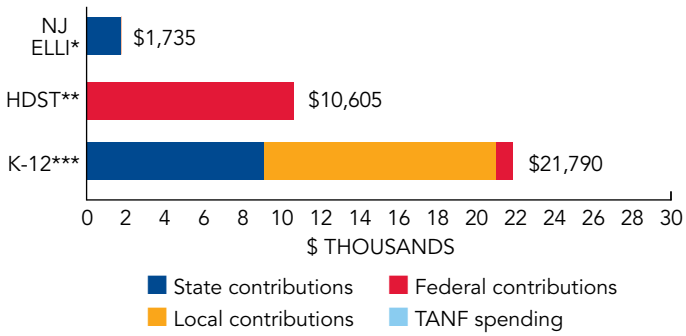
8

RESOURCES

Total state pre-K spending $570,700
Local match required? ..... Yes
State spending per child enrolled $1,735
All reported spending per child enrolled* $1,735

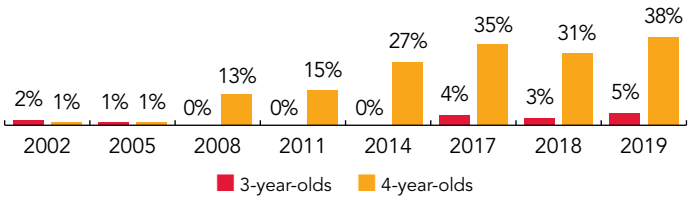
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

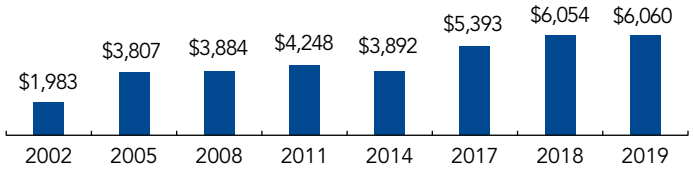


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

New Mexico preschool enrolled 11,251 children in 2018-2019, an increase of 2,132 children from the prior year. State funding totaled $50,584,800 and $17,600,000 in TANF funds were also used to support program, up $12,976,400 (24%), adjusted for inflation, since last year. State spending per child equaled $6,060 in 2018-2019, up $6 from 2017-2018, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

WHAT'S NEW

During 2018-2019, the state appropriation for NM PreK increased. The New Mexico Public Education Department (PED) increased the number of school districts offering New Mexico PreK and CYFD served additional 3-year-olds and piloted mixed-age classes. There was also an increase in the percentage of children enrolled in School-Day or Extended-Day programs. In 2019, the Early Childhood Education and Care Department was created which establishes a cabinet-level new department with responsibility for all early childhood programs prenatal to age 5 (IDEA Part C, Family Infant Toddler Program for Early Intervention; Child Care Assistance; NM PreK; Early PreK, Home visiting, and the Head Start Collaboration Office). IDEA Part B (preschool) is not a part of the department, but will remain at PED and collaborate with ECECD. The ECECD officially takes responsibility for these programs on July 1, 2020.

BACKGROUND

New Mexico PreK (NM PreK) launched in the 2005-2006 school year with the enactment of the PreK Act of 2005. The program is jointly administered by the New Mexico PED and CYFD. PED is responsible for funding and monitoring NM PreK programs provided through school districts, and CYFD for programs operated by community-based organizations and other eligible providers. In the 2018-2019 school year, nearly 80% of school districts offered NM PreK.

NM PreK funding is awarded through a competitive grant process, with priority given to programs in communities with public elementary schools designated as Title I. Two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school, though eligibility is not determined by family income.

The number of hours and days per week vary by program, with a minimum of 450 hours per year. In 2014-2015, the legislature provided limited funding for an Extended-day PreK pilot to double the instructional hours to 900 per school year. In 2018-2019, almost 56% of all children enrolled were in School-day or Extended-day PreK. Some private or nonprofit facilities use Child Care Subsidy dollars for wraparound care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	18

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	30

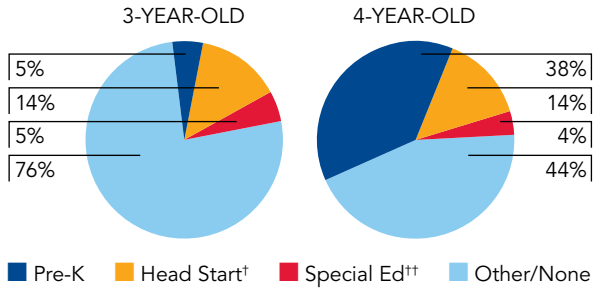
TOTAL BENCHMARKS MET
9

NEW MEXICO PREK (4s) NM EARLY PREK (3s)

ACCESS

Total state pre-K enrollment 11,251
School districts that offer state program 79%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... Determined locally
Special education enrollment, ages 3 and 4 3,906
Federally funded Head Start enrollment, ages 3 and 4 7,427
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); HSD (nonpublic)	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	AA in ECE	**CDA or equivalent**	☑
Staff professional development	30 hours/year (public teachers); 24 hours/year (nonpublic teachers & all assistants); PD plans; Coaching	**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**	☑
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

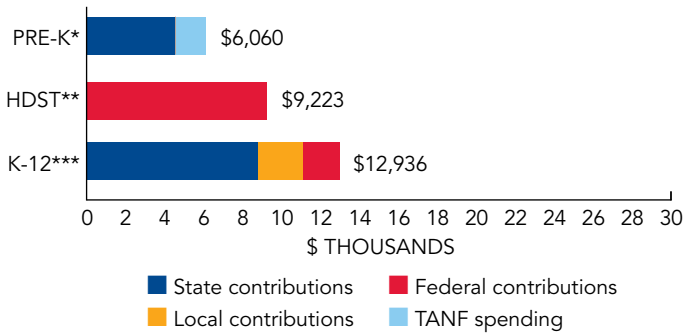
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

Total state pre-K spending $68,184,800
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $6,060
All reported spending per child enrolled* $6,060

SPENDING PER CHILD ENROLLED



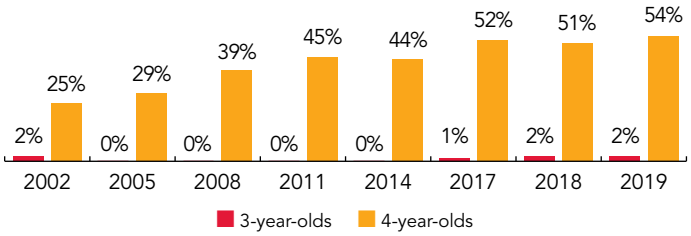
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

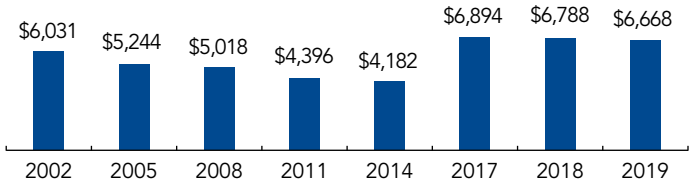
*** K–12 expenditures include capital spending as well as current operating expenditures.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

New York preschool enrolled 126,302 children in 2018-2019, an increase of 4,730 children from the prior year. State funding totaled $842,225,288, up $17,033,873 (2%), adjusted for inflation, since last year. State spending per child equaled $6,668 in 2018-2019, down $119 from 2017-2018, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The New York State Office of Children and Families (CCF) was awarded a Preschool Development Grant Birth through Five renewal award in 2019 for $13.4 million per year through 2022. New York State Education Department is one of the partners working with CCF to implement project activities of the grant which include a P–3 Summer Institute, kindergarten transition summits, early childhood leader mentoring, a statewide parent leadership conference, and expansion of the Talking is Teaching Campaign for families.

In 2017-2018, statutory budget language required all districts receiving state funds for pre-K to adopt approved quality indicators within two years, including, but not limited to, valid and reliable measures of environmental quality, the quality of teacher-student interactions, and child outcomes. To document districts' progress in implementing the approved quality indicators, the State Education Department (SED) implemented the NYS Pre-K Self-Assessment. Districts rate themselves as Implemented, In Process, or Not Implemented. For each area marked In Process or Not Implemented, districts develop Quality Improvement Action Plans to assess strengths and weakness in seven areas of program quality. SED staff review the plans and provide feedback to inform technical assistance and monitoring. In 2019, an additional $15 million was appropriated to increase access to high quality pre-K services for 3- and 4-year-old children.

BACKGROUND

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

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

In 2015-2016, the Expanded Prekindergarten for 3- and 4-Year-Old Students grant began, creating new slots for both 3- and 4-year-olds. New York also was awarded a 2014 federal Preschool Development Grant (PDG) supporting enrollment of additional low-income 4-year-olds in five school districts. In 2018-2019, nearly 78% of children were served in full-day programs.

The New York Board of Regents adopted revised comprehensive, multi-domain early learning standards in 2011 which are aligned with state K–3 standards, state college and career ready standards, and the New York State Common Core Learning Standards. New statewide P–12 Learning Standards for the Arts will be fully implemented in the 2018-2019 school year. In 2012, the state implemented a voluntary quality rating and improvement system (QRIS) called QUALITYstarsNY.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	25

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	21

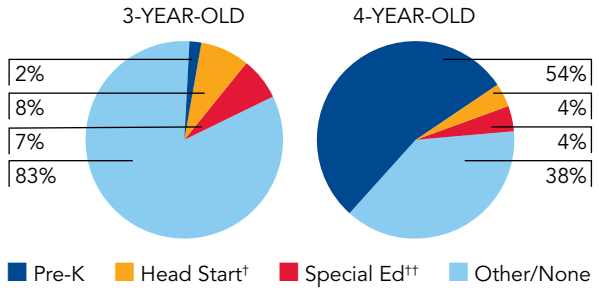
TOTAL BENCHMARKS MET
7

NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 126,302
School districts that offer state program 71%
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 46,755
Federally funded Head Start enrollment, ages 3 and 4 36,863
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NY PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	Level I Teaching Assistant Certification (public); HSD (nonpublic)	**CDA or equivalent**	☐
Staff professional development	175 hours/5 years (teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations are determined locally	**Structured classroom observations; data used for program improvement**	☐

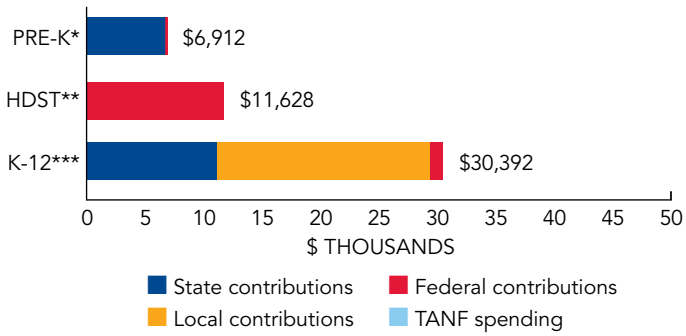
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

Total state pre-K spending $842,225,288
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $6,668
All reported spending per child enrolled* $6,912

SPENDING PER CHILD ENROLLED



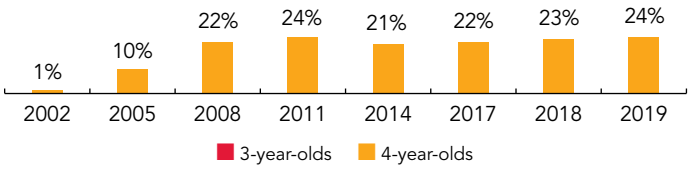
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

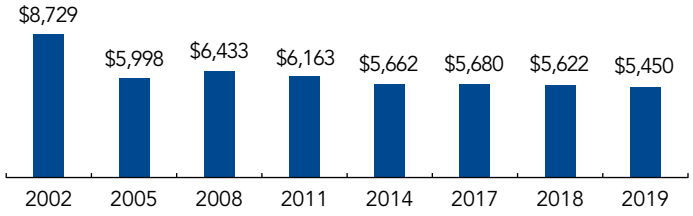
*** K–12 expenditures include capital spending as well as current operating expenditures.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

North Carolina preschool enrolled 29,509 children in 2018-2019, an increase of 1,124 children from the prior year. State funding totaled $ 99,145,854 and $ 61,682,426 in TANF, up $1,245,989 (1%), adjusted for inflation, since last year. State spending per child (including TANF) equaled $5,450 in 2018-2019, down $172 from 2017-2018, adjusted for inflation. North Carolina met 8 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2019-2020 school year, $9.35 million was allocated for expansion of the North Carolina Pre-Kindergarten Program (NC Pre-K). Additionally, the Division of Child Development and Early Education within the North Carolina Department of Health and Human Services was awarded a renewal Preschool Development Grant Birth through Five award in 2019 for $40.2 million over three years ($13.4 million each year). With this grant, North Carolina plans to provide family engagement activities, improve individualized transitions from preschool to kindergarten, expand access to early learning programs, and improve overall quality of early learning in the state. For more information about this award, click here.

BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program and administrative control moved from the Department of Public Instruction to the Department of Health and Human Services.

NC Pre-K enrolls at-risk 4-year-olds from low-income families who have not participated in other early childhood programs. NC Pre-K programs are required to operate 6.5 hours per day for 36 weeks each year and serve as many eligible children as funding levels permit. To be eligible, children generally must be in a household with income at or below 75% of the state median income (SMI); but up to 20% of children may be in a household with a higher income if they have another designated risk factor. Risk factors include a developmental delay or identified disability, a chronic health condition, or limited English proficiency.

Funding for NC Pre-K includes state general appropriations and North Carolina Education Lottery receipts, federal funds, and a local contribution, with the majority of the funding coming from the state. NC Pre-K classrooms operate statewide in settings such as privately licensed Head Start programs, childcare centers, and public schools. All programs, whether in public or private settings, must earn high-quality ratings under the state child-care licensing system to participate in NC Pre-K and the state's subsidy system.

NC Pre-K sets a maximum class size of 18 4-year-olds and requires a staff-child ratio of 1:9. Lead teachers must have a bachelor's degree and a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	9

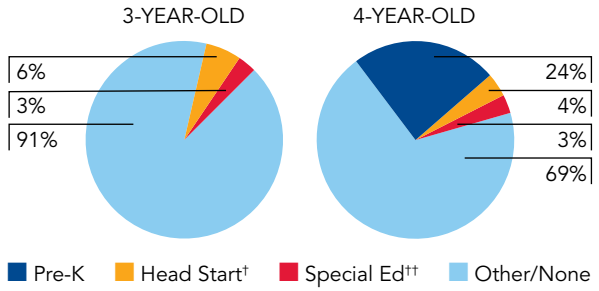
TOTAL BENCHMARKS MET
8

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 29,509
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 11,143
Federally funded Head Start enrollment, ages 3 and 4 16,476
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE or CD	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	80 hours/5 years (teachers); 5 clock hours/year (assistant teachers); PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

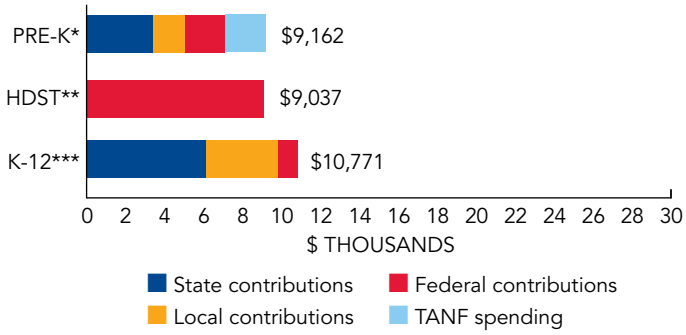
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending $160,828,280
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $5,450
All reported spending per child enrolled* $9,162

SPENDING PER CHILD ENROLLED



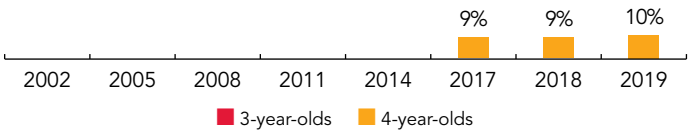
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

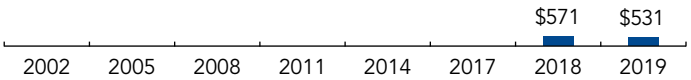
*** K–12 expenditures include capital spending as well as current operating expenditures.

North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

North Dakota preschool enrolled 1,062 children in 2018-2019, an increase of 97 4-year-olds from the prior year. State funding totaled $564,009, up $13,172 (2%), adjusted for inflation, since last year. State spending per child equaled $531 in 2018-2019, down $40 from 2017-2018, adjusted for inflation. North Dakota met 2 of 10 quality standards benchmarks.

WHAT'S NEW

North Dakota's legislature provided $3 million in Early Childhood Education Program Grants beginning in the 2017-2018 school year through a biennial appropriation to the state Department of Commerce. In 2018, the North Dakota Department of Public Instruction (NDDPI) was awarded $2,275,771 under the Preschool Development Grant Birth through Five. With this funding, NDDPI has developed online professional development courses covering multiple domains of the State's Early Learning Standards, developed a foundation to support an Early Childhood Integrated Data System, and completed a comprehensive Needs Assessment & Strategic Plan to guide the State's efforts.

BACKGROUND

2018-2019 was the third year of North Dakota's Early Childhood Education Program. The program provides services in 49 districts for at least 400 hours over 32 weeks per year. All program providers are also required to incorporate at least 10 hours of research-based parent involvement activities. 4-year-old children who are eligible for free or reduced-price lunch are eligible for the program.

NDDPI has other early childhood education initiatives as well, including grant opportunities for educators and school districts. Early Childhood Continuing Education Grants of up to $3,000 every two years enable lead and assistant teachers in pre-kindergarten, Head Start, and child care to enhance their credentials at North Dakota state colleges and universities.

The North Dakota Early Learning Standards Birth–Kindergarten, revised in 2018, are voluntary and cover multiple domains including social-emotional development, language development, physical well-being and motor development, approaches toward learning, and cognitive and general knowledge. The standards were aligned with the state's kindergarten standards and the Head Start Child Outcomes Framework. The state sponsors professional development aligned with these standards for early childhood professionals.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
45	45

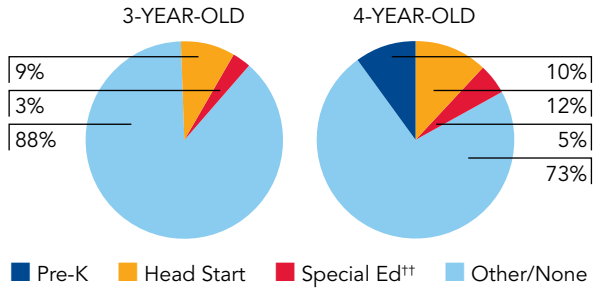
TOTAL BENCHMARKS MET
2

NORTH DAKOTA EARLY CHILDHOOD EDUCATION GRANT PROGRAM

ACCESS

Total state pre-K enrollment	1,062
School districts that offer state program	28%
Income requirement	185% FPL
Minimum hours of operation	Determined locally
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,403
Federally funded Head Start enrollment, ages 3 and 4	2,302
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

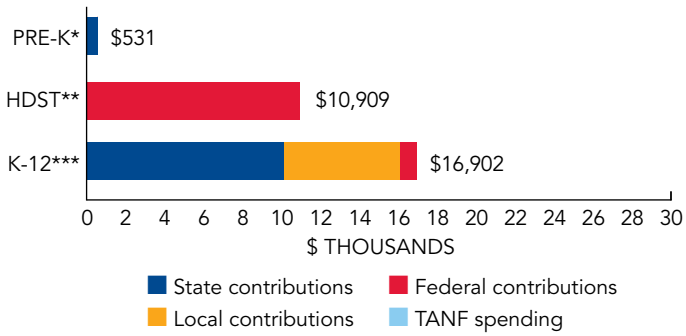
POLICY	ND PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	None	**Approval process & supports**	☐
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, EE with K (public); CD, EE with K (nonpublic)	**Specializing in pre-K**	☐
Assistant teacher degree	HSD (public); None (nonpublic)	**CDA or equivalent**	☐
Staff professional development	PD hours vary by license; PD plans (public teachers only)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (4-year-olds)	**20 or lower**	☐
Staff-child ratio	No limit (4-year-olds)	**1:10 or better**	☐
Screening & referral	None	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	None	**Structured classroom observations; data used for program improvement**	☐

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages. 2

RESOURCES

Total state pre-K spending	$564,009
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$531
All reported spending per child enrolled*	$531

SPENDING PER CHILD ENROLLED



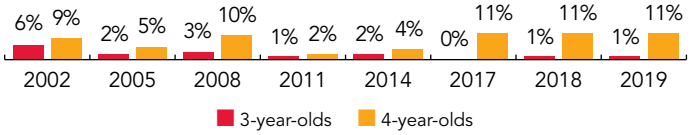
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

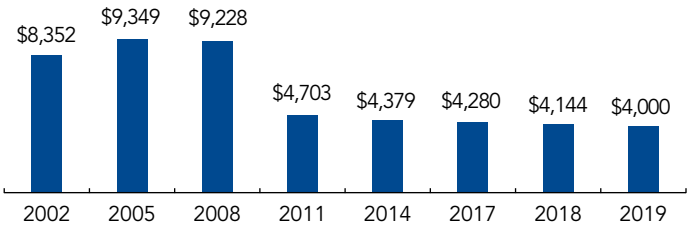
*** K–12 expenditures include capital spending as well as current operating expenditures.

Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Ohio preschool enrolled 17,870 children in 2018-2019, a decrease of 43 children from the prior year. State funding totaled $71,480,000, down $2,755,199 (4%), adjusted for inflation, since last year. State spending per child equaled $4,000 in 2018-2019, down $144 from 2017-2018, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

WHAT'S NEW

Ohio was awarded a Preschool Development Grant Birth through Five award in 2018 for nearly $10.49 million that was used to increase quality across early childhood's mixed delivery system, including providing professional development opportunities, grants to complete CDAs, and mentoring programs.

BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded child care. 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 Early Childhood Education (ECE) program, excluding publicly funded child care and Head Start programs. In 2016-2017, grantees focused on serving as many 4-year-old children as possible, with a new policy that allowed 3-year-old children eligibility only if spots could not be filled by 4-year-old children by October 1.

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. All Ohio ECE programs are required to be rated at 3 or more stars on the state's QRIS.

Program sites are monitored annually for quality via desk audits, internal monitoring materials, proposal of plans and documentation, along with annual licensing visits, classroom observations, and child assessments. Ohio began using an expanded tiered QRIS in 2013-2014 for all state programs, including public preschool and child care programs. Programs are required to submit annual documentation of meeting or exceeding standards, including annual classroom observations of quality and regular on-site visits.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	27

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	37

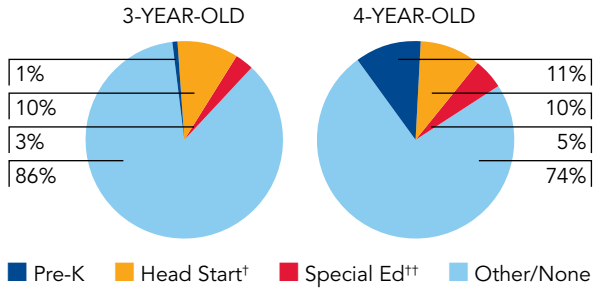
TOTAL BENCHMARKS MET
5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment	17,870
School districts that offer state program	60%
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	15,766
Federally funded Head Start enrollment, ages 3 and 4	27,951
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

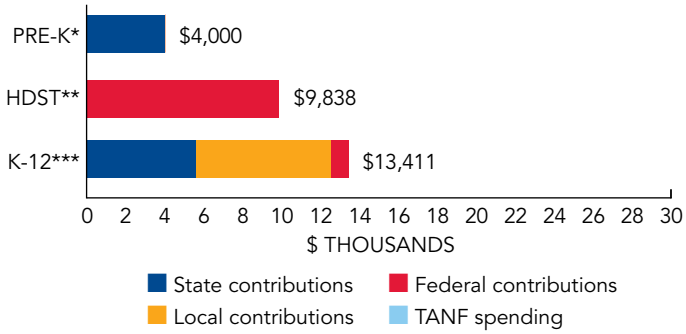
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

5

RESOURCES

Total state pre-K spending	$71,480,000
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$4,000
All reported spending per child enrolled*	$4,000

SPENDING PER CHILD ENROLLED



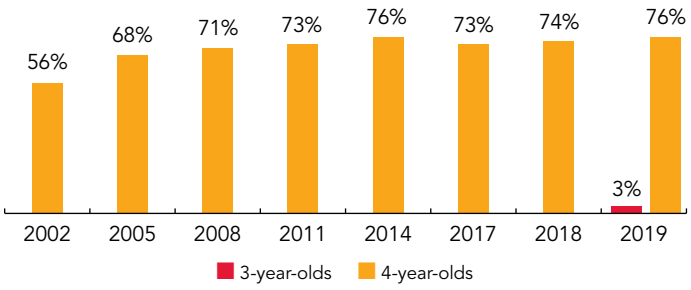
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

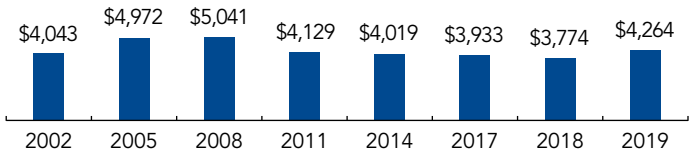
*** K–12 expenditures include capital spending as well as current operating expenditures.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Oklahoma preschool enrolled 42,606 preschoolers in 2018-2019, an increase of 2,799 from the prior year. State funding totaled $181,685,479, up $31,460,481 (21%), adjusted for inflation, since last year. State spending per child equaled $4,264 in 2018- 2019, up $490 from 2017-2018, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

WHAT'S NEW

House Bill 2765 and Senate Bill 1048, enacted and signed into law during the 2019 legislative session, led to the largest budget for common education in state history—more than $3 billion—including an increase in funding to the state aid funding formula. The amount also provided the second consecutive pay raise for certified educators that, on average, will increase annual salaries for certified school staff by $1,220. Also during the 2018-19 school year, the Oklahoma Partnership for School Readiness Foundation, Inc. received a Preschool Development Grant Birth through Five award.

BACKGROUND

Oklahoma launched its Early Childhood Four-Year-Old Program in 1980, intending to serve all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds 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.

Public school districts receive funding for the Early Childhood Four-Year-Old Program through the state school finance formula. A per pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts. Most programs now are full-day, with some schools collaborating with other agencies and programs to provide extended-day services. In addition, funding for 3-year-olds is provided by the Oklahoma Early Childhood Program (OECP) through a pass-through from the state to public school districts.

Districts can support community providers 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 are 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, the Integrating Professional Learning Focus was piloted in all school districts in the state. As part of this new law, all teachers are required to have individualized professional development plans and to receive coaching.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	10

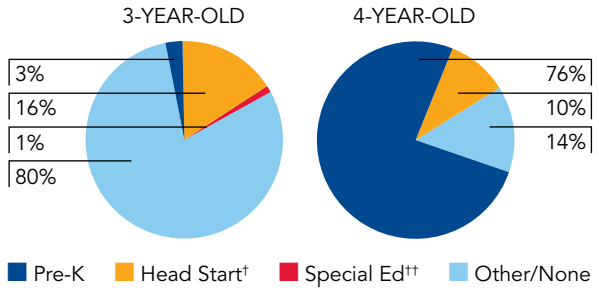
TOTAL BENCHMARKS MET
9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment 42,606
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 5,067
Federally funded Head Start enrollment, ages 3 and 4 13,707
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	OK PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	18 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, immunizations	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

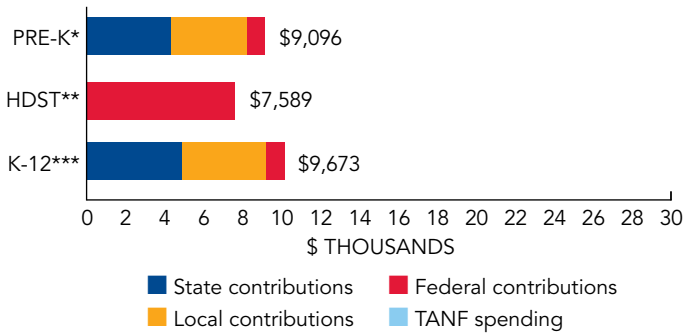
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

Total state pre-K spending $181,685,479
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,264
All reported spending per child enrolled* $9,096

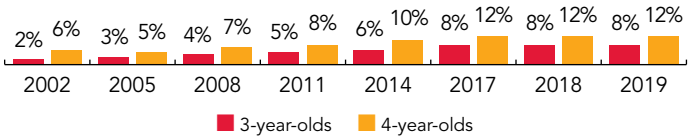
SPENDING PER CHILD ENROLLED



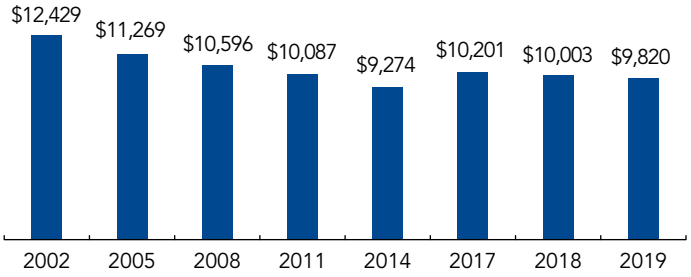
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending includes funding only for 3- and 4-year-olds.
*** K–12 expenditures include capital spending as well as current operating expenditures.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Oregon preschool enrolled 9,360 children in 2018-2019, a decrease of 117 children from the prior year. State funding totaled $91,917,617 down $2,880,539 (3%), adjusted for inflation, since last year. State spending per child equaled $9,820 in 2018-2019, down $183 from 2017-2018, adjusted for inflation. Oregon met an average of 7.5 of 10 quality standards benchmarks.

WHAT'S NEW

In May 2019, Governor Brown signed the Student Success Act, into law, which provides $200 million of annual funding to support the expansion of existing early care and education programs for infants, toddlers, and preschoolers and their families. This increased investment, paired with current programs, should reach approximately 15,000 children (including 2,565 children in Preschool Promise), or 15% of children living in low-income families and approximately 60% of families in poverty, in the coming years. The legislation also includes funds for coaching, coordinated enrollment, and salary enhancements for lead and assistant teachers.

Additionally, the Early Learning Division was awarded a $26.6 million Preschool Development Grant Birth through Five renewal award by the federal Administration for Children and Families to improve and expand programs to serve Oregon children and families. The funds will be distributed over three years (approximately $8.9 million annually) and will be targeted to children from historically underserved populations.

BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Prekindergarten (OPK) program, established in 1987, and Preschool Promise launched in 2016. OPK and Preschool Promise are both overseen by the Oregon Department of Education: Early Learning Division.

OPK provides comprehensive child and family development services for 3- and 4-year-old children from low-income families through a state-federal partnership between the Oregon Department of Education and Region X Office of Head Start. OPK is funded using the state general fund to serve additional Head Start-eligible children. Funding is awarded through a competitive process to a variety of organizations not receiving federal Head Start funding, such as public schools, private agencies, community action agencies, government agencies, and colleges and universities. OPK programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes. Eligibility for OPK also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% of the federal poverty level (FPL). Funding for Preschool Promise goes directly to Early Learning Hubs which can subcontract with public schools, child care, Head Start, Relief Nurseries, Education Service Districts, and other community-based organizations. Programs participating in Preschool Promise are required to achieve at least a 4- or 5- star-rating in Spark, Oregon's quality rating and improvement system or request a limited time waiver while they build capacity.

Both OPK and Preschool Promise employ two sets of early learning standards: The Head Start Early Learning Outcomes Framework, which is currently being aligned with Common Core State Standards for K–12, and the Oregon Early Learning and Kindergarten Guidelines.

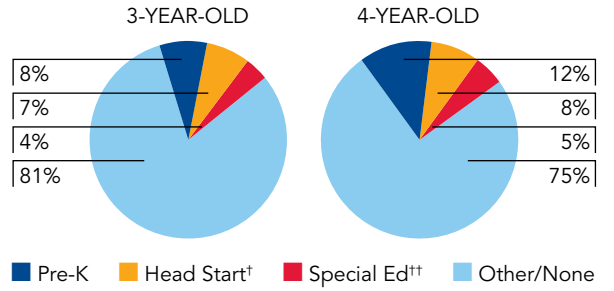
Oregon's overall support for state-funded preschool, including enrollment and funding for both the Pre-Kindergarten program and Preschool Promise, is depicted in the first two pages of this state profile. The third page focuses solely on the Oregon Pre-Kindergarten program and the fourth page provides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

OREGON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	9,360
Special education enrollment, ages 3 and 4	7,579
Federally funded Head Start enrollment, ages 3 and 4	6,937
State-funded Head Start enrollment, ages 3 and 4	7,829

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

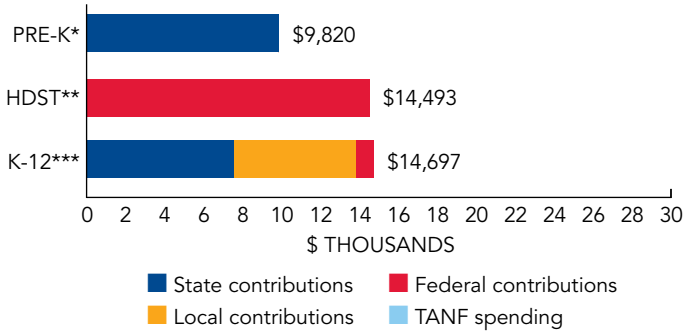


† Estimates children in Head Start not also enrolled in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	$91,917,617
State Head Start spending	$74,436,226
State spending per child enrolled	$9,820
All reported spending per child enrolled*	$9,820

SPENDING PER CHILD ENROLLED



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

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

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	14

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	5

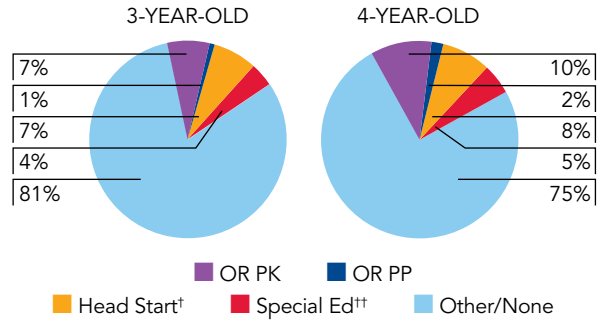
TOTAL BENCHMARKS MET
7.5

OREGON PRE-KINDERGARTEN

ACCESS

Total state pre-K enrollment 7,829
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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	OR PK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

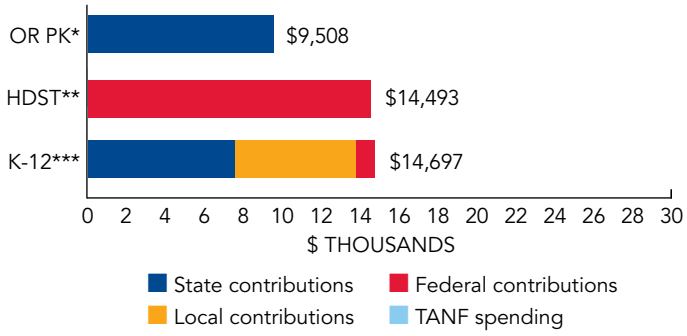
8

RESOURCES

Total state pre-K spending $74,436,226
Local match required? ..... No
State spending per child enrolled $9,508
All reported spending per child enrolled* $9,508

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start 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 1,531

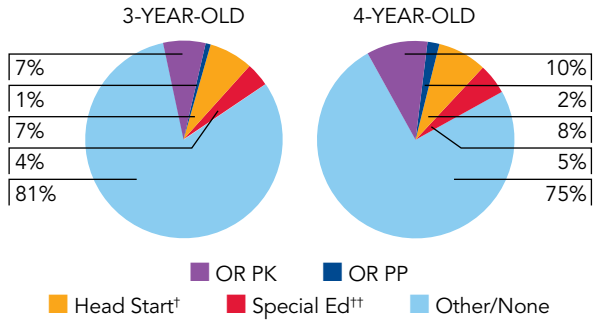
School districts that offer state program ..... 56% (Early Learning Hub Region)

Income requirement ..... 200% FPL

Minimum hours of operation ..... Determined locally

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

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

QUALITY STANDARDS CHECKLIST

POLICY	OR PP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	CDA	**BA**	☐
Teacher specialized training	ECE or CDA	**Specializing in pre-K**	☑
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	20 hours/year; PD plans (teachers & assistants not meeting education requirements)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, developmental; Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations determined locally	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

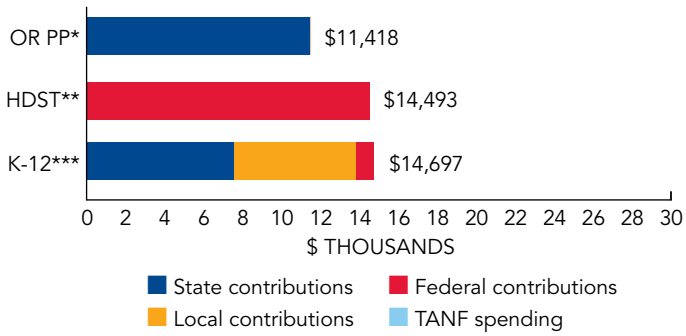
Total state pre-K spending $17,481,391

Local match required? ..... No

State spending per child enrolled $11,418

All reported spending per child enrolled* $11,418

SPENDING PER CHILD ENROLLED



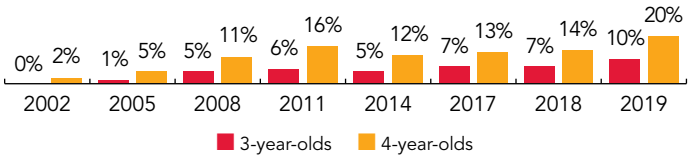
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

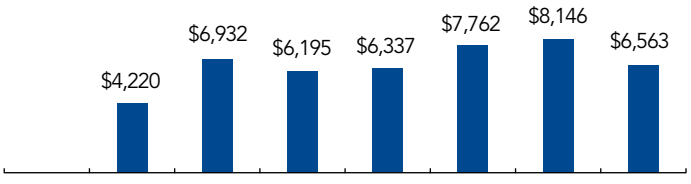
*** K–12 expenditures include capital spending as well as current operating expenditures.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Pennsylvania preschool enrolled 44,756 children in 2018-2019, an increase of 14,229 children from the prior year. State funding totaled $293,749,908, up $45,078,547 (18%), adjusted for inflation, since last year. State spending per child equaled $6,563 in 2018-2019, down $1,583 from 2017-2018, adjusted for inflation. Pennsylvania met an average of 6.6 quality standards benchmarks.

WHAT'S NEW

In 2018-2019, all PAPKC grantees were required to rebid through a competitive process. Due to an increase in state funding, 235 new contracts were awarded for PKC. In addition, PAHSSAP also experienced an expansion. As a result, 7,192 children were served in PAHSSAP in 2018-2019, an increase of 1,541 children from the previous year.

BACKGROUND

The Pennsylvania Department of Education oversees and conducts fiscal monitoring for four pre-kindergarten programs.

The Ready to Learn (RTL) Block Grant (formerly known as the Education Accountability Block Grant Program) is the smallest program of Pennsylvania's four pre-K programs. Launched in 2004, this program is funded through the school aid formula with 75% of funds targeted to children who have not achieved proficiency on the PA System for School Assessment test. School districts can opt to offer this program or choose from a list of other services.

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

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

The Pennsylvania Pre-K Counts Program (PAPKC) enrolls the most children of the four state pre-K programs and is available in most school districts statewide. In 2018-2019, PAPKC operated in 95% of the state's 500 school districts. The program, launched in 2007 specifically to expand access to high-quality pre-K, can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC, although school districts may set lower income thresholds. A variety of programs—Head Start, child care, private schools and public school districts—are eligible to apply for funding awarded through competitive grants every five years. Site monitoring is conducted annually by program specialists and PAPKC programs are required to have an ECERS assessment annually, which may include self-assessments.

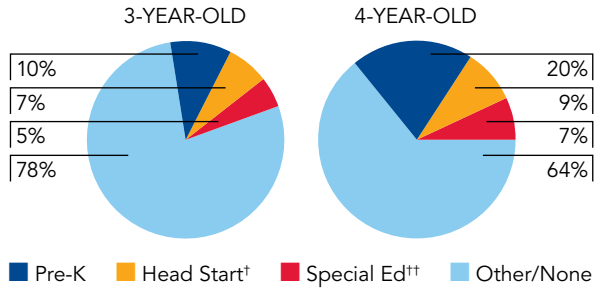
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all four programs, is depicted in the first two pages of this state profile. The third page focuses solely on RTL, the fourth page provides information on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

PENNSYLVANIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	44,756
Special education enrollment, ages 3 and 4	23,952
Federally funded Head Start enrollment, ages 3 and 4	23,775
State-funded Head Start enrollment, ages 3 and 4	6,545

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

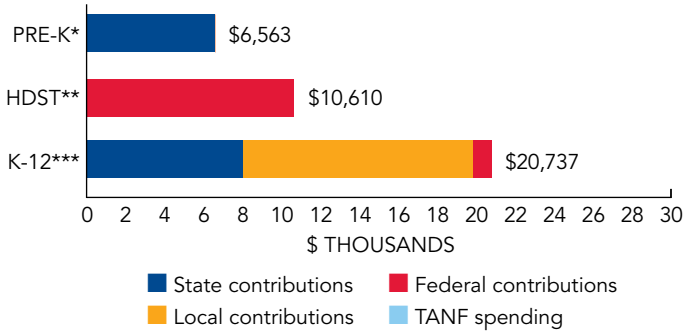


† Some Head Start children may also be counted in state pre-K (RTL, K4 & SBPK, and PKC).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	$293,749,908
State Head Start spending	$59,177,799
State spending per child enrolled	$6,563
All reported spending per child enrolled*	$6,563

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	9

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	25

TOTAL BENCHMARKS MET
6.6

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment 3,533

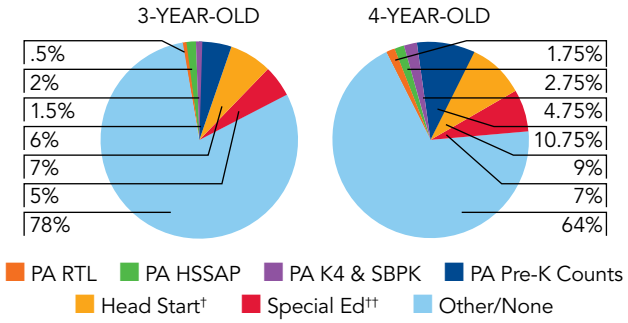
School districts that offer state program 3%

Income requirement ..... No income requirement

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	PK–4, B–3	**Specializing in pre-K**	☑
Assistant teacher degree	Meets NCLB requirements	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (teachers only); PD plans (new public teachers); Coaching (new public teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Determined locally	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

5

RESOURCES

Total state pre-K spending $7,221,048

Local match required? ..... No

State spending per child enrolled $2,044

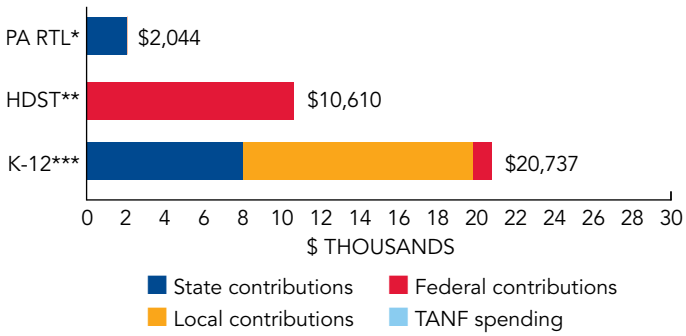
All reported spending per child enrolled* $2,044

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

** Head Start 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

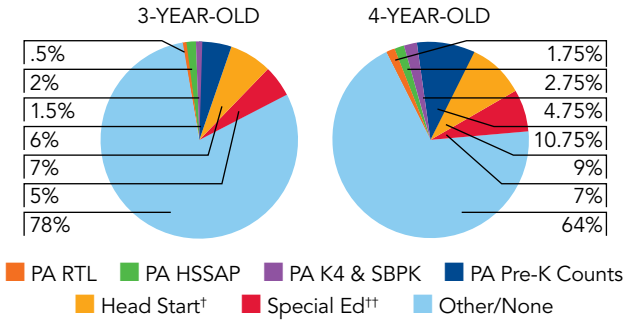


PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment 7,192
School districts that offer state program 26%
Income requirement ..... 100% FPL
Minimum hours of operation ..... 3.5 hours/day
Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA HSSAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	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**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	**Structured classroom observations; data used for program improvement**	☐

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

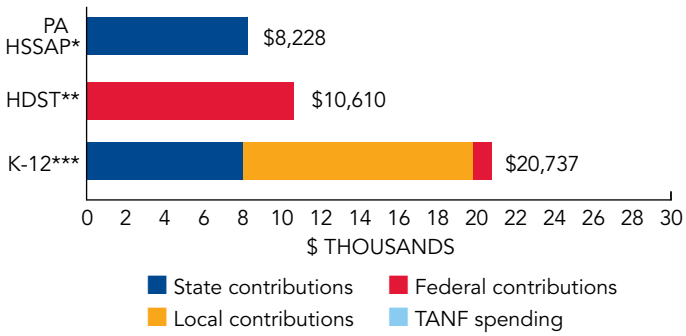
6

RESOURCES

Total state pre-K spending $59,177,799
Local match required? ..... No
State spending per child enrolled $8,228
All reported spending per child enrolled* $8,228

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

SPENDING PER CHILD ENROLLED

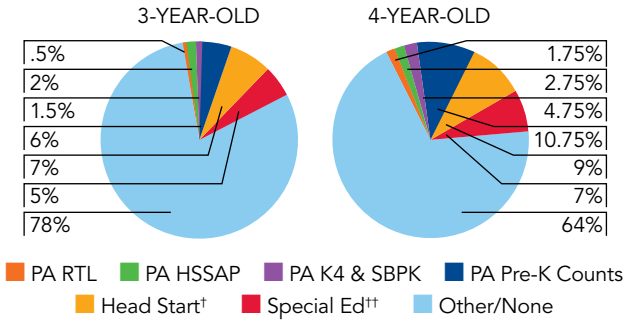


PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

ACCESS

Total state pre-K enrollment 8,891
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

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	PK–4, K–6, (public); PK–4, B–3 (nonpublic)	**Specializing in pre-K**	☐
Assistant teacher degree	None (K4); Meets NCLB requirements (SBPK)	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (SBPK public teachers only); PD plans (new public teachers); Coaching (new teachers)	**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**	☐
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	**1:10 or better**	☐
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☐

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

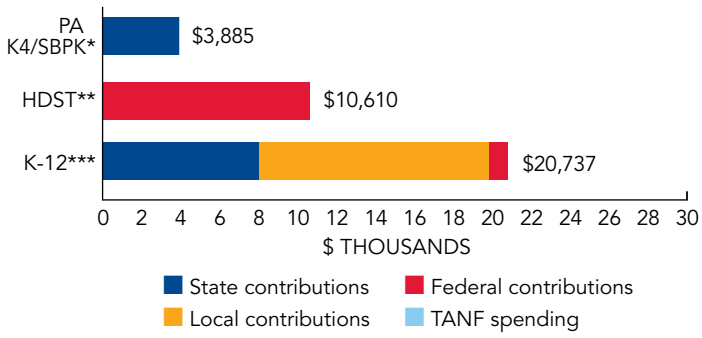
4

RESOURCES

Total state pre-K spending $34,537,702
Local match required? ..... No
State spending per child enrolled $3,885
All reported spending per child enrolled* $3,885

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start 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 25,140

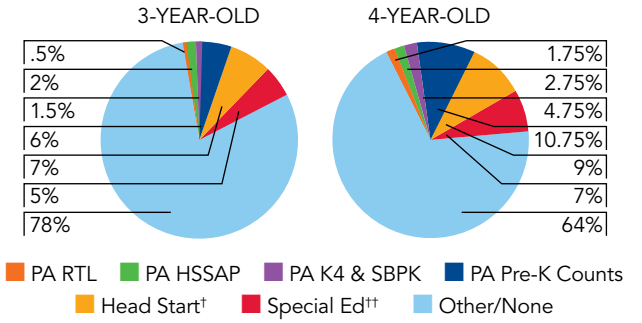
School districts that offer state program 95%

Income requirement ..... 300% FPL

Minimum hours of operation ..... 2.5 hours/day; 5 days/week

Operating schedule ..... School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	PK–4, B–3	**Specializing in pre-K**	☑
Assistant teacher degree	Meets NCLB requirements	**CDA or equivalent**	☐
Staff professional development	180 hours/5 years (teachers only); PD plans (some teachers and assistant teachers per QRIS); Coaching (new teachers)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

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

8

RESOURCES

Total state pre-K spending $192,813,359

Local match required? ..... No

State spending per child enrolled $7,670

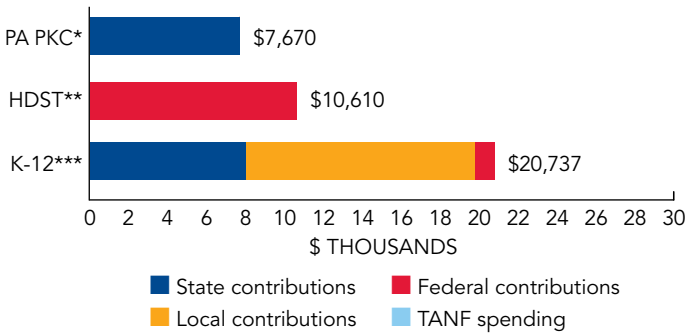
All reported spending per child enrolled* $7,670

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

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

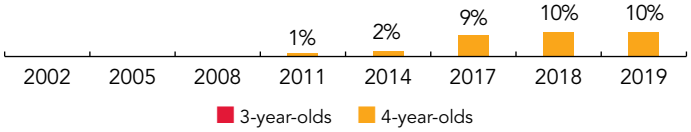
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

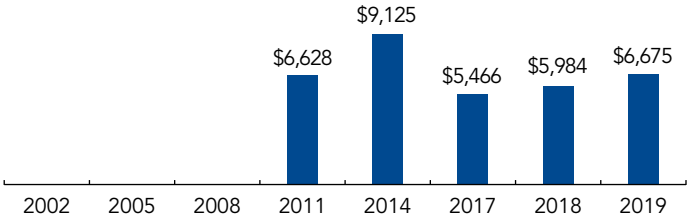


Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Rhode Island preschool enrolled 1,080 children in 2018-2019, the same number as in 2017-2018. State funding totaled $7,209,482, up $746,322 (12%), adjusted for inflation, since last year. State spending per child equaled $6,675 in 2018-2019, up $691 from 2017-2018, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Rhode Island State Pre-Kindergarten Program expanded by 340 seats for the 2019-2020 school year and began to braid funding with federal Head Start funding. At the end of 2019, the Rhode Island Executive Office of Health and Human Services was awarded a Preschool Development Grant Birth through Age Five Renewal award for $27 million over three years. Approximately $3 million will be used each year to continue adding seats to provide access to high-quality Pre-K programs for 4 year olds.

BACKGROUND

The Rhode Island State PreKindergarten Program, launched in 2009, is provided in public schools, Head Start programs, and private child care. All children who turn 4 years old by September 1 and are living in participating communities are eligible for the program, but enrollment is determined by lottery.

The Rhode Island Department of Education oversees the pre-K program, which is funded through the Rhode Island school funding formula, approved in 2010. Using a phased-in approach, $10 million is to 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 or reduced-price lunch.

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

Teachers in the program must hold 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	
4-YEAR-OLDS	3-YEAR-OLDS
35	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	3

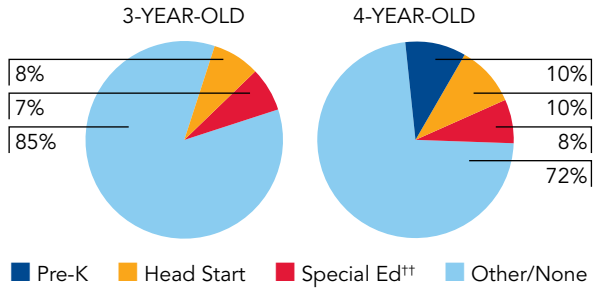
TOTAL BENCHMARKS MET
10

RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 1,080
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 1,975
Federally funded Head Start enrollment, ages 3 and 4 1,877
State-funded Head Start enrollment, ages 3 and 4 130

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD + 12 ECE/CD credits (public); HSD + 12 ECE/CD credits or a CDA (nonpublic)	**CDA or equivalent**	☑
Staff professional development	20 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

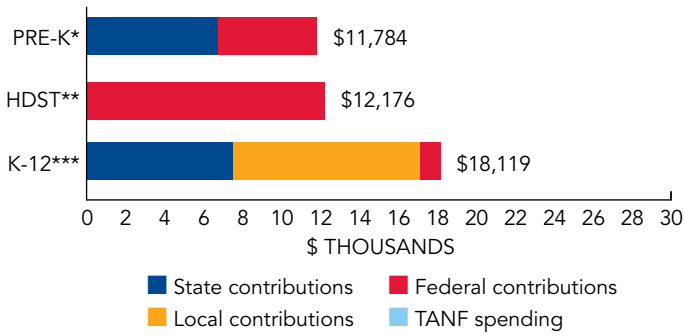
10

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

RESOURCES

Total state pre-K spending $7,209,482
Local match required? ..... No
State Head Start spending $1,190,000
State spending per child enrolled $6,675
All reported spending per child enrolled* $11,784

SPENDING PER CHILD ENROLLED



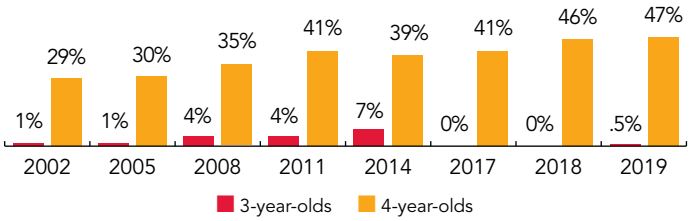
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

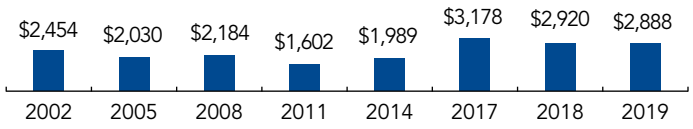
*** K–12 expenditures include capital spending as well as current operating expenditures.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

South Carolina preschool enrolled 28,622 children in 2018-2019, an increase of 1,103 children from the prior year. State funding totaled $82,651,532, up $2,304,654 (3%), adjusted for inflation, since last year. State spending per child equaled $2,888 in 2018-2019, down $32 from 2017-2018, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The 2018-2019 was the second school year the General Assembly funded CERDEP expansion through extended day, extended year, and/or summer programming. Funds received from the state's Preschool Development Grant Birth through Five award in 2018 ($3.45 million) was used to create a webpage that houses statewide information about 4K and to support training for 4K teachers from public, private, and Head Start settings. The Palmetto Pre-K Committee led by First Steps created and implemented a new on-line eligibility portal, that allows patents to review program eligibility, review the hours and days of operation by site, and download a CERDEP application in private preschool settings. The Palmetto Pre-K committee includes all major early childhood stakeholders in South Carolina, including the Department of Social Services, the South Carolina Department of Education, First Steps, and Head Start.

BACKGROUND

South Carolina funds two 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 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.

EIA 4K, initiated in 1984, is funded as part of a one-cent sales tax supporting public education projects. Eligibility for EIA 4K is prioritized by law for children qualifying for free or reduced-price lunch or Medicaid; and allows for consideration of children with documented developmental delays. After income and developmental eligibility, EIA 4K districts may set their own eligibility criteria from a state-specified list of risk factors including low parent education, history of foster care, homelessness, and teen parents. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for free or reduced-price lunch in each district. Participating school districts are required to offer, at minimum, a half-day pre-K program. Most school districts now provide full-day programs, with a few continuing to offer half-day programs.

CERDEP, originally called the Child Development Education Pilot Program (CDEPP), is the state's other early education initiative. Created as a pilot program in 2006 in response to Abbeville County School District, et. al. v. South Carolina, a school equity funding lawsuit brought by rural school districts, the program was codified in 2014 along with the state's Read to Succeed legislation (Act 284). Children qualifying for free or reduced-price lunch, those receiving Medicaid, or those with a documented developmental delay are eligible to participate in CERDEP.

To monitor quality, OELL conducts visits including an evaluation based on the ELLCO checklist used 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	
4-YEAR-OLDS	3-YEAR-OLDS
11	30

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	42

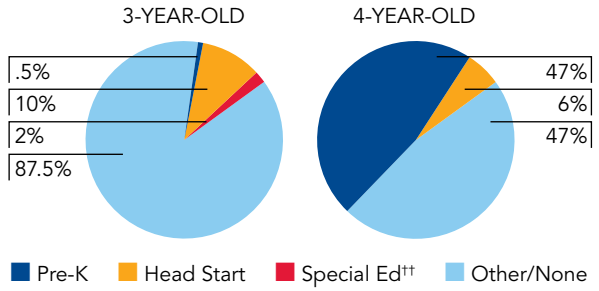
TOTAL BENCHMARKS MET
7

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

ACCESS

Total state pre-K enrollment	28,622
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	5,114
Federally funded Head Start enrollment, ages 3 and 4	9,710
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	SC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); AA (nonpublic)	**BA**	☐
Teacher specialized training	ECE, P–3 (public); ECE, CD (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	15 hours/year; PD plans; Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☑
Maximum class size	20 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, developmental; Referrals	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

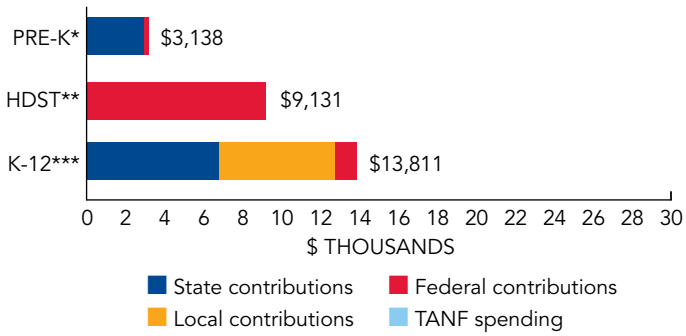
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

Total state pre-K spending	$82,651,532
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$2,888
All reported spending per child enrolled*	$3,138

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.

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. 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. In 2011, the South Dakota Bright Start Home Visiting Nurses 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 office, within the Department of Education, oversees early childhood special education and the Head Start Collaboration office.

The South Dakota Early Learning Guidelines are used 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 Guidelines were a collaboration between the University of South Dakota, the Department of Education Head Start State Collaboration office, Department of Social Services Child Care Services and multiple other stakeholders.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

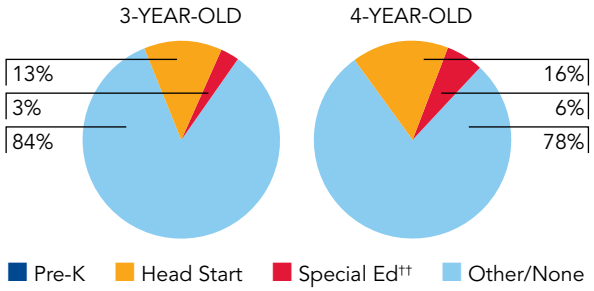
TOTAL BENCHMARKS MET
No Program

SOUTH DAKOTA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1,620
Federally funded Head Start enrollment, ages 3 and 4	3,614
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

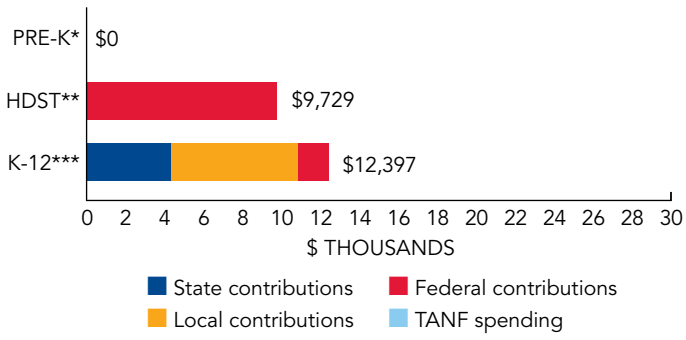
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

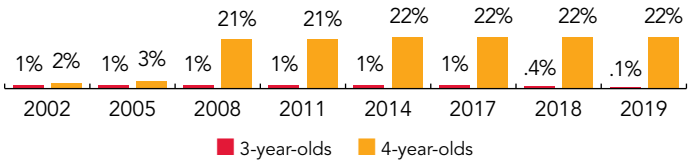
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

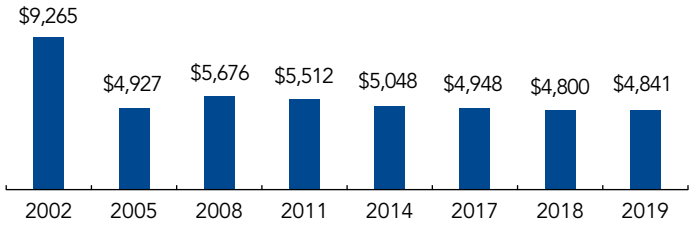


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Tennessee preschool enrolled 17,879 children in 2018-2019, a decrease of 475 children from the prior year. State funding totaled $86,552,900, down $1,551,601 (2%), adjusted for inflation, since last year. State spending per child equaled $4,841 in 2018-2019, up $41 from 2017-2018, adjusted for inflation. Tennessee met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Starting in 2018-2019, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K increased from 24 to 30 clock hours per year, six of which must address developmentally appropriate literacy practices. Similar requirements for directors, teachers, and assistants are designed specifically to promote cooperative learning. Also, Tennessee's Early Learning and Development Standards were revised, approved, and went into effect in 2018.

Also, the state continues to implement the Pre-k Quality Act of 2016 which served as a platform for revising the Tennessee Early Learning Development Standards, creating a shared definition of "quality" to guide quality improvements, establishing a vision for early learning at statewide trainings, supporting curriculum implementation, creating guidance for district leaders, reducing the number of approved curricula from 37 to 3, shifting to a competitive grant application based on program quality, piloting CLASS observations, training CLASS observers, and implementing pre-K Student Growth Portfolios statewide.

BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. Now, VPK classrooms can be found in 138 of the state's 142 school districts. Children living in low-income households are prioritized for enrollment in VPK, as are children who are homeless, or in foster care.

The Tennessee State Department of Education, Division of Early Learning and Literacy, has administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency rated at least three stars on the state's quality rating and improvement system (QRIS). Programs contracted to provide VPK services must operate within the jurisdiction of the school district.

VPK relies on numerous funding sources, including general education revenue. Federal Head Start, IDEA, Title I, and other funds are used to provide the required 25% local match.

In 2014, Tennessee received a $17.5 million federal Preschool Development Grant to expand pre-K enrollment in Nashville and Shelby County. PDG funds supported 2,733 children in VPK classrooms in 2018-2019.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	31

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	27

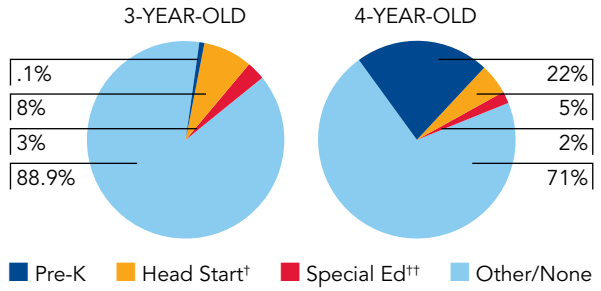
TOTAL BENCHMARKS MET
8

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state pre-K enrollment	17,879
School districts that offer state program	97%
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	7,725
Federally funded Head Start enrollment, ages 3 and 4	14,605
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

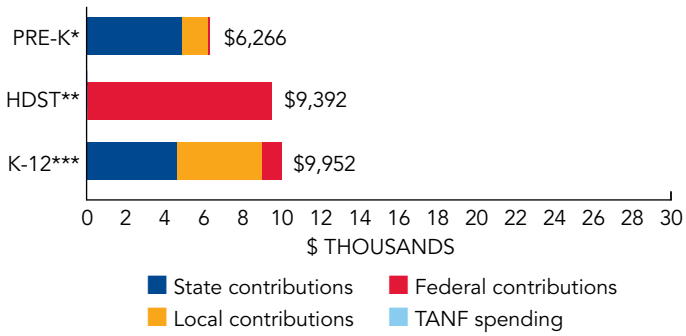
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

8

RESOURCES

Total state pre-K spending	$86,552,900
Local match required?	Yes
State Head Start spending	$0
State spending per child enrolled	$4,841
All reported spending per child enrolled*	$6,266

SPENDING PER CHILD ENROLLED



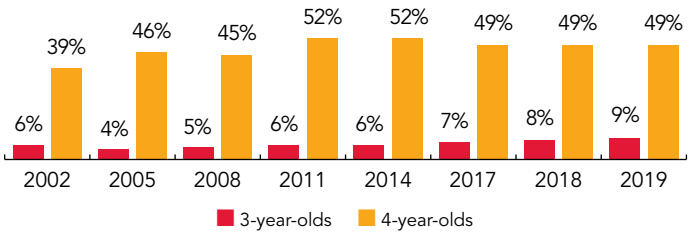
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

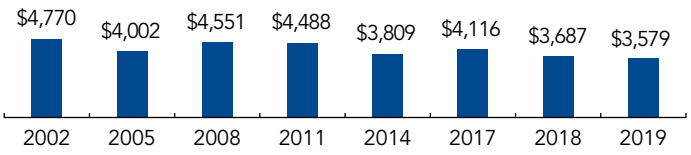
*** K–12 expenditures include capital spending as well as current operating expenditures.

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Texas preschool enrolled 238,921 children in 2018-2019, an increase of 7,436 children from the prior year. State funding totaled $854,984,186, up $1,609,841 (0.2%), adjusted for inflation, since last year. State spending per child equaled $3,579 in 2018-2019, down $108 from 2017-2018, adjusted for inflation. Texas met 3 of 10 quality standards benchmarks.

WHAT'S NEW

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

BACKGROUND

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

Students are eligible to participate in the Texas Public School Prekindergarten program if they meet at least one of the following conditions: qualify for free or reduced-price lunch (185% of FPL), are homeless, are in foster care, have a parent on active military duty or who was injured or killed on active duty, are unable to speak or comprehend English, and/or have a parent eligible for the Star of Texas Award. Funding for half-day pre-K is based on Average Daily Attendance (ADA) and provided through the Foundation School Program as part of the K–12 funding system.

In 2015, the Texas Legislature provided funding for quality improvements in Texas Public School Prekindergarten programs. Districts and open-enrollment charter schools applied for grants to implement a High-Quality Prekindergarten Grant Program. To be eligible for 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 districts and charter schools.

In 2017, the Texas Legislature cut $15 million in supplemental pre-K funding from the state's biennial budget, and did not continue funding the High-Quality Prekindergarten Grant program. However, that same year, lawmakers required school districts and charter schools with eligible 4-year-olds to use at least 15% of their state Foundation School Program funds on high-quality preschool efforts, and established a new prekindergarten-to-third grade teacher certification.

The Children's Learning Institute at the University of Texas-Health Science Center, in partnership with the TEA and Texas Workforce Commission, has developed a comprehensive professional development platform for early childhood educators that is free to all public school teachers, Head Start programs, and licensed child care centers participating in the state's quality rating and improvement system (QRIS), the Texas Rising Star program.

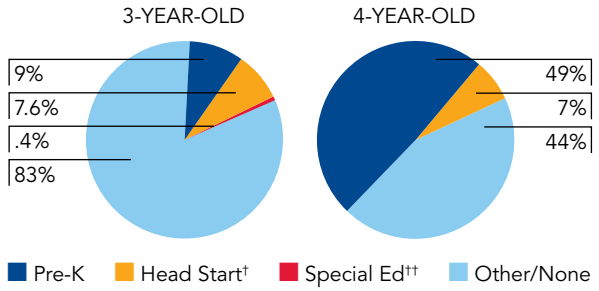
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
10	13	34	38	3

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment	238,921
School districts that offer state program	88%
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	28,751
Federally funded Head Start enrollment, ages 3 and 4	61,935
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	TX PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process	**Approval process & supports**	☐
Teacher degree	BA	**BA**	☑
Teacher specialized training	P–6	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	No limit (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	No limit (3- & 4-year-olds)	**1:10 or better**	☐
Screening & referral	Vision, hearing, immunizations	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level	**Structured classroom observations; data used for program improvement**	☐

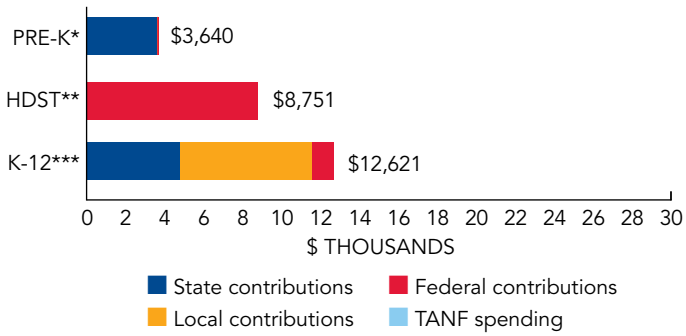
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

Total state pre-K spending	$854,984,186
Local match required?	No
State Head Start spending	$0
State spending per child enrolled	$3,579
All reported spending per child enrolled*	$3,640

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.

Utah

NO PROGRAM

During the 2018-2019 school year, Utah did not provide a state-funded preschool program meeting the criteria for this report. However, during the 2019 legislative session, the state of Utah passed SB 166, "School Readiness Amendments", to improve the coordination of preschool programming. The state appropriated $6 million of general funds to continue the support of seat funding previously provided by TANF through the High-Quality School Readiness Initiative Expansion (HQSR-E) grant. This was combined with the ongoing $3 million from the previous HQSR grant, for a total of $9 million supporting both the Becoming High Quality (BQ) and Expanded Student Access to High Quality School Readiness Programs (ESA) grant programs. With the change from TANF funding to the use of state general funds, Utah will meet the qualifications of a state preschool program as defined by NIEER, starting in the 2019-20 school year.

Previous funding for preschool programs was appropriated in 2014 with the Utah School Readiness Initiative, which operated with the goals of increasing school readiness, improving academic performance, and reducing remediation costs associated with poor academic outcomes. Under the initiative, the School Readiness Board could enter into results-based financing contracts with private entities to fund proven high-quality early childhood education programs serving at-risk students.

In 2016, the HQSR-E grant program was established to expand access to high-quality school readiness programs for eligible children. The HQSR-E grant program provided grant funds to LEAs with existing early education programs deemed high-quality, as determined by the Early Childhood Environment Rating Scale Third Edition (ECERS-3) and some additional rubric criteria. School readiness programs were eligible to apply for HQSR-E funding if they provided services to economically disadvantaged 4-year-old children, could illustrate how funds would be used to expand their preschool programs, and were deemed high-quality based on the criteria noted above. The HQSR-E program ended in June 2019 but was replaced by the ESA grant program.

With the passing of SB166, the School Readiness Board governs both the BQ and ESA grant programs for both public and private providers. The BQ program provides funding to help existing preschool programs increase elements of high-quality. The ESA program allows high quality preschool programs to expand access and provide seats to eligible students. An eligible student is one who is economically disadvantaged and whose parent or guardian reports they also have experienced at least one risk factor (mother is 18 or younger, parents with a low reading ability, exposure to substance abuse, etc.) or a student that is an English learner.

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

The Utah State Board of Education has been facilitating the writing of academic standards that are expected to be released and published by Fall 2020. The writing committee consists of professionals currently working in higher education, Head Start programs, the Office of Child Care, public preschool coordinators, and preschool general and special educators. The Utah Early Learning Standards: Ages 3-5 will provide essential academic standards that are developmentally appropriate in seven content areas including English Language Arts, Fine Arts, Health, Mathematics, Physical Education, Science, and Social Studies.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

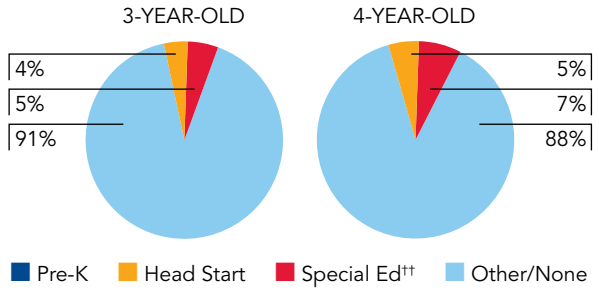
TOTAL BENCHMARKS MET
No Program

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	6,460
Federally funded Head Start enrollment, ages 3 and 4	4,909
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

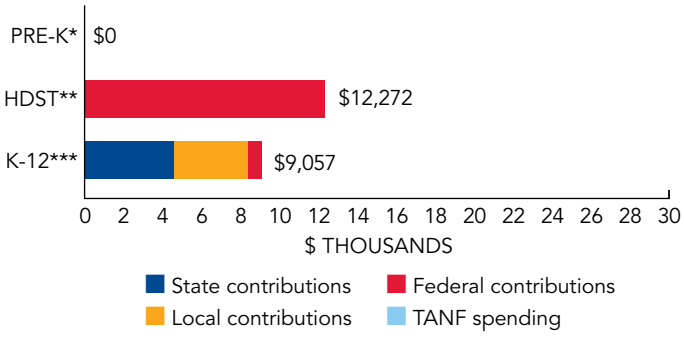
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

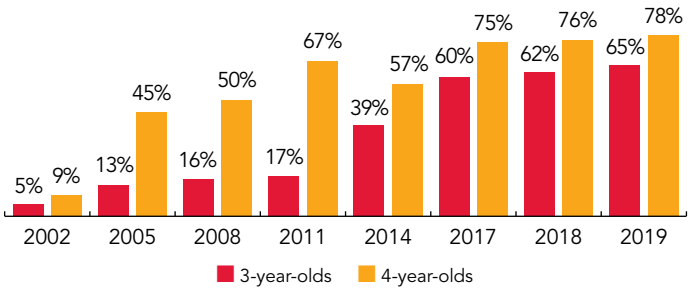
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

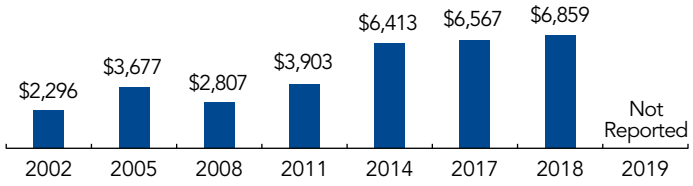


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Vermont preschool enrolled 8,962 children in 2018-2019, an increase of 147 children from the prior year. Vermont did not report spending for the 2018-2019 school year. Vermont met 7 of 10 quality standards benchmarks.

WHAT'S NEW

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) continue the process of designing a new joint-agency Pre-K Monitoring System. The new monitoring system builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public universal pre-K (UPK) programs. The system scales up the State's focus on components of a high-quality, effective, pre-K education program across the many types of settings in which it is offered.

BACKGROUND

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

In 2014, new legislation, Act 166, required all public school districts to offer UPK for every 3-, 4-, and 5-year-old child not enrolled in kindergarten, for a minimum of 10 hours per week for 35 weeks annually. UPK was fully implemented beginning in the 2016-2017 school year, with pre-K provided through school district operated programs and in contractual partnerships with state-approved public and private programs. Funding for Act 166 is a mix of federal, state, and local dollars. Federal funding in 2018-2019 came from various sources, including carryover funding from Vermont's $33 million, 4-year federal Preschool Expansion Grant.

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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
2	2	11*	18*	7

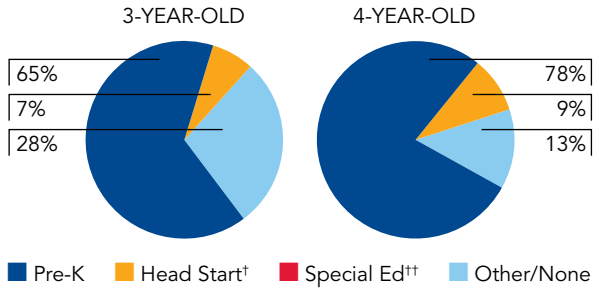
* Vermont did not report spending for the 2018-2019 school year so spending was estimated based on 2017-2018 reported data.

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

ACCESS

Total state pre-K enrollment 8,962
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 1,262
Federally funded Head Start enrollment, ages 3 and 4 965
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	VT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); BA for lead teacher, AA for classroom teacher (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, Elem. Ed. with ECE, ECE SpEd (public); ECE, CD (nonpublic)	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	9 credit hours/7 years (public teachers); 15 hours/year (assistants & nonpublic teachers); PD plans	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

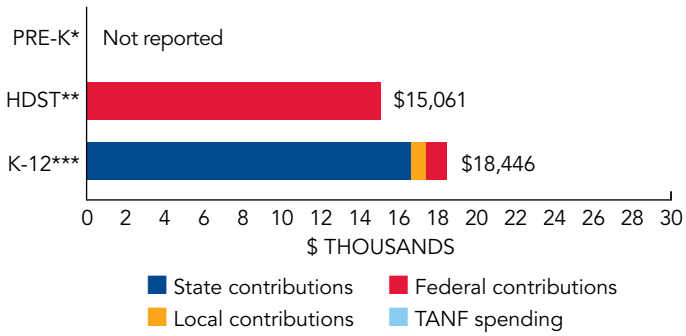
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

7

RESOURCES

Total state pre-K spending ..... Not reported
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled ..... Not reported
All reported spending per child enrolled* ..... Not reported

SPENDING PER CHILD ENROLLED



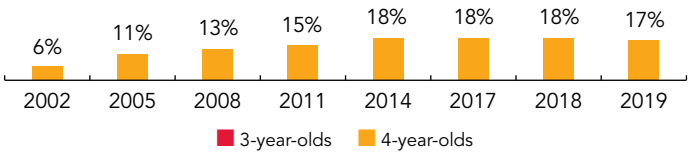
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

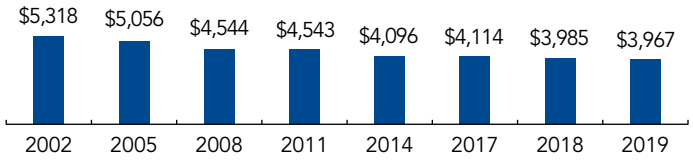
*** K–12 expenditures include capital spending as well as current operating expenditures.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Virginia preschool enrolled 17,657 children in 2018-2019, a decrease of 302 children from the prior year. State funding totaled $70,049,572, down $1,519,203 (2%), adjusted for inflation, since last year. State spending per child equaled $3,967 in 2018-2019, down $18 from 2017-2018, adjusted for inflation. Virginia met 6 of 10 quality standards benchmarks.

WHAT'S NEW

The Virginia Department of Education was awarded a renewal Preschool Development Grant Birth through Five award in 2019 for $11.1 million annually through 2022 to continue the work that began in 2018. These funds will support Virginia to build local community networks of all publicly-funded birth–five providers across the state. These networks will collaborate to increase access to care for families as well as measure and support quality experiences.

Additionally, in July 2019, the Governor established Executive Directive Four, which directed Virginia to establish a state leadership team to accomplish four goals: 1) conduct a series of listening sessions around the state, 2) develop a proposal to increase access for all at-risk threes and fours, 3) develop a uniform measurement and improvement system for all B–5 programs taking public funds, and 4) propose a plan for consolidation of state oversight of B–5 programs. These recommendations are resulted in proposed legislation and budget proposal for the 2020 legislative session. The proposed legislation will establish a unified public-private early care and education system that is administered by the VDOE and the Board of Education, including the creation of a uniform quality measurement and improvement system. The budget proposal includes over $94.8 million over the biennium to increase access to quality programs for 3- and 4-year-olds and support early educator wages.

BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2018-2019 school year, VPI programs operated in 96% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 97% of children attend full-day programs throughout the school year. VPI is funded by state lottery revenues as well as a required local match. Funding for VPI is available to school divisions where there are at-risk 4-year-olds who are not served by Head Start.

Virginia's federal Preschool Development Grant (PDG) program, VPI+, expands services to 4-year-olds in high needs communities. The state served an additional 1,485 students in 2018-2019 through this program. PDG funding was also used to enhance the quality of 2,285 VPI slots during the same year. The General Assembly provided $6,139,559 to sustain PDG funded slots during the 2019-2020 school year, after the grant ends.

VPI eligibility has always been based on risk factors including, but not limited to: family income at or below 200% FPL, family income at or below 350% FPL for students with special needs or disabilities, homelessness, or parent(s) with limited education. A total of 15% of slots can be filled using locally determined eligibility criteria.

In 2011, VPI was evaluated for both program quality and child outcomes by the Curry School of Education at the University of Virginia. VPI programs participate in a state-directed Continuous Improvement and Monitoring Process. This process includes a two-year period involving a self-study, goal setting, and monitoring by the Virginia Department of Education (first year desk review with improvement plan, second year onsite visit with follow-up from year one). VPI programs participate in this process once every four years.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	26

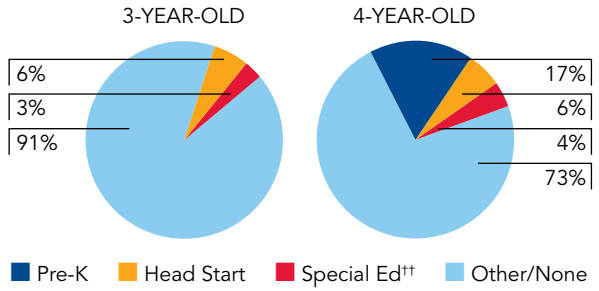
TOTAL BENCHMARKS MET
6

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment 17,657
School districts that offer state program .....91% (school divisions)
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 10,794
Federally funded Head Start enrollment, ages 3 and 4 11,579
State-funded Head Start enrollment, ages 3 and 4..... 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	VA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA (public); HSD (nonpublic)	**BA**	☐
Teacher specialized training	ECE, CD, or CDA	**Specializing in pre-K**	☑
Assistant teacher degree	HSD (public); None (nonpublic)	**CDA or equivalent**	☐
Staff professional development	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**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more; Referrals not required	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

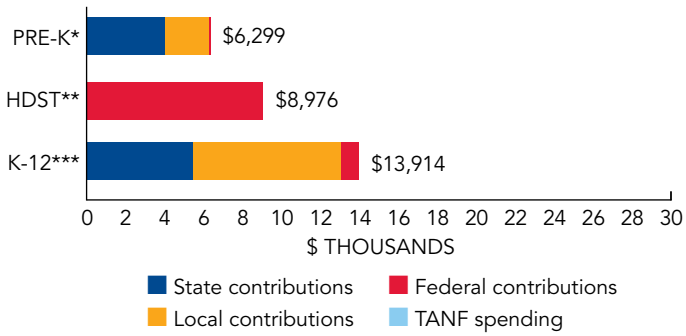
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

Total state pre-K spending $70,049,572
Local match required? ..... Yes
State Head Start spending $0
State spending per child enrolled $3,967
All reported spending per child enrolled* $6,299

SPENDING PER CHILD ENROLLED



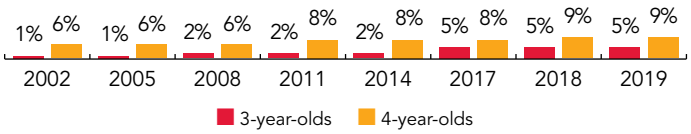
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

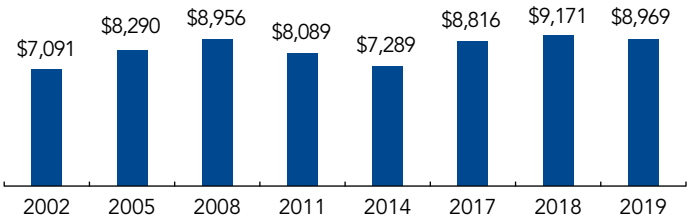
*** K–12 expenditures include capital spending as well as current operating expenditures.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Washington preschool enrolled 13,491 children in 2018-2019, an increase of 1,000 children from the prior year. State funding totaled $121,004,051, up $6,454,018 (6%), adjusted for inflation, since last year. State spending per child equaled $8,969 in 2018-2019, down $201 from 2017-2018, adjusted for inflation. Washington met 8 of 10 quality standards benchmarks.

WHAT'S NEW

The Washington State Department of Children, Youth, and Families (DCYF) was awarded a federal Preschool Development Grant Birth through Five renewal award in 2019 for $11.18 million annually through 2022 to strengthen and build integrated services across early learning including the development of a coordination and referral system for families; improved kindergarten transitions for children furthest from opportunity; development of a shared services model; increasing and sustaining inclusive classroom environments; and expansion of high quality experiences for infants and toddlers. The renewal grant provides DCYF the opportunity to implement Early ECEAP for 144 infants and toddlers and their families in 10 Washington communities.

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth and Families which oversees early learning programs along with child protective services and foster care. On July 1, 2019, juvenile rehabilitation services also joined the department. Washington continues to expand access to preschool toward the state's goal of enrolling all eligible children by 2022-2023, while also increasing the funded rate per slot. New aligned performance standards were released in 2018 and additional releases aligned with child care licensing requirements were released in 2019. In July of 2020, updated quality rating and improvement system (QRIS) standards will be released.

Statewide implementation of EMPath's Mobility Mentoring® as a family engagement approach occurred in 2018-2019 after three years of piloting. This approach uses coaching methods rooted in brain science to improve focus, planning, and decision-making. Participants set and achieve future-oriented goals and increase family well-being and economic mobility despite the immediate challenges of poverty. Pilot data demonstrates statistically significant growth for families.

BACKGROUND

The Washington Department of Children, Youth, and Families has a goal to ensure 90% of children in the state are ready for kindergarten by 2020 with race and income eliminated as predictors of their readiness. The state Early Childhood Education and Assistance Program (ECEAP), created in 1985 to prepare 3- and 4-year-olds from low-income families for success in school and in life, is a big part of the state's strategy to accomplish this goal. In recent years, both funding and enrollment for ECEAP have been growing. ECEAP funding comes from the state general fund, the Education Legacy Trust Account funded by estate taxes, and the "opportunity pathways account" financed by lottery proceeds. In 2010, the state Legislature established the ECEAP as a statutory entitlement for all eligible children, not funded by Head Start, by the 2018-2019 school year—a deadline recently extended to 2022- 2023.

ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington's most at-risk young children. To be eligible for ECEAP, children must be 3- or 4-years-old and live in households with an income at or below 110% of FPL, or have an IEP (regardless of income). Up to 10% of ECEAP enrollment may include children whose families do not meet the poverty requirement but experience other risk factors that could jeopardize learning, development, or school success.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	16

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	11

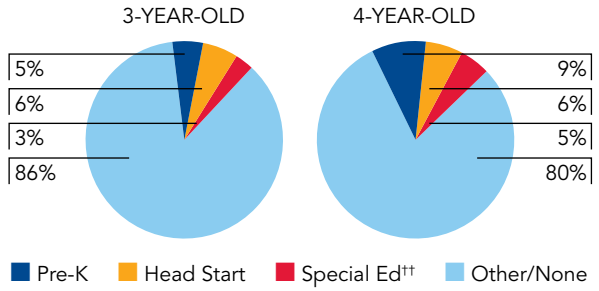
TOTAL BENCHMARKS MET
8

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment 13,491
School districts that offer state program ..... 95% (counties)
Income requirement ..... 110% FPL
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... School year (part- & school day)
Special education enrollment, ages 3 and 4 9,915
Federally funded Head Start enrollment, ages 3 and 4 10,857
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

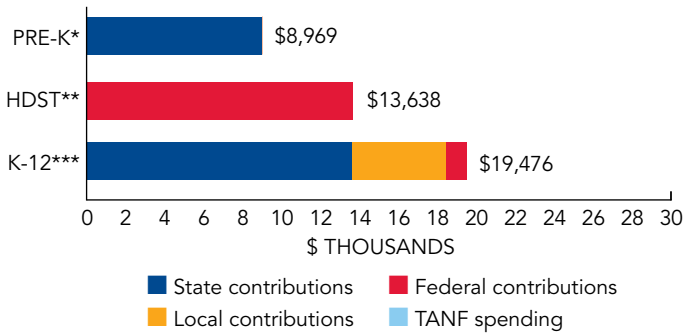
POLICY	WA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA, 12 ECE credits, WA State ECE Certificate	**CDA or equivalent**	☑
Staff professional development	20 hours/year (teachers); 15 hours/year (assistants); PD plans (some teachers & assistants); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑
			8

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

RESOURCES

Total state pre-K spending $121,004,051
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $8,969
All reported spending per child enrolled* $8,969

SPENDING PER CHILD ENROLLED



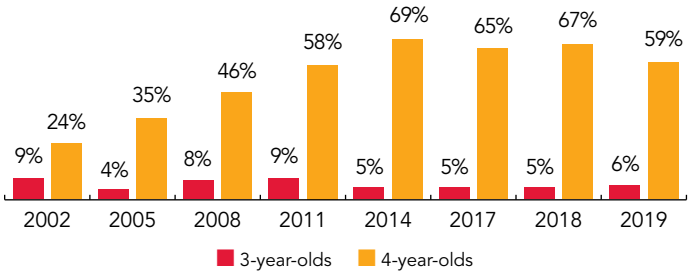
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

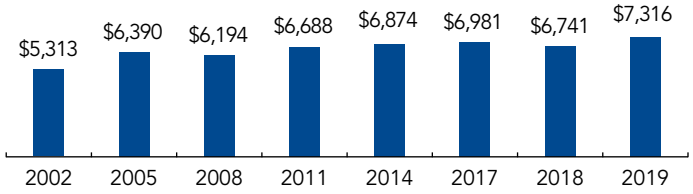
*** K–12 expenditures include capital spending as well as current operating expenditures.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

West Virginia preschool enrolled 13,534 children in 2018-2019, a decrease of 1,567 children from the prior year. State funding totaled $93,905,795 and $5,103,229 in TANF funds were also used to support the program, down $2,784,511 (3%), adjusted for inflation, since last year. State spending per child (including TANF funds) equaled $7,316 in 2018-2019, up $575 from 2017-2018, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2017 legislative session, the age eligibility date for West Virginia Universal Pre-K was changed from September 1 to July 1 beginning with the 2018-2019 school year. The decrease in pre-K enrollment and participation rates are attributed to changes of the age eligibility date for pre-K instituted in West Virginia code. Preliminary enrollment data for the 2019-2020 school year indicates increased enrollment and participation.

BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program, after the state allowed local school boards to serve children before kindergarten. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012.

Today, West Virginia's Universal Pre-K System provides prekindergarten programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private prekindergarten, or Head Start agencies to meet demand. During the 2018-2019 school year, the collaboration rate was 82%. Programs are permitted to use additional funding from IDEA and federal Head Start.

The state has focused on improving program quality. As of July 2013, all new lead teachers in nonpublic settings are required to have at least a bachelor's degree in Early Childhood or a related field and, as of July 2014, all assistant teachers are required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia also increased instructional days per year and hours per week to at least 1,500 minutes (25 hours) of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

The West Virginia Universal Pre-K program is undergoing 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 used to track child and program outcomes over time, guide teacher professional development and coaching, make adjustments to curricula, and measure kindergarten readiness.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	4

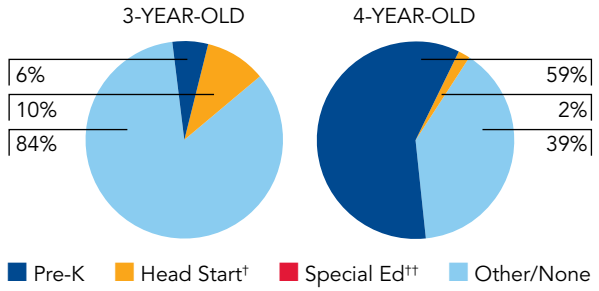
TOTAL BENCHMARKS MET
9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment 13,534
School districts that offer state program .....100% (counties/parishes)
Income requirement ..... No income requirement
Minimum hours of operation ..... 25 hours/week; 4 days/week
Operating schedule ..... School or academic year
Special education enrollment, ages 3 and 4 2,738
Federally funded Head Start enrollment, ages 3 and 4 6,781
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	WV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE, CD, ECE SpEd	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	15 hours/year (all teachers & non-public assistant teachers), 18 hours/year (public assistant teachers); PD plans	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	20 (3- & 4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:10 (3- & 4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

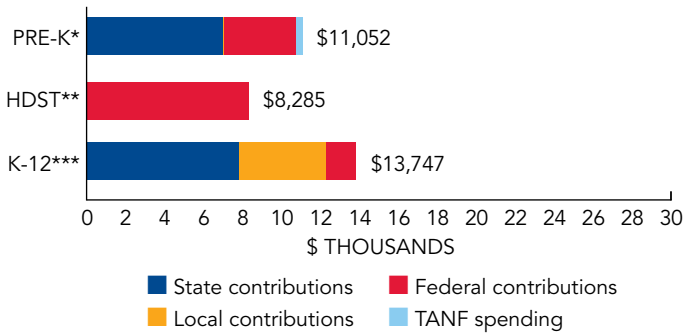
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

9

RESOURCES

Total state pre-K spending $99,009,024
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $7,316
All reported spending per child enrolled* $11,052

SPENDING PER CHILD ENROLLED



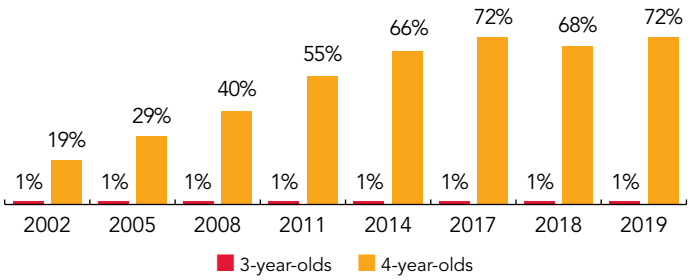
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

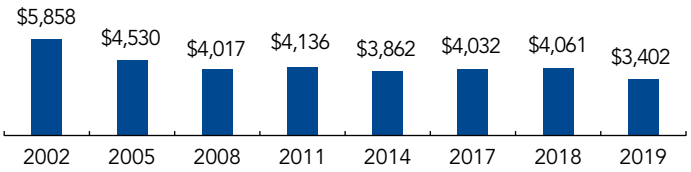
*** K–12 expenditures include capital spending as well as current operating expenditures.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

Wisconsin preschool enrolled 51,618 children in 2018-2019, an increase of 2,831 children from the prior year. State funding totaled $175,620,801, down $22,488,770 (11%), adjusted for inflation, since last year. State spending per child equaled $3,402 on average in 2018-2019, down $658 from 2017-2018, adjusted for inflation. Wisconsin met an average of 3 of 10 quality standards benchmarks.

WHAT'S NEW

In 2019, the Wisconsin Department of Children and Families was awarded a Preschool Development Grant Birth through Five award for $9.9 million to support development, planning, and coordination of the state's B–5 early learning system.

BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer the Four-Year-Old Kindergarten program (4K), but if they do, it must be open to all age eligible children. During the 2018-2019 school year, 405 of 411 school districts offered the program (99%).

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. Funds for 4K are distributed to public schools, which may subcontract and collaborate with private child-care centers, community-based programs, faith-based centers, family child care providers, or Head Start agencies. The state funds a total of 437 hours per year and operating schedules are locally determined. Most programs operate part-day, four or five days per week; while some operate full-day, two or three days per week.

The Wisconsin Head Start State Supplement program is a separate program offering supplemental state funding to federal Head Start grantees to provide comprehensive early childhood education for Early Head Start and Head Start eligible children and families. Participating programs follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels.

Wisconsin's overall support for state-funded preschool, including enrollment and funding for both the 4K program and Head Start State Supplement, is depicted in the first two pages of this state profile. The third page focuses solely on the 4K program and the fourth page provides information on the Wisconsin Head Start State Supplement.

WISCONSIN STATE OVERVIEW

ACCESS

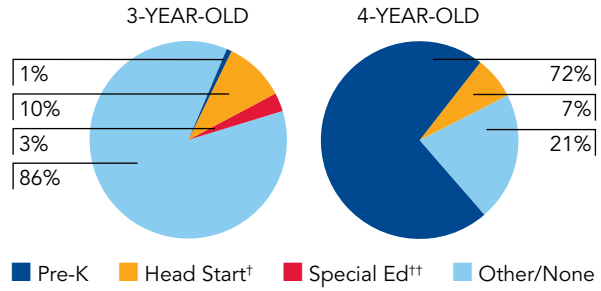
Total state pre-K enrollment 51,618

Special education enrollment, ages 3 and 4 8,930

Federally funded Head Start enrollment, ages 3 and 4 11,015

State-funded Head Start enrollment, ages 3 and 4..... 615

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start children may also be counted in state pre-K (4K).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

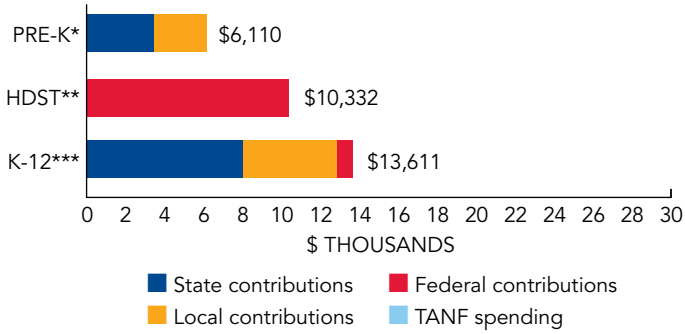
Total state pre-K spending $175,620,801

State Head Start spending $6,264,100

State spending per child enrolled $3,402

All reported spending per child enrolled* $6,110

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	29

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	29

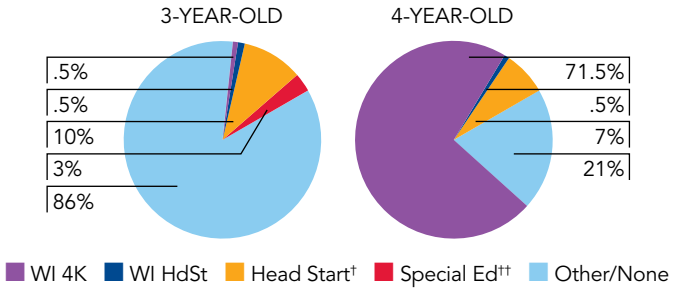
TOTAL BENCHMARKS MET
3

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment 51,003
School districts that offer state program 99%
Income requirement ..... No income requirement
Minimum hours of operation ..... 2.5 hours/day
Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start cildren may also be counted in state pre-K (4K).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	WI 4K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☐
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	BA	**BA**	☑
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	Other	**CDA or equivalent**	☐
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	Determined locally (3- & 4-year-olds)	**20 or lower**	☐
Staff-child ratio	Determined locally (3- & 4-year-olds)	**1:10 or better**	☐
Screening & referral	Immunizations, medical examinations; Referrals determined locally	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Determined locally	**Structured classroom observations; data used for program improvement**	☐

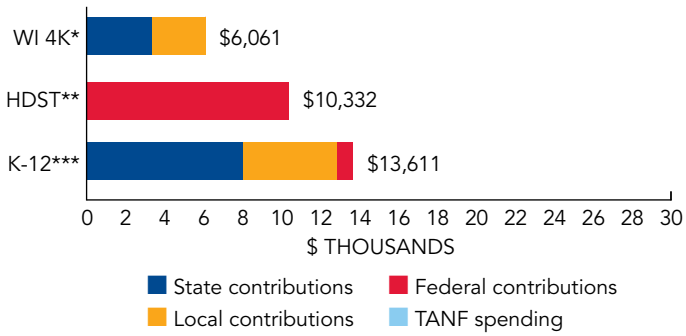
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

3

RESOURCES

Total state pre-K spending $169,356,701
Local match required? ..... No
State spending per child enrolled $3,321
All reported spending per child enrolled* $6,061

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.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state pre-K enrollment 615

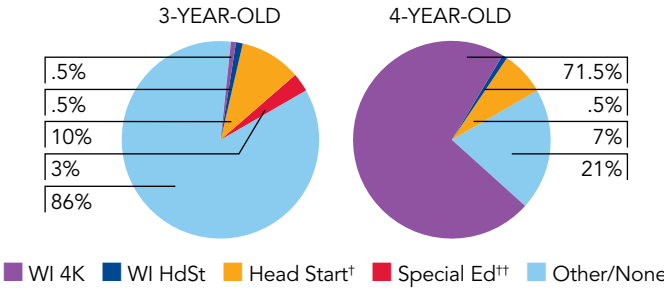
School districts that offer state program ..... 98% (Federal HdSt grantees)

Income requirement ..... Per Federal HdSt requirements

Minimum hours of operation ..... 3.5 hours/day

Operating schedule ..... Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



† Some Head Start cildren may also be counted in state pre-K (4K).
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	WI HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE, Per Federal HdSt requirements	**Specializing in pre-K**	☑
Assistant teacher degree	CDA	**CDA or equivalent**	☑
Staff professional development	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**	☑
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Vision, hearing, health & more	**Vision, hearing & health screenings; & referral**	☑
Continuous quality improvement system	Per Federal Head Start Standards; Data used for program improvement at local level only	**Structured classroom observations; data used for program improvement**	☐

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

7

RESOURCES

Total state pre-K spending $6,264,100

Local match required? ..... No

State spending per child enrolled $10,186

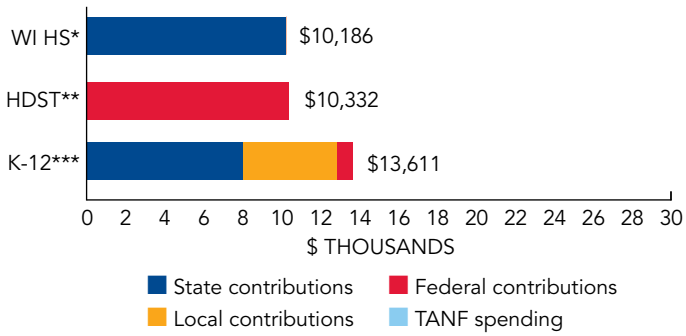
All reported spending per child enrolled* $10,186

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

** Head Start 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 the definitions used in this report. However, the state does provide support for other early childhood education programs. Local school districts can use a portion of Title I funding for early childhood education. The Wyoming Department of Health (WDH) administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and the Wyoming Department of Family Services (DFS) administers the TANF program through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF.

In 2019, the Wyoming Department of Education (WDE) distributed $3 million to eight preschools serving low-income children. Another $397,300 in federal funding supports the Early Childhood Community Partnership Grant program, also administered by DFS, to develop, enhance, and sustain high-quality early childhood education programs. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to pursue accreditation through the 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. The Wyoming Advisory Panel for Students with Disabilities functions in the same capacity, with a focus on students qualifying and receiving special education services.

In 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.

In December 2019, Wyoming received a $2,098,776 million federal Preschool Development Grant Birth–Five award. The funding supports the state in addressing the following five activities: 1) conducting a statewide B–5 needs assessment; 2) developing a statewide B–5 strategic plan; 3) maximizing parental knowledge and choice; 4) sharing best practices among early childhood care and education (ECE) providers; and 5) improving overall program quality.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

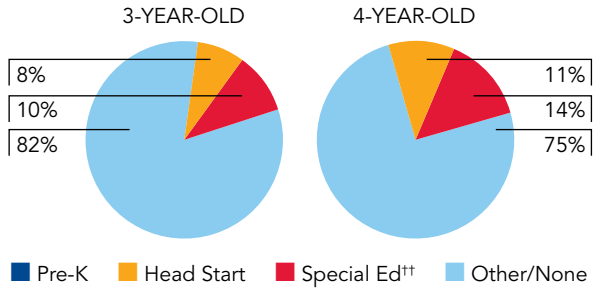
TOTAL BENCHMARKS MET
No Program

WYOMING

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	2,087
Federally funded Head Start enrollment, ages 3 and 4	1,412
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

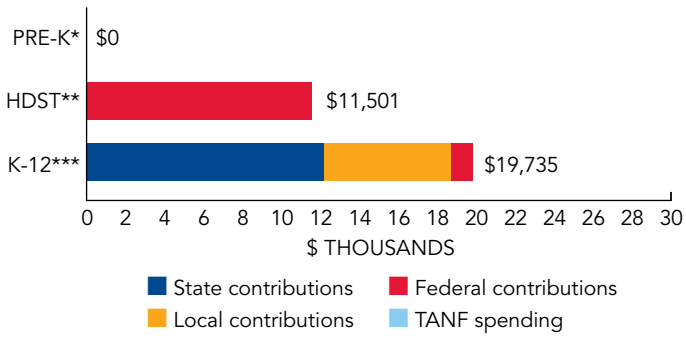
Total state pre-K spending	$0
Local match required?	NA
State Head Start spending	$0
State spending per child enrolled	$0
All reported spending per child enrolled*	$0

* 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.

As of January 2017, American Samoa was in the late stages of developing a quality rating and improvement system (QRIS) with components including parent engagement, administration, professional development, and health/safety.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

AMERICAN SAMOA

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 40
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

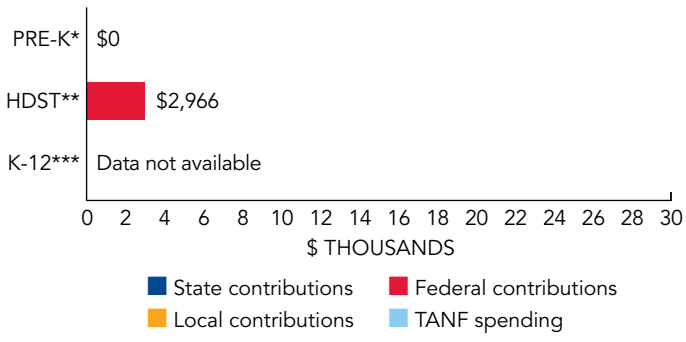
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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.

SPENDING PER CHILD ENROLLED



Commonwealth of the Northern Mariana Islands

NO PROGRAM

Although the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program in 9 centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. During the 2017-2018 school year, there were 192 enrollment slots allocated to the half-day variation that offered services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operated a standard full-day with 6.5 hours of planned class operations, 5 days a week, 160 days per year. The CNMI Head Start program served approximately 396 preschool-aged children in 2018-2019, and provided specialized services for young children with special needs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI have early learning guidelines for children birth through age five which address multiple domains, including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is currently piloting a quality rating and improvement system (QRIS), providing reviews, ratings, coaching and technical assistance to eight local care providers. Program quality assessment tools are already used for quality assurance and monitoring, and are now incorporated as one component of the QRIS.

In December 2019, the CNMI was awarded $2,125,989 under the Preschool Development Grant Birth through Five competition to support development, planning, and coordination of the territory's early learning system.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

COMMONWEALTH OF THE NORTHERN MARIANA ISLANDS

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 70
Federally funded Head Start enrollment, ages 3 and 4 396
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

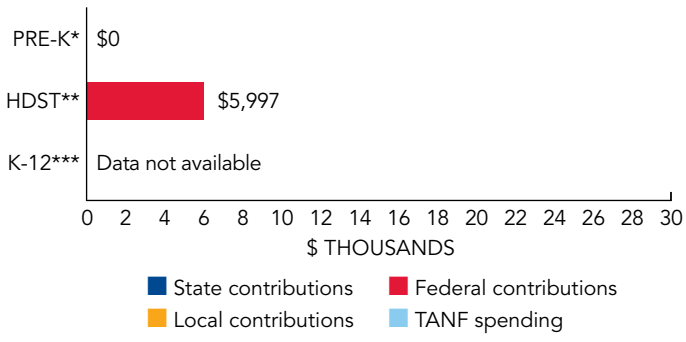
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

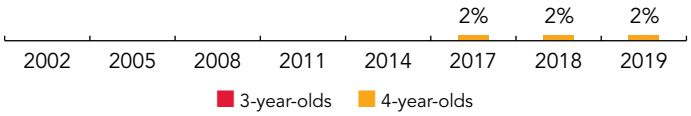
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

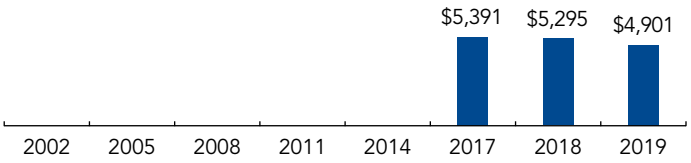


Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2019 DOLLARS)



OVERVIEW

The Guam Department of Education Pilot Prekindergarten Program enrolled 72 children in 2018-2019, a slight increase from the prior year. State funding totaled $352,876, down $23,078 (6%), adjusted for inflation, since last year. State spending per child equaled $4,901 in 2018-2019, down $394 from 2017-2018, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

WHAT'S NEW

At the end of 2019, Guam was awarded $1,000,000 under the Preschool Development Grant Birth through Five (PDG B–5) competition. Over the next year, the Guam Department of Public Health and Social Services will use this funding to implement goals and objectives to provide services to children from birth through age eight.

Additionally, on January 30, 2020, the Guam Education Board signed Resolution 2020 – 01 to be submitted to the Guam Legislature. The resolution includes additional funding in the amount of $720,435 for the Early Childhood Education Pilot Pre-Kindergarten Program to expand to five additional schools, which will accommodate 90 additional students beginning in the 2021-2022 school year.

BACKGROUND

The Guam Department of Education's publicly funded Pilot Prekindergarten Program is available in all four regions of the territory's single school district. Each region has one Prekindergarten Program classroom located within a public school. All age-eligible children may enroll in the program, which has no income limit for eligibility. Guam's Prekindergarten Program operates six hours a day, five days a week, following the school year or academic calendar, and providing 978 hours of services per year. Both lunch and breakfast are served to children attending the program.

The program's maximum class size is 18 children, with a teacher-to-student ratio of 1 to 9. Lead teachers are required to have an associate degree with early childhood education specialization and either pre-K or pre-K to 2nd grade certification. Lead teachers also are required to participate in 30 clock hours of in-service professional development annually. Assistant teachers are required to hold a high school diploma, but are not required to participate in any professional development.

A formal evaluation of the program was conducted by the Guam Department of Education's Administrator for Research, Planning & Evaluation in 2018 and is currently under review by the Guam Education Board.

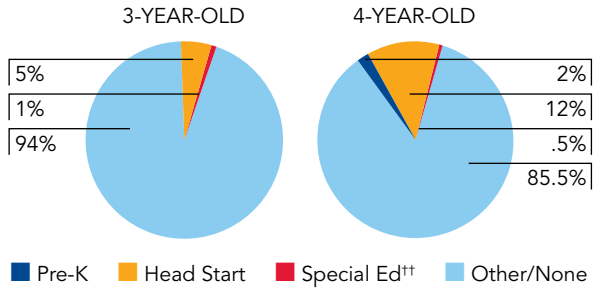
TOTAL BENCHMARKS MET
6

GUAM DEPARTMENT OF EDUCATION PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment 72
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 95
Federally funded Head Start enrollment, ages 3 and 4 534
State-funded Head Start enrollment, ages 3 and 4 0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	**Comprehensive, aligned, supported, culturally sensitive**	☑
Curriculum supports	Approval process & supports	**Approval process & supports**	☑
Teacher degree	AA	**BA**	☐
Teacher specialized training	ECE	**Specializing in pre-K**	☑
Assistant teacher degree	HSD	**CDA or equivalent**	☐
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching	**For teachers & assistants: At least 15 hours/year; individual PD plans; coaching**	☐
Maximum class size	18 (4-year-olds)	**20 or lower**	☑
Staff-child ratio	1:9 (4-year-olds)	**1:10 or better**	☑
Screening & referral	Immunizations, full physical exam, no vision or hearing	**Vision, hearing & health screenings; & referral**	☐
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	**Structured classroom observations; data used for program improvement**	☑

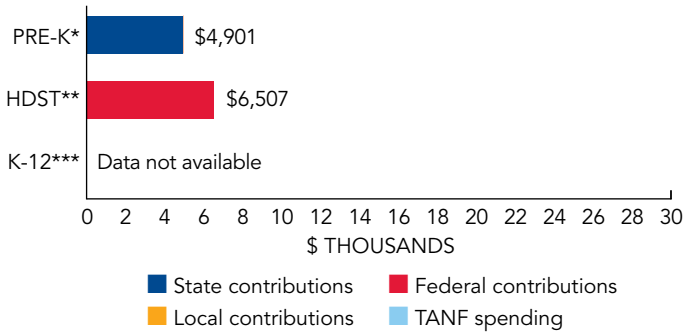
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

6

RESOURCES

Total state pre-K spending $352,876
Local match required? ..... No
State Head Start spending $0
State spending per child enrolled $4,901
All reported spending per child enrolled* $4,901

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.

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 3- to 5-year-olds throughout the Republic's 16 states in 2018-2019. In addition, three of the predominant religious denominations (Roman Catholic, Seventh Day Adventist, and Palau Evangelical Church) have established private early childhood programs in Koror State. Many young children live in small communities outside Koror State and continue to lack access to early education because their communities do not meet the requirement that at least 10 eligible children enroll in the Head Start program. In these communities, the cost of access to and enrollment in private early childhood program is beyond parental means. However, in 2018-19, the Palau Ministry of Education continued to pilot 2 early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than 10 preschool aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners, families, communities and agencies to ensure the health and success of children in Palau.

The Ministry of Education has identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PALAU

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 0
Federally funded Head Start enrollment, ages 3 and 4 350
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

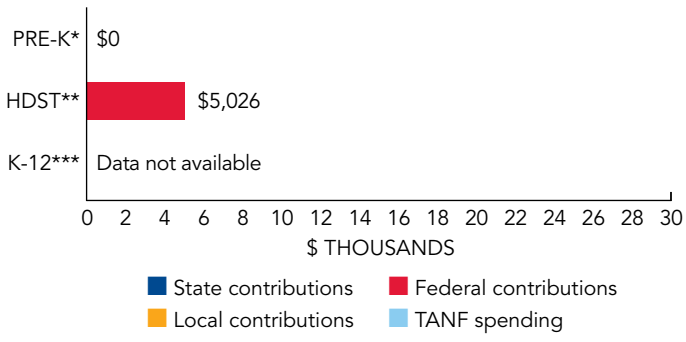
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

SPENDING PER CHILD ENROLLED



Puerto Rico

NO PROGRAM

Puerto Rico 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 rating and improvement 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.

In December 2019, Puerto Rico was awarded $5,647,875 under the Preschool Development Grant Birth through Five competition to support development, planning, and coordination of the territory's early learning system.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PUERTO RICO

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 6,634
Federally funded Head Start enrollment, ages 3 and 4 26,680
State-funded Head Start enrollment, ages 3 and 4 0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

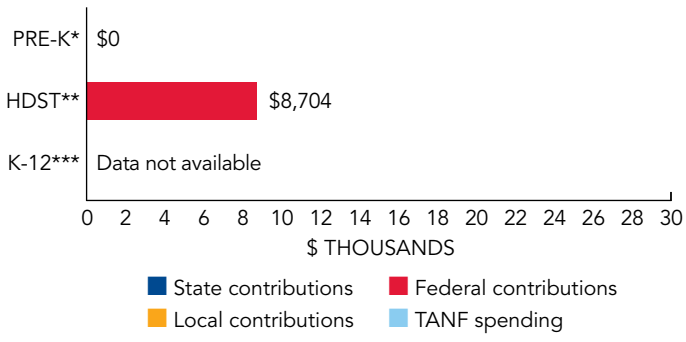
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

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

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

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

SPENDING PER CHILD ENROLLED



Virgin Islands

NO PROGRAM

The Virgin Islands does not provide a preschool program as defined by this report. However, the Department of Human Services, which houses the Office Preschool Services, oversees early childhood education and care across multiple settings. The Department of Human Services uses local funds to surpass the federally required Head Start local match. Currently, almost 80% of low-income preschoolers are served through Head Start in the territory.

The Virgin Islands Child Care Revised Rules and Regulations provide standards that all child care and early childhood education facilities, including private centers, Head Start, and Early Head Start, must follow. All early childhood education teachers and directors were required to earn a CDA credential by June 2015, and 24 hours of professional development training is required each year. These regulations also establish maximum class sizes of 18 for 3-year-olds (with a 1:9 staff to child ratio) and 20 for 4-year-olds (with a 1:10 staff to child ratio).

The Virgin Islands Early Learning Guidelines are designed to improve the quality of care and education, focus on school readiness, and provide a common set of preschool standards across all settings. The Guidelines provide milestones for 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 age 3. They are aligned with the Early Learning Guidelines and cover the same domains.

The U.S. Virgin Islands Department of Human Services was awarded $725,112 under the Preschool Development Birth through Five grant in December 2018.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

VIRGIN ISLANDS

ACCESS

Total state pre-K enrollment 0
School districts that offer state program ..... NA
Income requirement ..... NA
Minimum hours of operation ..... NA
Operating schedule ..... NA
Special education enrollment, ages 3 and 4 57
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

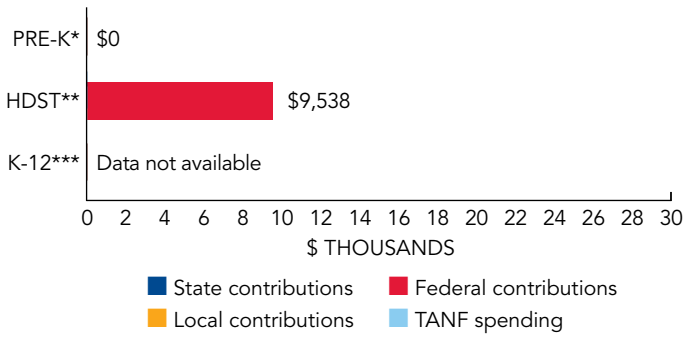
Total state pre-K spending $0
Local match required? ..... NA
State Head Start spending $0
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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.

SPENDING PER CHILD ENROLLED



THE STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia, plus the U.S. territories. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. Other administrators in these states, however, are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

Statistical Methodology

This is a universe data collection, employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. In addition, information was sought from territories; Guam is the first 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 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 at the beginning of data collection 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.

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 40. This report covers the same initiatives as the 2018 report with one exception: Missouri began its Pre-K Foundation Formula program during the 2018-2019 school year, which is included in the report for the first time.

The survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. The survey included questions on access, program administration, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, curriculum, personnel, resources, structured observations of classroom quality, child assessments, 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 2018-2019 school year were calculated by NIEER based on data from the National Education Association's report, Rankings of the States 2018 and Estimates of School Statistics 2019. 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 2018 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 through the Head Start Program Information Reports (PIR) for the 2018-2019 program year. Where necessary, states were asked for clarification and/or additional information regarding state supplements to Head Start. ACF reports the total number of Head Start slots nationally and per state. The number of funded Head Start slots for 3- and 4-year-olds is estimated using the age-breakdown of the cumulative enrollment information from the PIR, applied to the number of slots reported by ACF. Enrollment in American Indian/Alaska Native (AI/AN) Head Start programs is calculated in a similar way and included in each state's total. Enrollment in Migrant Seasonal Head Start (MSHS) is based on information provided in the PIR and is also included in each state's total. Total funding for each state includes Head Start as well as AI/AN and MSHS. Spending per child is calculated for each state by dividing the total Head Start spending by the funded enrollment, both provided by ACF. For MSHS, only total national spending and enrollment were provided by ACF and includes children birth to 5. To get state-specific estimates, we estimated the percent of children and funding in each state using information from the PIR. All data in Appendix B include AI/AN and MSHS when applicable. Information included in the report is specific to Head Start and does not include Early Head Start. Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2018 for the 2018-2019 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 2018-2019 program year. These data are provided in Appendix D.

In the 2019 *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-three states and the District of Columbia reported including children in special education in their state preschool enrollment figures, while one state and Guam do not include these children in their enrollment count. Thirty-one of the 43 states and the District of Columbia were able to provide the number of children in special education who were also counted in their enrollment; another three 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 nine 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 was used for two Head Start programs (See Table 4).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2018-2019 PIR, were also removed from the special enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. 3-year-olds enrolled in Early Head Start programs were not included in this estimate.

Beginning with the 2014-2015 *Yearbook*, 3- and 4-year-olds who were enrolled in both Head Start and state preschool were removed from the Head Start enrollment total used in the enrollment pie charts. In 2018-2019, 24 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. Fifteen 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 used 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. Vermont did not report prschool spending for 2018-2019 so its spending rankings are based on estimates calculated using 2017-2018 spending data. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of "None Served" on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term "state," creating a list of 45 states for rankings. The six states that did not fund a preschool initiative during the 2018-2019 school year are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

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*** COMING SOON ***