



The State of Preschool 2021

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education



THE STATE OF PRESCHOOL 2021

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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

Tracy Merriman Jost, M.Ed

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Executive Summary

The pandemic has highlighted and intensified longstanding problems in early childhood education (ECE). The pandemic wiped out a decade of progress increasing enrollment in state-funded preschool programs. Large enrollment losses also afflicted preschool special education and Head Start (down by one-third). Yet, even after the nation recovers from the pandemic, most children will lack access to publicly-funded preschool programs, and access to adequately funded programs that meet basic quality standards will remain even less common. Without major changes in public policies, there is no prospect for access to high-quality preschool to meaningfully improve in most of the nation any time soon.

The *2021 State of Preschool* report covers the 2020-2021 school year, the first school year to be fully impacted by the COVID-19 pandemic. Nationwide enrollment in state-funded pre-K declined by more than a quarter-million children from the prior year. All but six states with state-funded preschool programs experienced enrollment declines (See Figure 1), and in some states, enrollment decreased by more than five percentage points. Not surprisingly, state spending on pre-K also fell, but not as much as enrollment because some states protected total funding despite pandemic-induced enrollment declines. However, many states used federal COVID-19 relief funding to offset decreases in state funding, and in some cases, even used these federal funds to increase spending compared to the prior year (See Figure 2). Nevertheless, state funding declined nationwide with reductions in 26 states — some massive. Were it not for the use of federal COVID-19 relief funds and the willingness of some states to sustain preschool spending despite the enrollment declines, the pandemic's impact on funding would have been much worse.



PANDEMIC INTENSIFIED PROBLEMS IN PRESCHOOL ENROLLMENT, QUALITY, & FUNDING

ENROLLMENT PROBLEMS

- Enrollment in state-funded preschool dropped for the first time in 20 years, erasing a decade of growth with a decline of more than 298,000 children in one year. The greatest negative impacts have been on low-income and minority preschoolers and their families.¹
- Even if states recuperate from losses due to the pandemic and return to prior enrollment growth rates, states are likely to enroll just 40 percent of 4-year-olds and 8 percent of 3-year-olds ten years from now.

QUALITY PROBLEMS

- The COVID-19 pandemic has seriously disrupted programs by posing significant health risks, creating staffing shortages, and forcing policy waivers and other accommodations to mitigate risks, which has strained budgets and impeded best practices for children.
- Inadequate quality was a serious concern prior to the pandemic as many states lack policies essential for success.
- Unfortunately, failure to implement effective practice to produce lasting benefits is common and COVID-19 has made it even more difficult and expensive to provide developmentally appropriate activities while mitigating risks of infection through everything from physical distancing to improved ventilation to periodic closures.

SPENDING PROBLEMS

- State spending declined by \$254 million (adjusted for inflation) compared to the prior year. However, when including \$440 million in federal COVID-19 relief funds, spending increased by \$186 million.
- Despite its inadequate level, state spending per child (currently about \$5,867) has not improved appreciably in two decades. Consequences of insufficient funding included limiting preschool to a few hours per week in part-day programs, poor pay and benefits, excessive class sizes and ratios, and skimping on supports for implementation of effective practices.

FIGURE 1: PRESCHOOL ENROLLMENT DECLINED IN NEARLY EVERY STATE

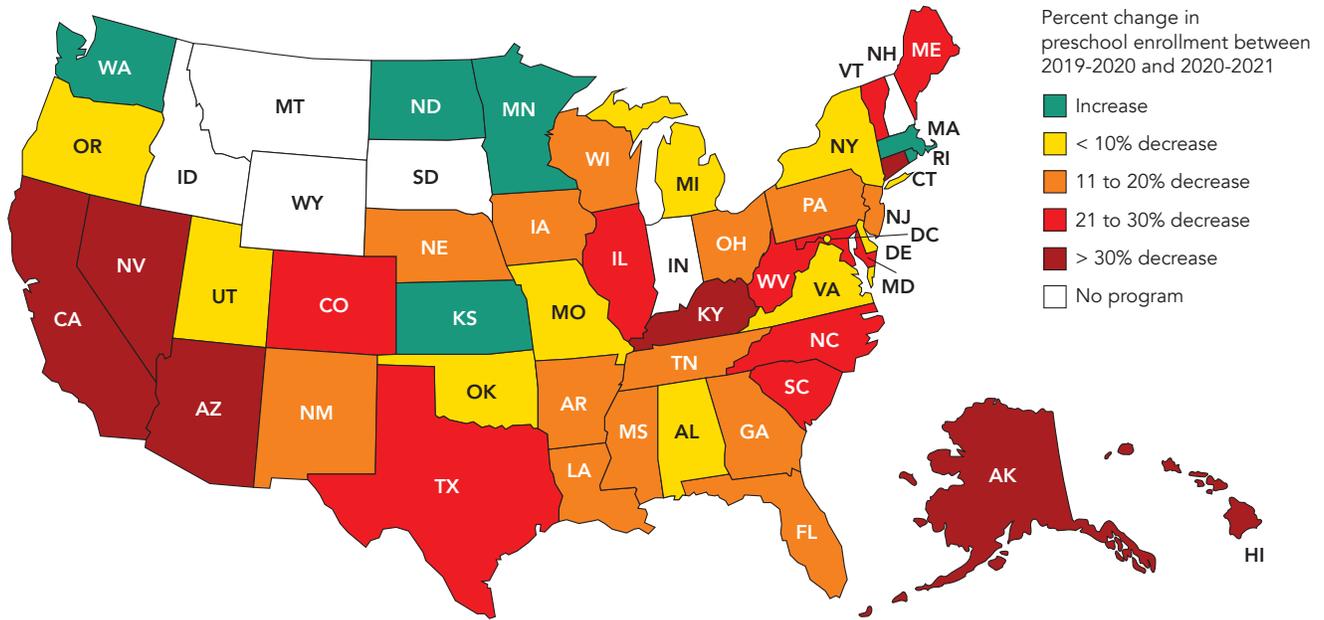
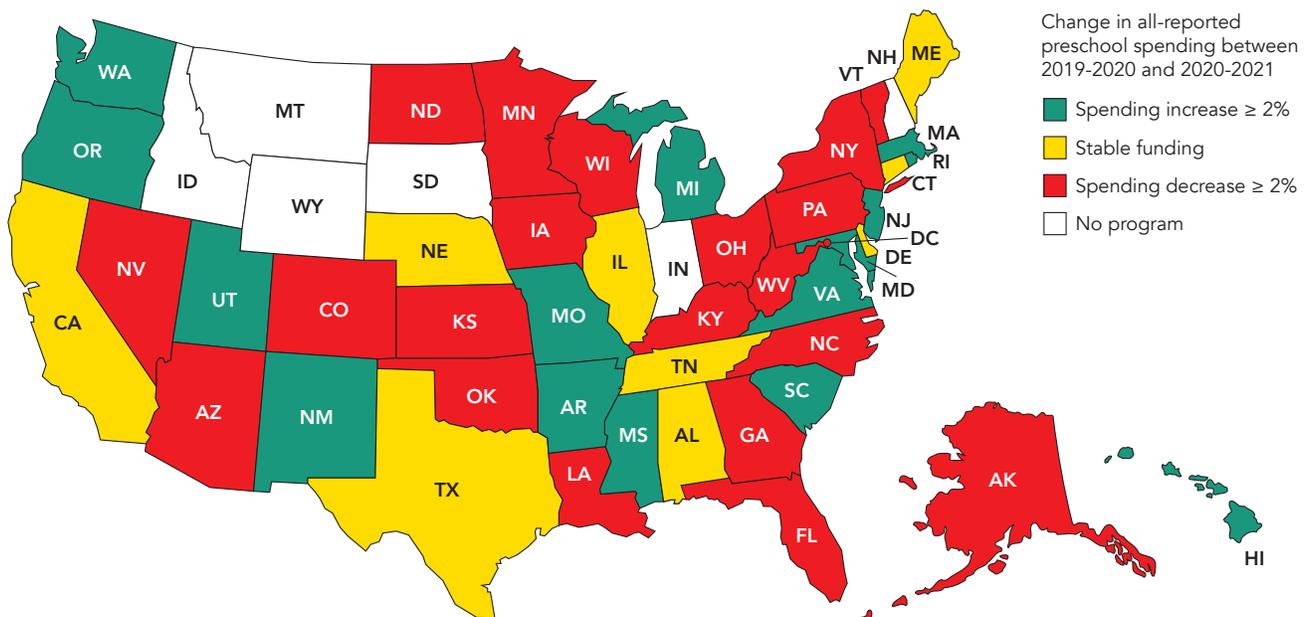


FIGURE 2: PRESCHOOL SPENDING DECLINED IN MANY STATES AS A RESULT OF THE PANDEMIC





FEDERAL AND STATE GOVERNMENT SOLUTIONS ARE POSSIBLE

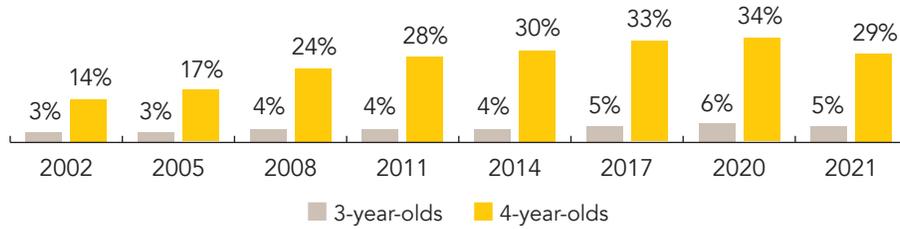
FEDERAL SOLUTIONS

- The preschool provisions in Build Back Better could rapidly improve access to quality, full-day preschool programs. Should this bill not move forward, even a small matching grants program could greatly accelerate progress. For example, a five-year commitment of just \$1 billion in Year 1 with another \$1 billion added each year up to \$5 billion in Year 5, could increase enrollment in high quality programs by one million children within five years. We saw first hand this year that even modest federal funding for preschool can have a meaningful impact.
- The federal government should invest in two streams of preschool research: best practices to mitigate health risks from COVID-19; and best practices to support children's learning and development, school readiness and success, and to prevent any negative impacts, however rare.

STATE SOLUTIONS

- States should expand access to quality preschool programs particularly for children in low-income and underserved ethnic and racial minority families. States should report the percentage of children served in preschool by income and race/ethnicity annually, as is done for K–12 education. Currently only 60% of preschool programs can do so.
- States that have committed to universal high quality preschool should make this a reality by removing funding caps that limit access and increasing quality where it is far below commonly accepted standards, including pay parity for teachers (See Figure 3).
- States with more limited (or no) preschool program should develop plans to reach at least all low-income children while also improving quality standards. Partnerships with Head Start and child care agencies in mixed-delivery systems that meet high standards for quality could expedite preschool expansion while also leveraging existing physical and human infrastructure (See Figure 4).

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



AVERAGE STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



Where is Universal Preschool for 4-Year-Olds Within Reach?

- Including state preschool, Head Start and special education, six states (Florida, Iowa, Oklahoma, Vermont, West Virginia, and Wisconsin) and DC were already serving at least 70% of their population of four-year-olds prior to the COVID-19 pandemic.
- Georgia, Maine, and New York, and recently California have committed to universal preschool for 4-year-olds but still have some work to do to reach that goal.
- There are seven other states within striking distance of serving at least 70% of 4-year-olds. In Figure 3, we estimated the number of 4-year-olds these ten states would need to enroll to reach 70% of 4-year-olds.
- We also estimated the Full Cost of serving the unserved 4-year-olds in a preschool program that meets all 10 quality standards benchmarks in a full-day program that provides salary parity for teachers. We also estimate a “state share” of this funding which represents the cost of serving these additional children at current state funding levels.

FIGURE 3: TEN STATES THAT ARE CLOSE TO SERVING 70% OF THE 4-YEAR-OLD POPULATION

State	% of 4-year-olds served in 2019-2020	Enrollment gap to reach 70% of 4-year-olds	Additional funding needed to serve 70% of 4-year-olds	
			Full cost	State share
Georgia	63%	8,696	\$100,091,892	\$39,136,539
Maine	47%	2,965	\$33,430,665	\$12,392,887
New York	60%	19,195	\$317,213,375	\$135,352,501
Arkansas	48%	8,599	\$92,420,532	\$45,342,300
California	46%	110,787	\$1,707,675,146	\$878,305,270
Louisiana	45%	15,327	\$167,817,953	\$30,626,758
Maryland	48%	16,454	\$226,182,219	\$121,995,435
New Mexico	55%	3,582	\$46,470,602	\$22,288,161
South Carolina	53%	9,931	\$114,822,222	\$30,908,206
Texas	54%	60,812	\$753,892,023	\$178,860,335

What is needed to serve all low-income 3- and 4-year-olds in high quality preschool?

According to the 2019 Community Population Survey, an average of about 54% of low-income preschoolers nationally do not attend any early childhood education program. Figure 4 illustrates enrollment gaps in each state for reaching all low-income 3- and 4-year-olds, as well as estimated full and state costs, as explained above.

FIGURE 4: STATES SHOULD COMMIT TO SERVING AT LEAST ALL LOW-INCOME PRESCHOOLERS

State	Enrollment gap to reach all low-income 3- & 4-year-olds	Additional funding needed	
		Full cost	State share
Alabama	26,592	\$260,734,560	\$164,517,120
Alaska	3,833	\$60,661,058	\$16,748,077
Arizona	43,423	\$462,498,373	\$173,409,224
Arkansas	19,559	\$209,711,598	\$103,135,787
California	171,904	\$2,649,728,256	\$1,362,829,632
Colorado	22,521	\$263,135,364	\$70,026,011
Connecticut	9,282	\$146,219,346	\$78,340,220
Delaware	5,589	\$70,706,439	\$40,672,707
District of Columbia	4,020	\$77,239,834	\$77,239,834
Florida	107,023	\$1,219,634,108	\$237,803,812
Georgia	54,923	\$632,163,730	\$247,179,867
Hawaii	6,955	\$90,250,641	\$90,250,641
Idaho	10,949	\$119,234,610	\$119,234,610
Illinois	41,755	\$504,692,685	\$202,436,396
Indiana	36,589	\$411,589,661	\$411,589,661
Iowa	12,821	\$148,287,686	\$48,274,386
Kansas	15,376	\$168,505,584	\$75,984,985
Kentucky	30,654	\$353,501,928	\$134,812,501
Louisiana	33,058	\$361,952,042	\$66,056,208
Maine	4,395	\$49,558,020	\$18,371,365
Maryland	21,367	\$293,710,782	\$158,418,177
Massachusetts	20,976	\$315,311,232	\$31,721,423
Michigan	50,254	\$617,571,406	\$349,657,809
Minnesota	22,867	\$288,078,466	\$136,692,086
Mississippi	21,198	\$213,485,058	\$53,418,808
Missouri	26,333	\$308,728,092	\$101,262,611
Montana	5,515	\$65,054,940	\$65,054,940
Nebraska	10,345	\$126,529,695	\$20,644,046
Nevada	19,301	\$238,502,457	\$119,142,671
New Hampshire	3,362	\$41,601,388	\$41,601,388
New Jersey	28,097	\$443,298,445	\$443,298,445
New Mexico	16,342	\$212,021,108	\$101,689,250
New York	70,641	\$1,167,413,166	\$498,126,197
North Carolina	53,965	\$557,890,170	\$203,161,322
North Dakota	3,780	\$42,638,400	\$1,586,009
Ohio	72,588	\$864,595,668	\$290,352,000
Oklahoma	28,421	\$271,250,024	\$131,958,081
Oregon	21,028	\$304,422,356	\$268,905,751
Pennsylvania	41,529	\$506,695,329	\$294,386,378
Rhode Island	3,720	\$50,778,000	\$28,985,728
South Carolina	30,983	\$358,225,446	\$96,428,249
South Dakota	5,614	\$54,006,680	\$54,006,680
Tennessee	36,435	\$399,036,120	\$162,494,753
Texas	166,649	\$2,065,947,653	\$490,144,580
Utah	17,201	\$178,769,993	\$14,308,307
Vermont	1,561	\$19,417,279	\$9,492,389
Virginia	29,603	\$403,281,669	\$118,709,868
Washington	25,055	\$352,122,970	\$243,109,737
West Virginia	8,153	\$84,799,353	\$55,276,718
Wisconsin	25,130	\$309,626,730	\$88,934,594
Wyoming	3,325	\$44,541,700	\$44,541,700
U.S. Total	1,552,559	\$19,459,357,298	\$8,456,423,736

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

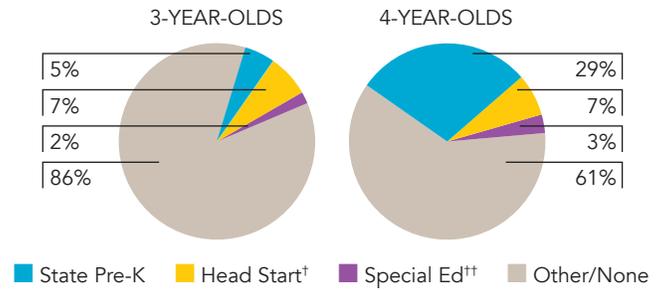
STATE	Access for 4-year-olds rank	Access for 3-year-olds rank	Resources rank based on state spending	Resources rank based on all reported spending	Quality standards checklist sum (maximum of 10)
Alabama	16	None served	18	12	10
Alaska	42	27	30	37	2
Arizona	45	24	34	39	3
Arkansas	24	6	12	6	8
California	22	19	8	18	4.5
Colorado	26	13	39	31	4
Connecticut	32	9	7	16	5.1
Delaware	40	25	13	21	9
District of Columbia	1	1	1	1	4
Florida	4	None served	41	44	2
Georgia	8	None served	27	35	8
Hawaii	44	None served	3	3	9.6
Illinois	23	4	24	29	8
Iowa	3	22	36	40	7
Kansas	11	8	22	33	5
Kentucky	25	16	26	19	8
Louisiana	21	32	28	36	7.9
Maine	15	None served	32	14	9
Maryland	18	21	11	5	7
Massachusetts	14	3	43	32	5.5
Michigan	19	None served	17	24	GSRP: 10; DK: 1
Minnesota*	35	31	21	26	5.4
Mississippi	38	None served	40	25	10
Missouri*	39	26	35	41	4.1
Nebraska	17	7	42	13	7
Nevada	41	None served	6	11	5
New Jersey	20	5	2	2	8
New Mexico	13	11	10	20	9
New York	9	17	16	23	7
North Carolina	27	None served	19	15	8
North Dakota	33	None served	45	45	2
Ohio	37	23	33	38	5
Oklahoma	2	20	25	7	9
Oregon	34	12	4	4	7
Pennsylvania*	28	10	15	22	6.8
Rhode Island	31	None served	9	10	10
South Carolina	12	33	38	42	7
Tennessee	29	30	29	30	9
Texas	10	14	31	34	4
Utah	43	28	44	43	3
Vermont	5	2	20	28	7
Virginia	30	29	23	17	6
Washington	36	15	5	9	ECEAP: 9; TK: 6
West Virginia	6	18	14	8	9
Wisconsin	7	34	37	27	3
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

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

NATIONAL ACCESS

Total state pre-K enrollment, all ages.....	1,358,247
State-funded preschool programs.....	63 programs in 44 states and DC ¹
Income requirement	34 state programs have an income requirement
Minimum hours of operation.....	24 part-day; 14 school-day; 6 extended-day; 19 determined locally ²
Operating schedule.....	1 full calendar year; 45 school/ academic year; 17 determined locally
Special education enrollment, ages 3 and 4	410,931
Federally funded Head Start enrollment, ages 3 and 4	622,259 ³
State-funded Head Start enrollment, ages 3 and 4.....	12,705 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 63 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARK
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	58
Curriculum supports	Approval process & supports	55
Teacher degree	BA	36
Teacher specialized training	Specializing in pre-K	51
Assistant teacher degree	CDA or equivalent	19
Staff professional development	For teachers & assistants: At least 15 hours/year; Individual PD plans; Coaching	18
Maximum class size	20 or lower	47
Staff-child ratio	1:10 or better	49
Screening & referral	Vision, hearing & health screenings; & referral	41
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

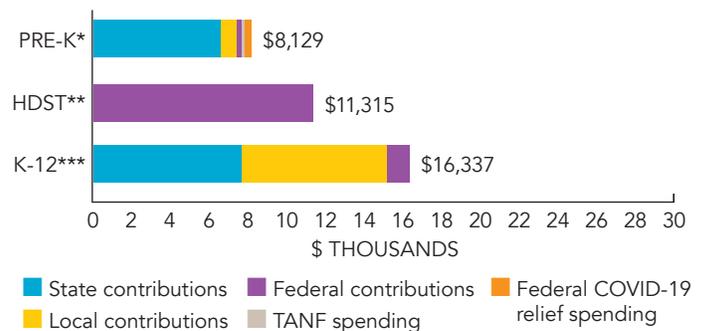
Total state pre-K spending	\$9,420,322,443
Local match required?	11
State Head Start spending	\$274,808,955 ⁵
State spending per child enrolled	\$7,011 ⁶
All reported spending per child enrolled*	\$8,129

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

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

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

SPENDING PER CHILD ENROLLED



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

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

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

⁴ This figure is based on the Head Start enrollment supported by state match as reported by ACF and additional information from surveys of state supplemental Head Start programs. This figure includes 11,661 children who attended programs that were considered to be state-funded preschool programs and are also included in the state-funded preschool enrollment total.

⁵ This figure includes \$178,269,573 also included in the total state pre-K spending.

⁶ This figure included federal TANF funds and federal COVID-19 relief funds directed toward preschool at states' discretion.



WHAT'S NEW?

RESOURCES

- Total state funding for preschool programs in 2020-2021 declined for the first time since 2014, the largest decline since the Great Recession (See Figure 5). States spent \$8.98 billion on pre-K, an inflation adjusted decrease of almost \$254 million (3%) from the previous year. When including nearly \$440 million in federal COVID-19 relief funding, preschool funding increased by \$186 million (adjusted for inflation).
- Twenty-six states reported inflation-adjusted decreases in state spending for preschool. Many states reported preschool funding was held harmless to protect the program infrastructure during the pandemic. Nine states increased spending on preschool by more than \$10 million, led by Maryland with an \$84 million increase and New Jersey with a \$78 million increase as both states expanded preschool access with an emphasis on quality.
- Average state funding per child enrolled was \$7,011 in 2020-2021, an inflation adjusted increase of \$1,383 or 25% (See Figure 6). This is mostly the result of pandemic-related declines in enrollment while many states maintained spending to keep program capacity in place, though a few states such as Maryland increased spending.
- For 2020-2021 a more accurate metric for comparison with prior years is spending per full enrollment equivalent (FEE), which accounts for capacity rather than actual enrollment. We can only estimate this, but nationally, funding per FEE was approximately \$5,867, which is still an increase of \$240 from the prior year, adjusted for inflation.
- All-reported spending, which includes local and federal dollars, to the extent states can report them, was \$10.94 billion, an inflation-adjusted increase of 2.7%. All-reported spending per child was \$8,129. All-reported spending per FEE was \$6,804.

FIGURE 5: TOTAL STATE SPENDING ON PRESCHOOL HAS MORE THAN DOUBLED OVER THE LAST TWO DECADES, ADJUSTED FOR INFLATION (IN BILLIONS)

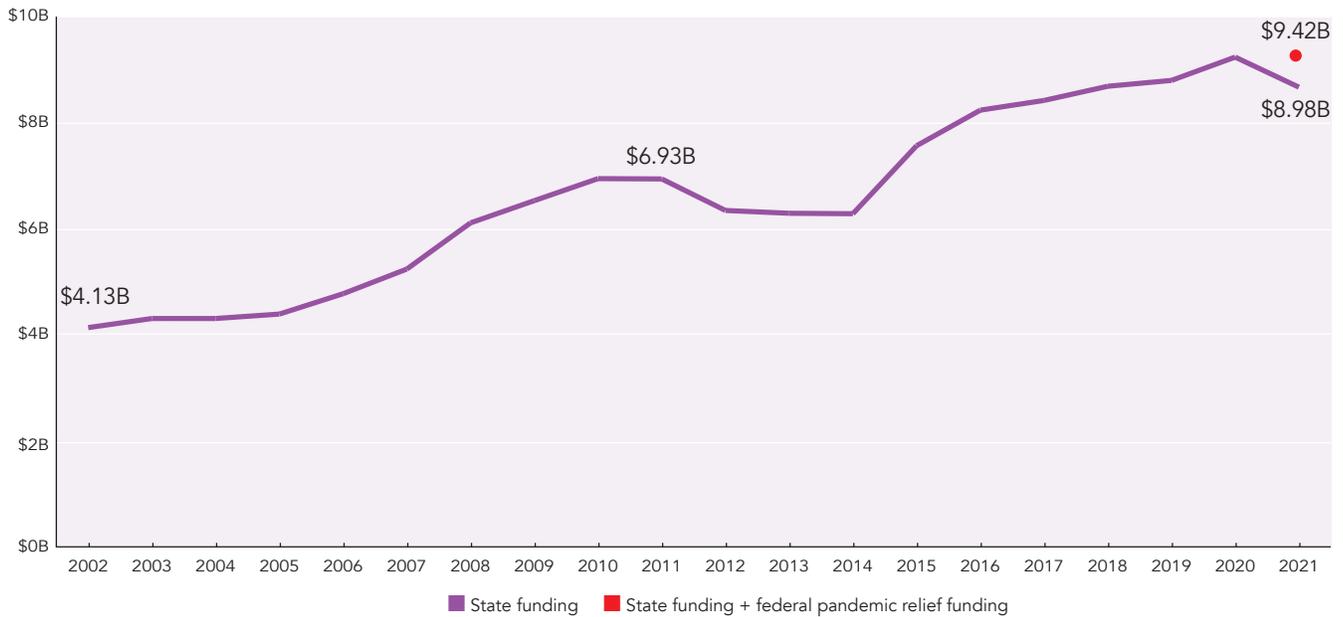
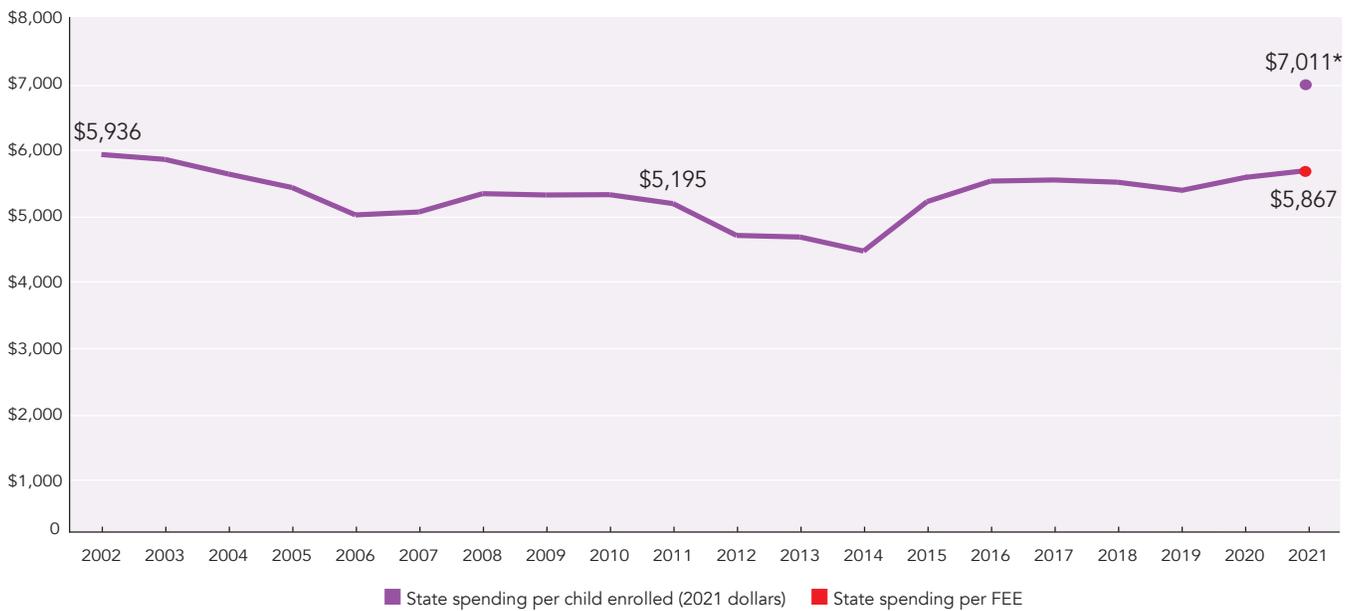


FIGURE 6: STATE SPENDING PER CHILD HAS NOT CHANGED IN TWO DECADES, ADJUSTED FOR INFLATION



*Spending per child enrolled was artificially high compared to spending per child in planned enrollment (actual capacity) due to enrollment declines from the COVID-19 pandemic. Full enrollment (capacity) spending per child is reported as the most relevant figure for long-term trend analysis.

ENROLLMENT

- States enrolled almost 1.36 million children in state-funded preschool, including 1.15 million 4-year-olds and 187,000 3-year-olds. Almost all the enrollment increase over the past decade was erased in the pandemic (See Figure 7). States served 29% of 4-year-olds and less than 5% of 3-year-olds in 2020-2021.
- Enrollment in state-funded preschool nationwide decreased by 298,000 children, or 18%. This is the first time in 20 years there has been a decline in state-funded preschool enrollment nationally. Additionally, many children included in the enrollment totals experienced remote learning for at least part of the school year.
- Six states had an increase in total preschool enrollment. Several other states had planned expansion of preschool programs but did not see enrollment increases even though they had the capacity and funding to do so.
- DC and six states served more than 50% of 4-year-olds. Only D.C. served more than 70% of 4-year-olds (84%). DC was also the only one to enroll more than 50% of 3-year-olds (64%). See Figures 8 and 9.
- Across all public programs — preschool general and special education plus federal- and state-funded Head Start — 39% of 4-year-olds and 14% of 3-year-olds were served. The pandemic negatively impacted enrollment in early childhood special education (down 16%) and Head Start (down 33%) as well as state-funded preschool.
- Twelve states, DC, and Guam offer at least a school-day (at least 4 hours per day) pre-K program to all children enrolled. Eleven other states serve at least 80% of children in school-day programs (See Figure 10).
- Nearly all states serve a portion of children enrolled in state-funded preschool programs outside of the public schools (See Figure 11). In 2020-2021, at least eight states served more than half of children in state-funded preschool outside of public schools in settings such as private child care and Head Start. Models for providing mixed delivery of preschool vary from state to state.

FIGURE 7: THE PANDEMIC WIPED OUT A DECADE OF PROGRESS IN PRESCHOOL ENROLLMENT

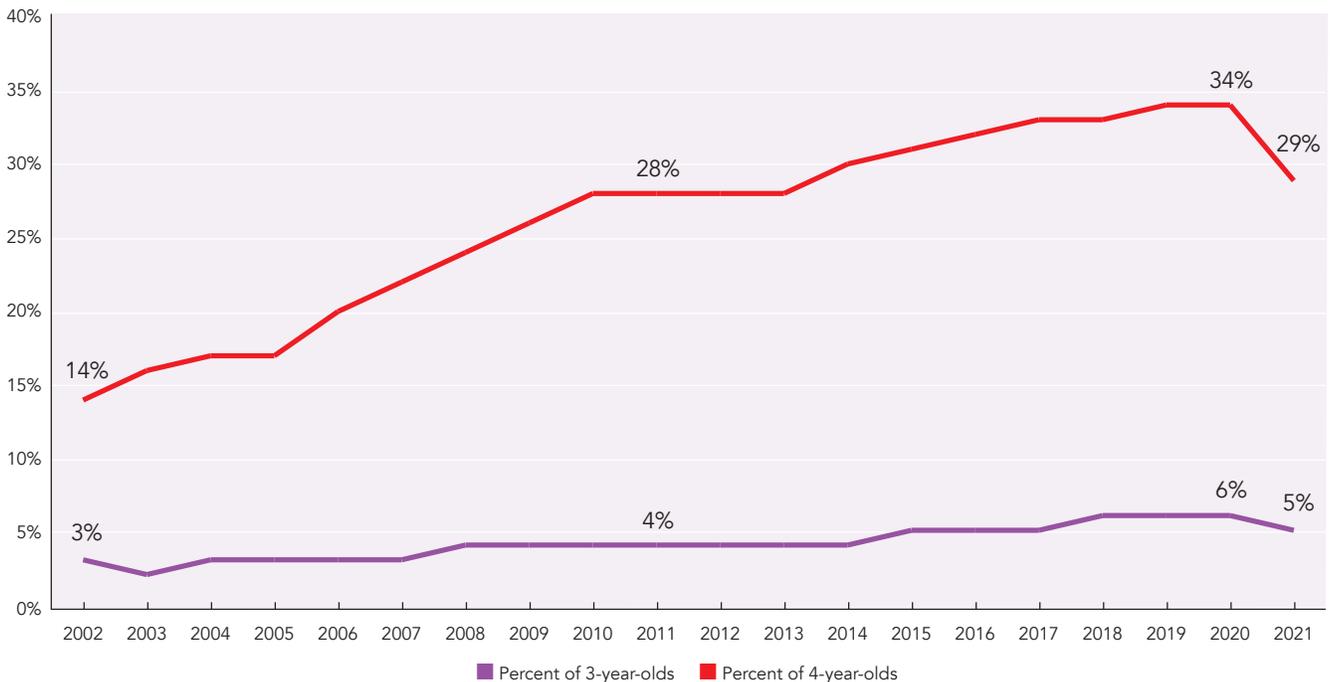


FIGURE 10: MOST STATES PROVIDED AT LEAST A SCHOOL-DAY PROGRAM TO THE MAJORITY OF PRESCHOOLERS

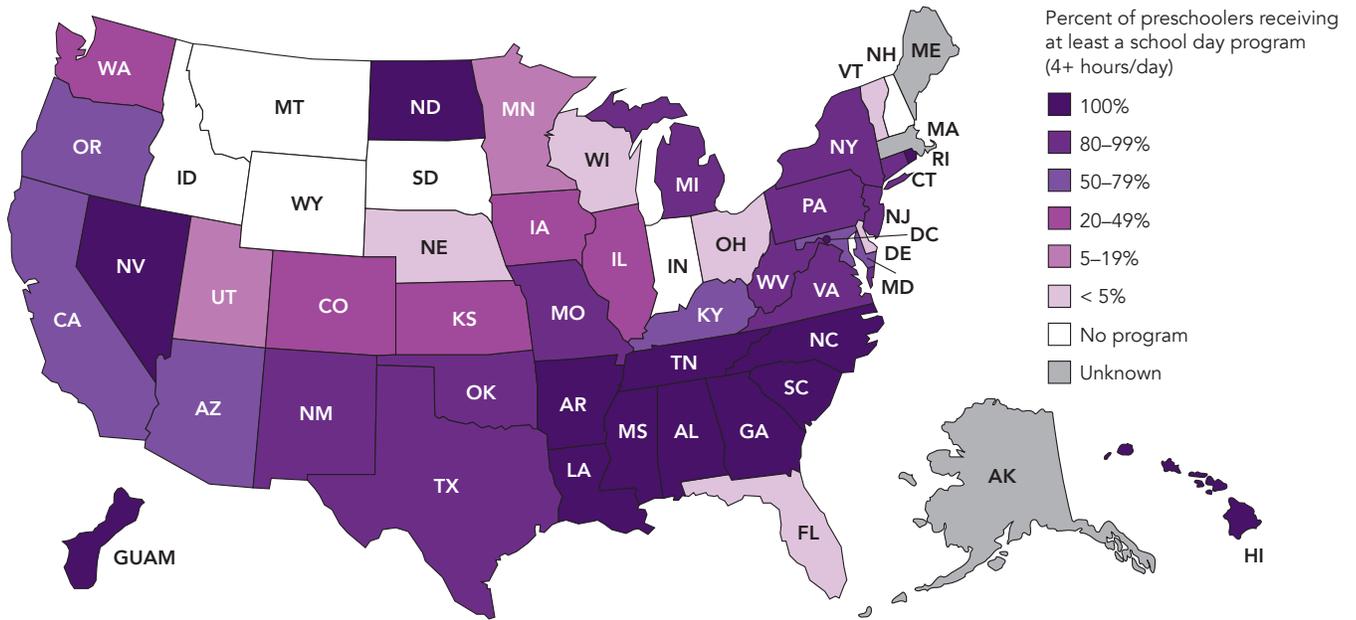
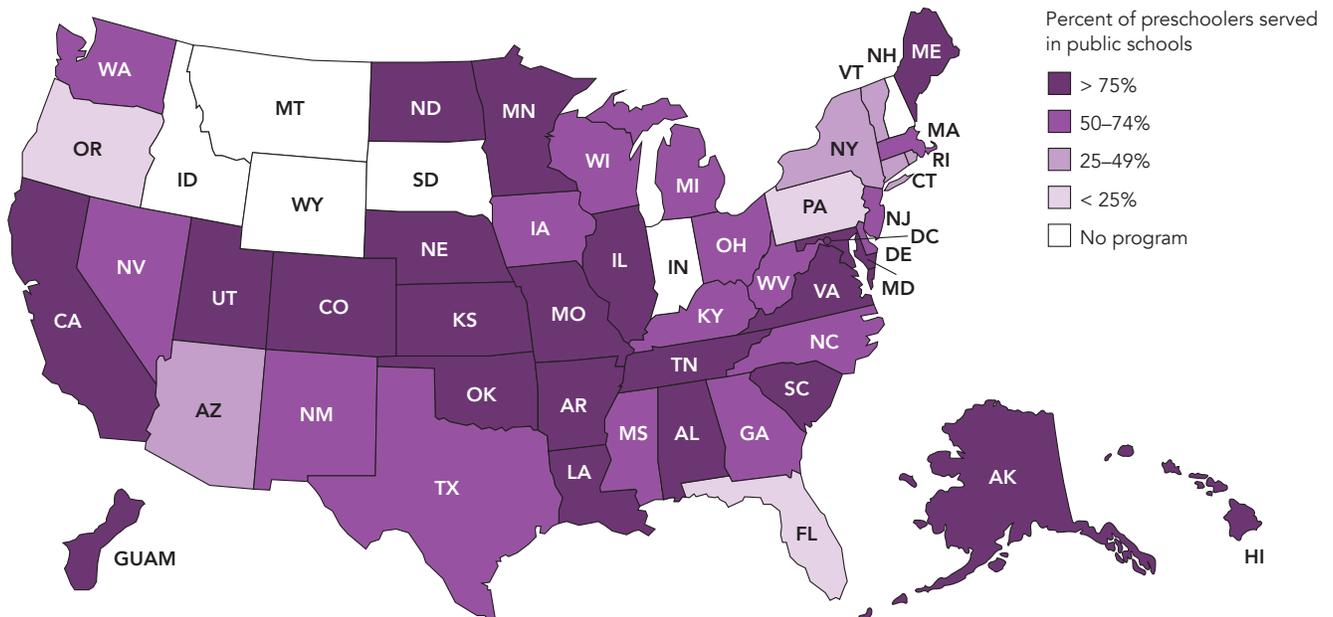


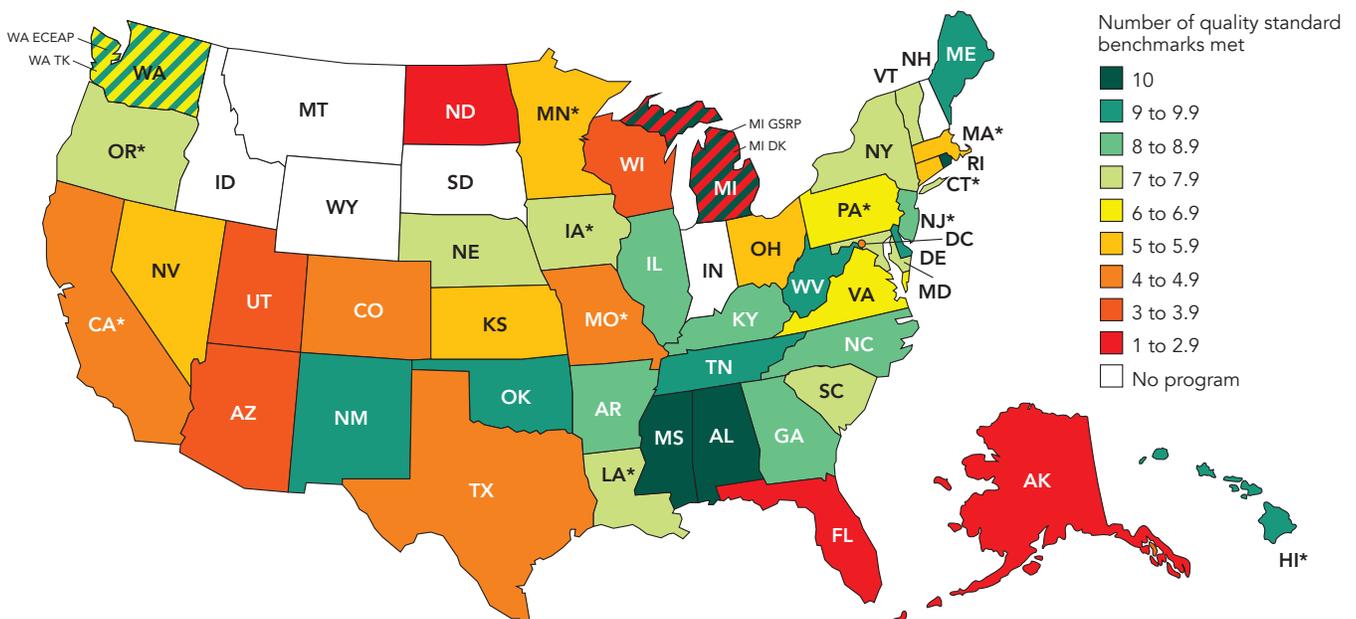
FIGURE 11: MOST STATES SERVED THE MAJORITY OF PRESCHOOLERS IN PUBLIC SCHOOLS



QUALITY STANDARDS

- Alabama, Hawaii's Executive Office on Early Learning Public Prekindergarten Program, Michigan's Great Start Readiness Program, Mississippi, and Rhode Island remained the only programs to meet all 10 of NIEER's benchmarks for minimum state preschool quality standards (See Figure 12).
- Three state-funded preschool programs gained one quality standard benchmark as a result of a policy change: Kansas reduced class sizes and newly meets the class size benchmark. Utah required classroom observations in randomly selected classrooms, meeting the continuous quality improvement system benchmark for the first time. And Washington Early Childhood Education and Assistance Program required both lead and assistant teachers to have annual individualized professional development plans, meeting the staff professional development benchmark for the first time.
- Fourteen state-funded preschool programs met fewer than half of the quality standard benchmarks, including three of the four largest programs. Thirty-eight percent of children in state-funded preschool were in a program meeting fewer than half of the quality standards benchmarks. Only 11% were in a program meeting 9 or 10 benchmarks.
- Due to the COVID-19 pandemic, many states made exceptions to policies. The most common waivers were to classroom observations, child assessments, and staff qualifications. For this year, due to the COVID-19 pandemic, NIEER's determination of benchmarks met was based on policy, rather than exceptions to the policies related to the pandemic. Therefore, actual standards related to quality may have been lower in some places.

FIGURE 12: TOO MANY STATES MET FEWER THAN HALF OF THE STANDARDS FOR MINIMUM PROGRAM QUALITY



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



IMPORTANT DEVELOPMENTS

- Two new programs are included in this report for the first time: Michigan’s Developmental Kindergarten served 9,018 children and Washington’s Transitional Kindergarten served 856 children. The addition of these two programs to this report reflects a trend of locally controlled education programs for preschool-age children.
- The Wisconsin Head Start State Supplement is no longer included in the report as a state-funded preschool program as it no longer meets the report’s definition of a state-funded preschool program.
- A supplemental survey about the impacts of the COVID-19 pandemic on state-funded preschool found these impacts, in addition to those on enrollment and spending:
 - More than half of states made changes to required preschool assessments including waiving them completely, requiring fewer time points, and/or doing them virtually.
 - Eight programs provided recruitment and/or retention bonuses for lead teachers.
 - Thirteen states offered a summer learning program as a result of the pandemic.
 - Nearly all states provided a mix of remote learning and in-person instruction during the 2020-2021 but began the 2021-2022 school year with in-person instruction.

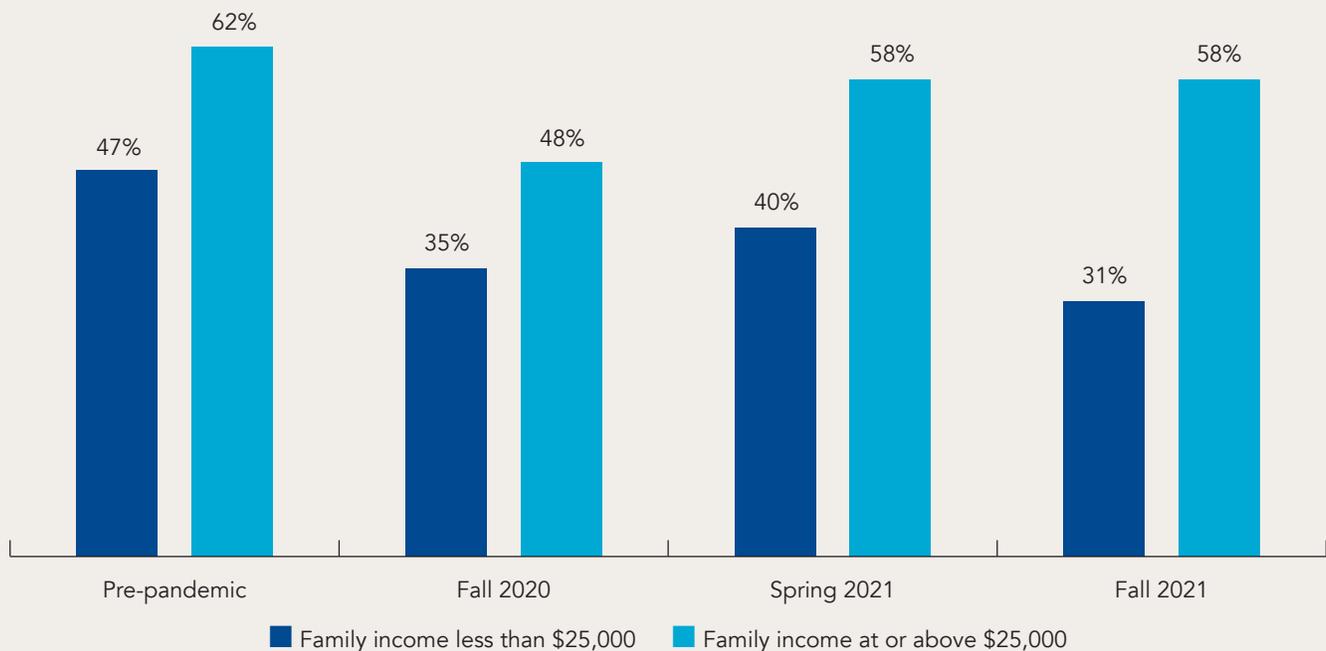
This 19th edition of the *State of Preschool*, the National Institute for Early Education Research’s (NIEER) report on our annual survey of state preschool policies, includes information for every state on child enrollment, funding, staffing, and quality standards. It also includes information about where children are served, characteristics of the children served, preschool program operating schedules, eligibility requirements, and other program features. The survey focused on the 2020-2021 school year and now includes 20 years of data dating back to 2002. Our report summarizes valuable information from the survey for policy-makers regarding the long-term trends and the immediate impacts of the pandemic.

Beyond the Yearbook Survey

NIEER has conducted a series of national [surveys](#) of parents of preschool-age children since the beginning of the COVID-19 pandemic. These surveys provide additional information not available from the State of Preschool survey, for example, on preschool enrollment in the current year and with breakdowns by family income. Particularly noteworthy are two findings for the current school year.

- Enrollment in all preschool programs, including public and private, rebounded by Fall 2021 from the 2020-2021 school year but remained about five percentage points lower than before the pandemic. All the ground lost has not been regained.
- The reduction in preschool participation in 2020-2021 and in Fall 2021 due to the pandemic is much larger for children in low-income families than for others (See Figure 13).

FIGURE 13: THE COVID-19 PANDEMIC DISPROPORTIONALLY AFFECTED PRESCHOOL ENROLLMENT FOR LOW-INCOME CHILDREN



Note: Preschool enrollment includes children enrolled in in-person, virtual, and hybrid learning in both public and nonpublic early childhood education programs

¹ Barnett, W. S., & Jung, K. (2021). Seven Impacts of the Pandemic on Young Children and their Parents: Initial findings from NIEER's December 2020 Preschool Learning Activities Survey. New Brunswick, NJ: National Institute for Early Education Research.

TABLE 2: STATE PRESCHOOL ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2020-2021)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2020-2021)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	84%	64%	74%	7,220	5,596	12,816
2	Oklahoma	64%	3%	34%	34,456	1,623	36,079
3	Iowa	59%	3%	31%	23,697	1,116	24,813
4	Florida	58%	0%	29%	136,142	0	136,142
5	Vermont	57%	30%	44%	3,425	1,778	5,203
6	West Virginia	56%	5%	31%	10,540	1,015	11,555
7	Wisconsin	56%	.1%	28%	37,843	42	37,885
8	Georgia	49%	0%	25%	66,554	0	66,554
9	New York	46%	6%	26%	102,400	13,197	115,597
10	Texas	41%	7%	24%	169,796	26,425	196,221
11	Kansas	39%	14%	27%	15,111	5,037	20,148
12	South Carolina	35%	.1%	18%	21,061	38	21,099
13	New Mexico	34%	8%	21%	8,540	1,848	10,388
14	Massachusetts	34%	22%	28%	24,275	15,469	39,744
15	Maine	33%	0%	17%	4,413	0	4,413
16	Alabama	31%	0%	16%	18,906	0	18,906
17	Nebraska	31%	15%	23%	8,254	4,026	12,280
18	Maryland	31%	3%	17%	22,840	2,225	25,065
19	Michigan	31%	0%	16%	35,793	0	35,793
20	New Jersey	29%	16%	22%	30,435	16,460	46,895
21	Louisiana	28%	.2%	14%	17,363	100	17,463
22	California	27%	5%	16%	132,559	21,444	154,003
23	Illinois	27%	17%	22%	41,621	24,840	66,461
24	Arkansas	27%	16%	21%	10,421	5,879	16,300
25	Kentucky	21%	6%	14%	11,690	3,246	14,936
26	Colorado	20%	7%	14%	13,431	4,757	18,188
27	North Carolina	19%	0%	10%	23,718	0	23,718
28	Pennsylvania	19%	8%	13%	26,586	11,380	37,967
29	Tennessee	18%	1%	9%	14,959	642	15,601
30	Virginia	17%	1%	9%	17,234	822	18,056
31	Rhode Island	16%	0%	8%	1,848	0	1,848
32	Connecticut	15%	9%	12%	5,643	3,120	8,763
33	North Dakota	12%	0%	6%	1,354	0	1,354
34	Oregon	11%	7%	9%	5,336	3,293	8,629
35	Minnesota	11%	1%	6%	7,743	394	8,137
36	Washington	10%	6%	8%	9,860	5,567	15,427
37	Ohio	9%	2%	5%	12,621	2,431	15,052
38	Mississippi	7%	0%	4%	2,727	0	2,727
39	Missouri	7%	1%	4%	5,350	1,023	6,374
40	Delaware	6%	2%	4%	661	169	830
41	Nevada	5%	0%	3%	1,969	0	1,969
42	Alaska	5%	1%	3%	520	116	636
43	Utah	3%	1%	2%	1,566	517	2,083
44	Hawaii	2%	0%	1%	391	0	391
45	Arizona	2%	2%	2%	1,821	1,358	3,179
No program	Idaho	0%	0%	0%	0	0	0
No program	Indiana	0%	0%	0%	0	0	0
No program	Montana	0%	0%	0%	0	0	0
No program	New Hampshire	0%	0%	0%	0	0	0
No program	South Dakota	0%	0%	0%	0	0	0
No program	Wyoming	0%	0%	0%	0	0	0
	50 states + DC	29%	5%	17%	1,150,694	186,994	1,337,688
	Guam	2%	0%	1%	50	0	50

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

*Nationwide, an additional 20,559 children of other ages were enrolled in state prekindergarten, for a total of 1,358,247 children.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2020-2021				ENROLLMENT CHANGES FROM 2019-2020 TO 2020-2021			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	% served	Number	% served	Number	% served	Number	% served
Alabama	0	0.0%	18,150	30.1%	0	0.0%	-1,533	-2.5%
Alaska	116	1.2%	520	4.9%	-165	-1.5%	-603	-5.9%
Arizona	1,358	1.6%	-2,456	-3.5%	-354	-0.4%	-1,066	-1.1%
Arkansas	4,937	13.0%	8,197	20.8%	-772	-1.6%	-2,363	-6.0%
California	10,520	2.3%	88,025	19.0%	-34,794	-7.1%	-49,832	-9.3%
Colorado	4,027	5.9%	5,111	5.8%	-1,641	-2.3%	-3,107	-4.3%
Connecticut	1,585	5.2%	1,226	5.6%	-2,305	-6.1%	-2,343	-5.9%
Delaware	169	1.5%	-182	-2.1%	-94	-0.8%	79	0.6%
District of Columbia	4,471	44.0%	4,209	39.5%	-839	-9.0%	-136	-0.5%
Florida	0	0.0%	136,142	57.7%	0	0.0%	-30,584	-14.0%
Georgia	0	0.0%	2,941	-4.1%	0	0.0%	-13,774	-9.9%
Hawaii	0	0.0%	391	2.2%	0	0.0%	-287	-1.7%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	10,742	8.7%	2,719	5.8%	-9,472	-5.6%	-9,059	-5.5%
Indiana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Iowa	605	1.5%	22,141	54.9%	-323	-0.7%	-3,038	-7.0%
Kansas	5,037	13.6%	12,881	33.5%	3,641	9.9%	3,738	9.7%
Kentucky	-1,626	-3.3%	-1,127	-2.8%	-2,912	-5.2%	-5,039	-9.0%
Louisiana	100	0.2%	9,844	16.3%	100	0.2%	-3,092	-5.1%
Maine	0	0.0%	2,973	23.7%	0	0.0%	-1,473	-10.8%
Maryland	817	1.1%	4,466	5.7%	-215	-0.2%	-7,829	-10.4%
Massachusetts	6,037	9.9%	14,843	22.1%	3,447	5.0%	2,661	3.9%
Michigan	0	0.0%	9,316	11.7%	0	0.0%	-1,575	-1.2%
Minnesota*	-421	-0.7%	6,473	8.8%	-142	-0.2%	157	0.2%
Mississippi	0	0.0%	2,727	7.3%	0	0.0%	-337	-0.8%
Missouri*	-1,523	-2.1%	1,664	2.2%	-127	-0.2%	-291	-0.4%
Montana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nebraska	3,902	14.7%	7,898	29.5%	-294	-0.9%	-1,034	-3.1%
Nevada	-111	-0.4%	1,648	4.0%	0	0.0%	-1,101	-2.8%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	3,675	4.6%	6,554	8.4%	-5,799	-5.3%	-2,719	-2.7%
New Mexico	1,378	5.8%	8,170	32.5%	278	1.4%	-1,957	-7.0%
New York	7,362	3.6%	38,901	21.3%	2,474	1.2%	-7,016	-2.3%
North Carolina	0	0.0%	22,478	17.8%	0	0.0%	-7,341	-6.0%
North Dakota	0	0.0%	1,354	12.4%	0	0.0%	119	1.2%
Ohio	-7,283	-4.7%	-1,264	0.0%	644	0.5%	-3,462	-2.4%
Oklahoma	1,623	3.2%	8,577	8.7%	-1,216	-2.2%	-2,761	-5.6%
Oregon	2,184	4.8%	2,747	5.6%	-293	-0.4%	-438	-0.8%
Pennsylvania*	11,380	8.1%	24,036	17.0%	-3,678	-2.4%	-5,460	-3.6%
Rhode Island	0	0.0%	1,848	16.4%	0	0.0%	428	3.7%
South Carolina	-312	-0.6%	5,411	5.4%	-219	-0.4%	-7,622	-12.2%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-200	-0.3%	13,201	15.6%	434	0.5%	-3,298	-4.0%
Texas	6,684	0.4%	42,213	1.4%	-10,672	-2.4%	-41,473	-9.9%
Utah	517	1.1%	1,566	3.1%	-2	0.0%	-137	-0.2%
Vermont	1,409	25.0%	2,805	48.4%	-1,694	-28.3%	-1,197	-19.4%
Virginia	822	0.8%	11,356	10.2%	822	0.8%	-1,925	-2.0%
Washington	4,418	4.6%	5,075	4.4%	233	0.3%	1,194	1.2%
West Virginia	-753	-3.2%	5,455	31.5%	-217	-1.0%	-2,851	-12.4%
Wisconsin	-646	-0.9%	24,339	36.4%	-360	-0.5%	-8,608	-12.1%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	83,000	2.1%	585,563	14.2%	-66,526	-1.6%	-229,384	-5.5%
Guam	0	0.0%	50	1.6%	0	0.0%	-21	-0.6%

* 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: 2020-2021 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRESCHOOL, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

STATE	PRE-K + PRE-K SPECIAL EDUCATION				PRE-K + PRE-K SPECIAL EDUCATION + HEAD START ^{††}			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population	Number enrolled	% of state population
Alabama [†]	801	1.4%	20,014	33.2%	6,104	10.3%	24,187	40.2%
Alaska*	374	3.7%	1,076	10.2%	1,346	13.4%	2,386	22.7%
Arizona	3,584	4.1%	6,082	6.8%	9,071	10.4%	14,514	16.3%
Arkansas	6,653	17.7%	12,884	33.2%	9,515	25.3%	15,948	41.1%
California	30,233	6.4%	141,790	29.4%	62,150	13.1%	178,342	37.0%
Colorado	6,617	10.0%	16,420	24.2%	9,730	14.7%	20,900	30.8%
Connecticut [†]	4,916	13.4%	8,036	21.5%	6,773	18.5%	9,959	26.6%
Delaware	888	8.0%	1,606	14.1%	1,535	13.9%	2,471	21.7%
District of Columbia [†]	5,596	64.0%	7,547	87.3%	5,899	67.5%	7,621	88.2%
Florida*	4,868	2.1%	136,142	57.7%	19,344	8.4%	153,922	65.2%
Georgia [†]	1,824	1.4%	68,317	50.6%	11,503	8.7%	73,644	54.6%
Hawaii	551	3.3%	1,217	6.9%	1,461	8.6%	2,528	14.4%
Idaho	514	2.2%	1,041	4.3%	1,772	7.5%	2,871	11.7%
Illinois [†]	25,023	16.9%	45,667	29.9%	33,379	22.6%	55,088	36.1%
Indiana	3,267	3.9%	4,950	5.8%	7,875	9.4%	11,134	12.9%
Iowa [†]	1,731	4.4%	24,424	60.8%	3,865	9.8%	26,919	67.0%
Kansas	5,633	15.2%	15,111	39.4%	7,947	21.4%	17,613	45.9%
Kentucky [†]	3,246	6.0%	11,690	21.1%	8,496	15.6%	17,382	31.3%
Louisiana*	475	0.8%	18,475	29.9%	9,622	16.0%	26,311	42.6%
Maine [†]	599	4.7%	4,995	37.8%	1,475	11.5%	5,585	42.3%
Maryland*, [†]	5,328	7.4%	25,199	34.1%	8,050	11.1%	28,994	39.2%
Massachusetts*	15,469	21.7%	24,275	33.7%	19,827	27.8%	29,276	40.6%
Michigan [†]	3,255	2.9%	35,793	30.8%	13,939	12.2%	43,453	37.4%
Minnesota**	2,944	4.2%	12,662	17.5%	7,052	9.9%	17,614	24.3%
Mississippi [†]	397	1.1%	3,950	10.6%	7,512	20.6%	13,986	37.6%
Missouri [†]	3,269	4.4%	9,596	12.7%	8,446	11.4%	14,444	19.2%
Montana	55	0.4%	241	1.9%	1,323	10.7%	2,427	18.9%
Nebraska [†]	4,026	15.3%	8,254	31.0%	4,921	18.7%	9,319	35.0%
Nevada [†]	1,105	2.9%	4,153	10.7%	2,102	5.6%	5,289	13.7%
New Hampshire	725	5.6%	1,186	8.9%	1,225	9.5%	1,833	13.8%
New Jersey	20,988	20.2%	37,637	35.6%	25,605	24.6%	44,338	41.9%
New Mexico [†]	2,800	11.6%	8,944	35.5%	5,506	22.8%	12,527	49.7%
New York [†]	21,901	9.9%	114,763	51.3%	35,927	16.2%	128,491	57.5%
North Carolina [†]	1,865	1.5%	27,196	21.7%	8,601	7.0%	33,052	26.4%
North Dakota	309	2.8%	1,479	13.5%	1,148	10.6%	2,766	25.3%
Ohio	6,175	4.5%	18,542	13.1%	18,012	13.0%	33,690	23.8%
Oklahoma	1,623	3.2%	34,456	64.3%	8,084	15.7%	39,527	73.8%
Oregon	4,835	10.6%	7,697	16.3%	7,725	17.0%	11,223	23.7%
Pennsylvania*, [†]	18,642	13.3%	36,110	25.3%	27,449	19.7%	49,556	34.7%
Rhode Island [†]	502	4.7%	2,496	22.2%	1,334	12.4%	3,337	29.7%
South Carolina	1,219	2.1%	21,061	34.8%	6,385	10.8%	25,770	42.6%
South Dakota	302	2.5%	672	5.4%	1,889	15.4%	2,589	21.0%
Tennessee [†]	2,234	2.7%	18,039	21.6%	8,804	10.8%	21,490	25.7%
Texas*	30,415	7.6%	175,683	42.1%	56,701	14.1%	204,247	48.9%
Utah*, [†]	2,541	5.2%	4,871	9.6%	4,775	9.7%	7,523	14.8%
Vermont	1,988	33.8%	3,688	61.4%	2,393	40.7%	4,144	69.0%
Virginia	3,428	3.4%	21,129	20.2%	8,176	8.1%	27,535	26.4%
Washington	7,641	8.3%	13,549	14.2%	12,239	13.2%	18,844	19.8%
West Virginia [†]	1,015	5.4%	10,540	55.7%	2,719	14.6%	12,055	63.7%
Wisconsin	1,359	2.0%	37,894	55.7%	7,518	11.3%	43,426	63.8%
Wyoming	635	9.2%	941	12.7%	1,190	17.2%	1,629	21.9%
United States	276,382	7.0%	1,270,180	31.6%	545,441	13.91%	1,563,719	38.9%
Guam	15	0.5%	67	2.1%	222	7.1%	394	12.7%

* 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.

** Minnesota serves 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 calculated see the Methodology section and the Roadmap to the State Profile Pages.

TABLE 5: 2020-2021 STATE PRESCHOOL QUALITY STANDARDS

STATE/ PROGRAM	Early learning & development standards	Curriculum supports	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	Staff professional development	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, & health screening & referral	Continuous quality improvement system	Quality standards checklist sum 2020-2021
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓		✓								2
Arizona	✓	✓								✓	3
Arkansas	✓	✓		✓	✓		✓	✓	✓	✓	8
California CSPP	✓	✓		✓				✓	✓	✓	6
California TK	✓	✓	✓								3
Colorado	✓			✓			✓	✓			4
Connecticut CDCC	✓	✓		✓			✓	✓			5
Connecticut SRP	✓	✓		✓			✓	✓			5
Connecticut Smart Start	✓	✓	✓	✓			✓	✓			6
Delaware	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
District of Columbia	✓	✓							✓	✓	4
Florida	✓						✓				2
Georgia	✓	✓	✓	✓	✓	✓			✓	✓	8
Hawaii EOEL	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Hawaii SPCSC	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Illinois	✓	✓	✓	✓			✓	✓	✓	✓	8
Iowa Shared Visions	✓	✓		✓			✓	✓	✓		6
Iowa SWVPP	✓	✓	✓	✓			✓	✓	✓		7
Kansas	✓	✓	✓				✓	✓			5
Kentucky	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana 8(g)	✓	✓	✓	✓			✓	✓		✓	7
Louisiana LA 4	✓	✓	✓	✓			✓	✓	✓	✓	8
Louisiana NSECD	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maine	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Maryland	✓	✓	✓	✓				✓	✓	✓	7
Massachusetts UPK	✓	✓		✓			✓	✓			5
Massachusetts Chapter 70	✓	✓	✓	✓					✓	✓	6
Michigan GSRP	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Michigan DK			✓								1
Minnesota HdSt	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Minnesota VPK	✓	✓					✓	✓	✓		5
Mississippi	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Missouri Preschool		✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri FF			✓		✓			✓			4
Nebraska	✓	✓	✓	✓			✓	✓		✓	7
Nevada	✓	✓		✓			✓	✓			5
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	✓	✓		✓	✓	✓	✓	✓	✓		8
Pennsylvania K4 & SBPK	✓	✓							✓		3
Pennsylvania Pre-K Counts	✓	✓	✓	✓			✓	✓	✓	✓	8
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina	✓	✓		✓		✓	✓	✓		✓	7
Tennessee	✓	✓	✓	✓		✓	✓	✓	✓	✓	9
Texas	✓		✓	✓					✓		4
Utah							✓	✓		✓	3
Vermont	✓	✓		✓			✓	✓	✓	✓	7
Virginia	✓	✓		✓			✓	✓		✓	6
Washington ECEAP	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Washington TK	✓	✓	✓			✓			✓	✓	6
West Virginia	✓	✓	✓	✓	✓		✓	✓	✓	✓	9
Wisconsin		✓	✓	✓							3
TOTAL	58	55	36	51	19	18	47	49	41	39	
Guam	✓	✓		✓			✓	✓	✓		6

TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resource rank based on state spending	State \$ per full enrollment equivalent*	State \$ per child enrolled in preschool	Total state preschool spending in 2020-2021	Change in total state spending from 2019-2020 to 2020-2021 Adjusted dollars	State reported non-state funds	All reported \$ per full enrollment equivalent*
District of Columbia	1	\$19,228	\$19,228	\$248,483,087	-\$12,241,541	No	\$19,228
New Jersey	2	\$15,777	\$18,643	\$874,274,717	\$78,127,692	No	\$15,777
Hawaii	3	\$12,976	\$22,534	\$8,810,954	\$1,972,601	No	\$12,976
Oregon	4	\$12,788	\$16,530	\$148,685,903	\$50,595,148	No	\$12,788
Washington**	5	\$9,703	\$9,703	\$150,445,678	\$15,765,539	Yes	\$9,938
Nevada	6	\$9,331	\$9,331	\$18,372,239	-\$1,730,791	No	\$9,331
Connecticut	7	\$8,445	\$12,982	\$125,484,984	-\$2,853,888	No	\$8,445
California	8	\$8,109	\$12,531	\$1,968,721,367	-\$17,290,675	Yes	\$8,116
Rhode Island	9	\$7,792	\$7,792	\$14,399,362	\$335,333	Yes	\$9,504
New Mexico	10	\$7,681	\$8,923	\$92,687,760	\$2,531,057	No	\$7,681
Maryland	11	\$7,414	\$9,794	\$245,475,145	\$84,402,003	Yes	\$11,920
Arkansas	12	\$7,301	\$8,511	\$147,456,799	\$31,315,917	Yes	\$10,748
Delaware	13	\$7,277	\$7,409	\$6,149,300	-\$115,482	No	\$7,277
West Virginia	14	\$7,197	\$9,096	\$108,979,846	\$10,349,422	Yes	\$10,032
Pennsylvania	15	\$7,089	\$7,846	\$318,254,011	-\$21,914,574	No	\$7,089
New York	16	\$7,052	\$7,052	\$815,134,186	-\$34,775,824	No	\$7,052
Michigan	17	\$6,958	\$9,017	\$322,744,998	\$68,457,593	No	\$6,958
Alabama	18	\$6,233	\$6,738	\$127,398,077	\$2,293,314	Yes	\$8,999
North Carolina	19	\$6,149	\$7,816	\$185,390,794	\$15,940,600	Yes	\$8,468
Vermont	20	\$6,081	\$7,925	\$52,259,825	-\$2,545,100	Yes	\$6,761
Minnesota	21	\$5,978	\$5,978	\$48,640,552	-\$4,069,608	Yes	\$6,891
Kansas	22	\$5,147	\$5,147	\$103,699,531	\$76,582,095	No	\$5,147
Virginia	23	\$4,929	\$4,929	\$89,005,681	\$11,834,461	Yes	\$8,314
Illinois	24	\$4,848	\$6,200	\$412,983,822	-\$7,962,616	Yes	\$6,604
Oklahoma	25	\$4,643	\$4,643	\$178,522,508	-\$21,917,036	Yes	\$10,215
Kentucky	26	\$4,520	\$6,707	\$103,447,862	-\$3,578,168	Yes	\$7,955
Georgia	27	\$4,500	\$5,432	\$361,514,563	-\$22,597,007	No	\$4,500
Louisiana	28	\$4,471	\$5,237	\$91,455,439	-\$3,125,823	No	\$4,471
Tennessee	29	\$4,460	\$5,279	\$82,351,190	-\$1,546,528	Yes	\$5,734
Alaska	30	\$4,369	\$4,369	\$2,778,966	-\$4,676,289	No	\$4,369
Texas****	31	\$4,311	\$5,514	\$1,027,555,916	\$39,452,343	Yes	\$4,524
Maine	32	\$4,180	\$5,619	\$25,728,271	\$1,392,128	Yes	\$8,644
Ohio	33	\$4,000	\$4,000	\$60,208,000	-\$12,614,371	No	\$4,000
Arizona	34	\$3,993	\$3,993	\$14,496,361	-\$5,089,184	No	\$3,993
Missouri	35	\$3,845	\$3,845	\$24,822,472	\$2,354,062	No	\$3,845
Iowa***	36	\$3,765	\$3,834	\$91,763,127	-\$3,972,127	Yes	\$3,791
Wisconsin	37	\$3,539	\$3,539	\$148,612,432	-\$33,748,772	Yes	\$6,781
South Carolina	38	\$3,386	\$4,613	\$98,216,712	\$10,639,856	Yes	\$3,657
Colorado	39	\$3,109	\$3,109	\$56,553,132	-\$15,230,251	Yes	\$5,445
Mississippi	40	\$2,520	\$2,831	\$7,721,258	\$895,926	Yes	\$6,955
Florida	41	\$2,222	\$2,222	\$302,505,878	-\$105,288,934	No	\$2,222
Nebraska	42	\$1,996	\$2,238	\$28,658,207	\$145,685	Yes	\$8,914
Massachusetts	43	\$1,512	\$1,857	\$77,035,148	\$24,970,672	Yes	\$5,222
Utah	44	\$832	\$902	\$1,878,272	-\$5,192,059	Yes	\$3,250
North Dakota	45	\$420	\$420	\$568,110	-\$94,768	No	\$420
Idaho	No Program	\$0	\$0	\$0	\$0	NA	\$0
Indiana	No Program	\$0	\$0	\$0	\$0	NA	\$0
Montana	No Program	\$0	\$0	\$0	\$0	NA	\$0
New Hampshire	No Program	\$0	\$0	\$0	\$0	NA	\$0
South Dakota	No Program	\$0	\$0	\$0	\$0	NA	\$0
Wyoming	No Program	\$0	\$0	\$0	\$0	NA	\$0
50 states + DC		\$5,867	\$7,011	\$9,420,332,443	\$186,182,029	Yes	\$6,804
Guam		\$6,169	\$8,760	\$437,987	\$45,315	No	\$6,169

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages. State spending data includes federal pandemic relief as well as federal TANF dollars used for preschool.

* Due to the COVID-19 pandemic, enrollment declined in nearly all states. To better estimate what spending per child would have been if programs were fully enrolled, we estimated spending per full enrollment equivalent.

** Washington TK could not break out the state and local spending 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.

*** 1,164 children with instructional IEPs were served in Iowa's SWPPP program but were funded by sources not reported by the state. Similar to prior years, these children were removed from the per-child spending calculations.

**** Texas could not break out local, federal, and pandemic relief funding from "all-reported" spending. Therefore, these amounts were estimated based on available information.

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 2020-2021 school year are those who will be eligible to enter kindergarten two years later, during the 2022-2023 school year.
- Children considered to be 4 years old during the 2020-2021 school year were eligible to enter kindergarten one year later, during the 2021-2022 school year.
- Children considered to be 5 years old during the 2020-2021 school year were already eligible for kindergarten at the beginning of the 2020-2021 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 2021 (which corresponds to the 2020-2021 school year). Due to space constraints, not all years can be included. Instead, data is included for the school years ending in 2002, 2005, 2008, 2011, 2014, 2017, 2020, and 2021. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2021 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. New for the

2020-2021 Yearbook and in response to the impact of COVID-19 on preschool enrollment, there is an additional bar on the spending per child bar graph which shows the state pre-K spending per the estimated full enrollment equivalent. This is an estimate of what spending per child would have been if the program was fully enrolled.

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 2021-2022 school year. This year we also included information about the ongoing impacts of the COVID-19 pandemic on state preschool. 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).

This year, due to the COVID-19 pandemic's impact on state pre-K enrollment, the two spending rankings are based on the estimate of spending per full enrollment equivalent (FEE). Federal COVID-19 relief funding used for preschool is also included in the State expenditure per child calculation this year.

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

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

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

State profile pages are also given for the six states that did not fund preschool education programs in the 2020-2021 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 2020-2021 school year except where noted.

ACCESS

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

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

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and Migrant & Seasonal Head Start programs where applicable. The final item in the table reports how many children ages 3 and 4 years old are participating in Head Start through state supplemental funds.

Two Access pie charts illustrate the percentages of the state's 3- and 4-year-olds enrolled in the state-funded preschool program(s), special education, and Head Start. The remaining children are categorized as enrolled in "Other/None." These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. We calculated an unduplicated count for special education enrollment in order to more accurately represent the percentage of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. We also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

QUALITY

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

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 Panel³ — children’s physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. Neglecting any of these 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 a Continuous Quality Improvement System (CQIS). This reflects a shift in focus from compliance to state support for continuous improvement. An effective CQIS operates at local and state levels to ensure that information is gathered regularly on processes and outcomes, and that this information is used to guide program improvement. To meet this benchmark, policy must at a minimum require that (1) data on classroom quality is systematically collected, and (2) local programs and the state both use information from the CQIS to help improve policy or practice. The use of a cycle of planning, observation, and feedback has characterized highly effective programs.²⁵

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



RESOURCES

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

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K-12 per-child spending. Head Start per-child spending for the 2020-2021 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start, which made per-child amounts seem artificially higher (although this has been corrected for the past several years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds or federal COVID-19 relief funds that a state directs toward its preschool initiative. While TANF and COVID-19 relief funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. 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

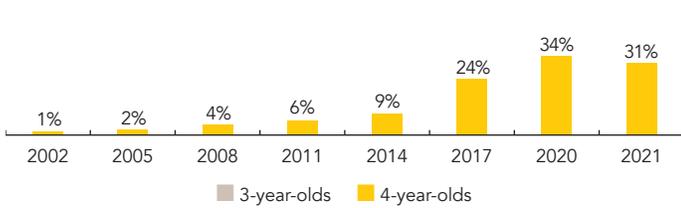
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	FEE	Full enrollment equivalent
ACF	Administration for Children and Families	FPL	Federal Poverty Level
AEPS	Assessment, Evaluation, and Programming System for Infants and Children	FRPL	Free or reduced-price lunch
ARP	American Rescue Plan	FTE	Full-time Equivalent
ASQ-3/ ASQ-SE	Ages & Stages Questionnaires, Third Edition/Ages & Stages Questionnaires - Social Emotional	FY	Fiscal Year
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–3 = birth–grade 3)	GED	General Equivalency Diploma
BA	Bachelor of Arts	GEERS	Governor’s Emergency Education Relief Fund
BMI	Body Mass Index	HdSt	Head Start
BS	Bachelor of Science	HSD	High School Diploma
CACFP	Child and Adult Care Food Program	IDEA	Individuals with Disabilities Education Act
CARES	Coronavirus Aid, Relief, and Economic Security Act	IEP	Individualized Education Plan
CBO	Community-Based Organization	IFSP	Individualized Family Service Plan
CCDF	Child Care and Development Fund	IOM	Institute of Medicine
CD	Child Development	ITERS	Infant/Toddler Environment Rating Scale
CDA	Child Development Associate credential	K	Kindergarten
CLASS	Classroom Assessment Scoring System	KEA/KRA	Kindergarten Entry Assessment/Kindergarten Readiness Assessment
COR	HighScope Child Observation Record	KIDS	Kindergarten Individual Development Survey
CQIS	Continuous Quality Improvement System	LEA	Local Education Agency
CRRSA	Coronavirus Response and Relief Supplemental Appropriations Act	MA	Master of Arts
DIAL	Developmental Indicators for the Assessment of Learning	myIGDis	My Individual Growth and Development Indicators
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–3 = nursery–grade 3)
DLL	Dual Language Learner	NA	Not Applicable
DOE	Department of Education	NAEYC	National Association for the Education of Young Children
DRA	Developmental Reading Assessment	NCLB	No Child Left Behind
DRDP	Desired Results Developmental Profile	PALS	Phonological Awareness Literacy Screening
DSC	Developing Skills Checklist	P–	Denotes that the age range covered by a teaching license begins at preschool (e.g., P–4 = preschool–grade 4)
EC	Early Childhood	PEG	Preschool Expansion Grant
ECE	Early Childhood Education	PD	Professional Development
ECERS-3	Early Childhood Environment Rating Scale-Third Edition	PDG	Preschool Development Grant
ECERS-R	Early Childhood Environment Rating Scale-Revised	PDG B–5	Preschool Development Grant Birth through Five
ECSE/ ECE Sp Ed	Early Childhood Special Education	PIR	Program Information Report (Head Start)
Ed.D	Doctor of Education Degree	PPVT	Peabody Picture Vocabulary Test
Ed.S	Educational Specialist Degree	Pre-K	Prekindergarten
EE	Elementary Education	QRIS	Quality Rating and Improvement System
ELDS	Early Learning and Development Standards	RTT	Race to the Top
ELL	English Language Learner	RTT-ELC	Race to the Top - Early Learning Challenge
ELLCO	Early Language and Literacy Classroom Observation	SEA	State Education Agency
ELS	Early Learning Standards	SMI	State Median Income
ESSER	Elementary and Secondary School Emergency Relief Fund	SpEd	Special Education
EPSDT	Early Periodic Screening, Diagnosis, and Treatment	TANF	Temporary Assistance to Needy Families
ERS	Environmental Rating Scale	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood Project)
ESL	English as a Second Language	TS GOLD	Teaching Strategies GOLD
FCCERS	Family Child Care Environment Rating Scale	USDA	United States Department of Agriculture
		WSS	Work Sampling System

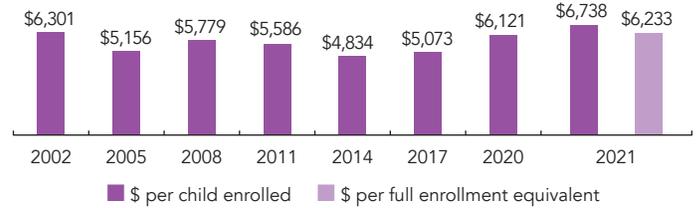
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Alabama First Class Pre-K (FCPK) enrolled 18,906 children, a decrease of 1,533 children from the prior year. The program had a total capacity to serve 22,284 preschoolers. State funding totaled \$126,450,264 with an additional \$947,813 in federal recovery funds, up \$2,293,314 (2%) adjusted for inflation, since last year. State spending per child equaled \$6,738 (including federal recovery funds) in 2020-2021, up \$618 from 2019-2020, adjusted for inflation. In addition to the school year program, Alabama offered a summer learning program for 708 outgoing preschoolers that lasted up to 8 weeks. State spending for the summer program totaled \$348,381. Alabama met 10 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, there was a mix of in-person and remote instruction throughout the 2020-2021 school year and into the 2021-2022 school year. The state developed systems to overcome some of the COVID-19-related challenges, including providing meals for all students in the program (virtual and in person), developing innovative ways to recruit and enroll students, providing electronic devices for students, and continuing virtual child assessments into the 2021-2022 school year. Alabama also utilized \$947,813 in CARES funding for FCPK during the 2020-2021 school year.

BACKGROUND

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

Funding for FCPK is distributed from the Alabama Education Trust Fund Budget through competitive grants at three levels for pre-K programs: (1) Pre-K Excellence Grants (up to \$46,800) are awarded to help programs meet quality standards and are not intended as the primary source of funding; (2) Pre-K Tiered Grants (\$83,304 to \$96,408 per grant) to classrooms serving a certain share of the free and reduced-price lunch eligible child population and are primary sources of pre-K funding; (3) New Classroom 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 FCPK classrooms must center their instructional strategies, classroom environment and activities in accordance with the Alabama First Class Framework. All FCPK classrooms are supported by a coach and monitor to support continuous improvement. Alabama requires each classroom to have a lead teacher with a minimum of a bachelor's degree in an early childhood-related field. Assistant teachers, who are also required for every classroom, must have a CDA or equivalent. To support the development of a qualified workforce, high school students are encouraged to complete a CDA while in high school and can use the FCPK classrooms housed in the high schools to satisfy some of the observation hours that are required for the credential. In 2015, the ADECE introduced policies to support salary parity for all pre-K teachers.

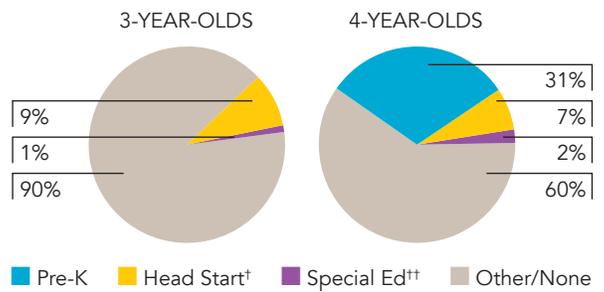
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
16	None Served	18	12	10

ALABAMA FIRST CLASS PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	18,906
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	3,490
Federally funded Head Start enrollment, ages 3 and 4	10,620
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

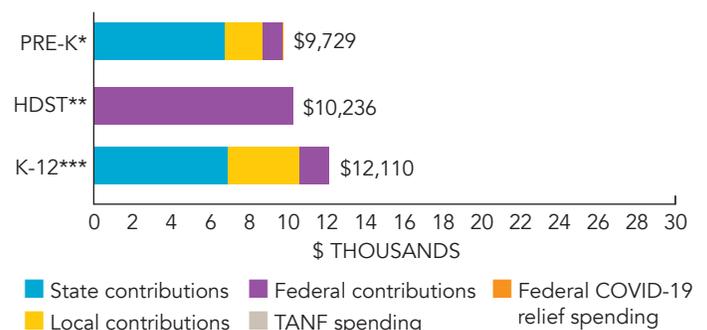


RESOURCES

Total state pre-K spending	\$127,398,077
Local match required?	Yes
State Head Start spending	\$3,820,271
State spending per child enrolled	\$6,738
All reported spending per child enrolled*	\$9,729

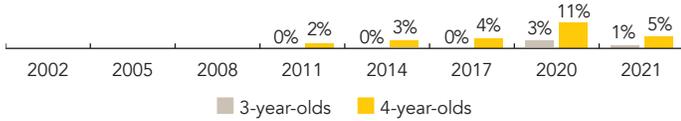
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Alaska state-funded preschool enrolled 636 children, a decrease of 768 children from the prior year. State funding totaled \$2,778,966 down \$4,676,289 (63%), adjusted for inflation, from last year. State spending per child equaled \$4,369 in 2020-2021, down \$941 from 2019-2020, adjusted for inflation. Alaska met 2 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, there was a mix of in-person and remote instruction throughout the 2020-2021 school year and into the 2021-2022 school year based on local rates of infection. The 2020-2021 school year was shortened for some classrooms due to the rate of COVID-19 spread in the community. All grantees had the option to expand or offer new summer programming if they had funding for it, but this was a local decision. In addition to state funding, Alaska used CARES funding to support the pre-K program for the 2020-2021 school year, but the amount could not be reported.

During 2021, the Alaska legislature worked on three different bills that focused on early childhood programs, literacy, and making funding more stable for the Alaska Pre-Elementary programs in the state, but none were voted on or adopted before the end of the session.

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 2020-2021 program year, the state provided \$6.85 million to support Head Start and Early Head Start programs in Alaska. In 2009-2010, the state launched the Alaska Pre-Kindergarten pilot program for school districts, now known as the Alaska Pre-Elementary program. During the 2020-2021 school year, the program was open to preschool-age children in 17 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. 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.

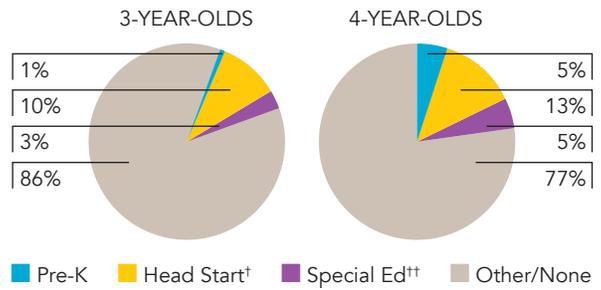
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
42	27	30	37	2

ALASKA PRE-ELEMENTARY PROGRAMS

ACCESS

Total state pre-K enrollment	636
School districts that offer state program	31%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	1,091
Federally funded Head Start enrollment, ages 3 and 4	2,232
State-funded Head Start enrollment, ages 3 and 4	51

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

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

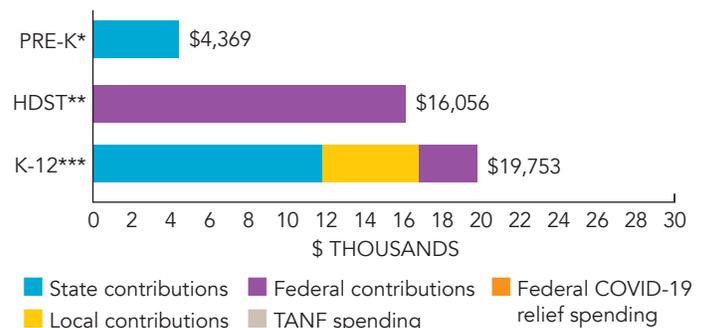


RESOURCES

Total state pre-K spending	\$2,778,966
Local match required?	No
State Head Start spending	\$6,853,000
State spending per child enrolled	\$4,369
All reported spending per child enrolled*	\$4,369

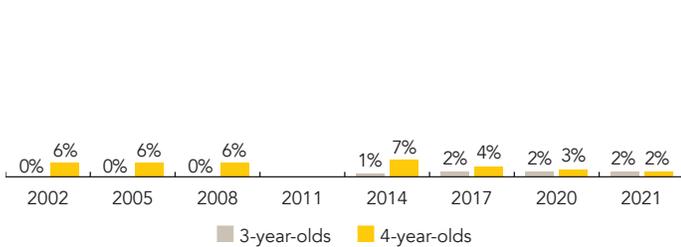
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Arizona preschool enrolled 3,630 preschool-aged children for in-person services, a decrease of 1,586 children from the prior year. State funding totaled \$14,496,361, down \$5,089,184 (26%), adjusted for inflation, since last year. State spending per child equaled \$3,993 in 2020-2021, up \$239 from 2019-2020, adjusted for inflation.¹ Arizona met 3 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year and Fall 2021. Less than 10% of programs were not open in the Fall 2021 due to sovereign government executive orders. Due to the COVID-19 pandemic, the Environment Rating Scale and the Quality First Points Scale assessments were not required in 2020-2021, but observation requirements returned to normal during 2021-2022.

All participants of Quality First Scholarships (QF) receive an annual state financial incentive based on their star rating and program size that can be used on recruitment and retention supports for program staff. While Quality First Scholarships (QF) did not receive any federal COVID-19 relief funds, these funds were used to support 800 new programs in the state's Quality Improvement and Rating System (QIRS). QF Scholarships' financial reimbursements were maintained throughout the school year for a variety of operating schedules to ensure programs could stay open and/or re-open during the year.

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 funds to communities based on the birth to 5 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 QF Scholarships serving children birth to 5 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 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 (\$47 million drop as of FY2021 [28%]), 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 \$46 million in FY21 in all settings (center-based and home based) and for all ages birth through 5. 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 11 years this partnership has been in place, Arizona has been able to leverage \$453.2 million in federal subsidy dollars that otherwise would have been lost.

¹ These figures reflect only 3- to 5-year-olds in quality center-based environments. However, in total, spending for Quality First scholarships totaled \$28,411,012 and served 5,863 children birth to 5 years old across a variety of quality settings. Depending on the number of children 0-3 participating in the program each year, per pupil spending on 3- to 5-year-olds may vary from year to year.

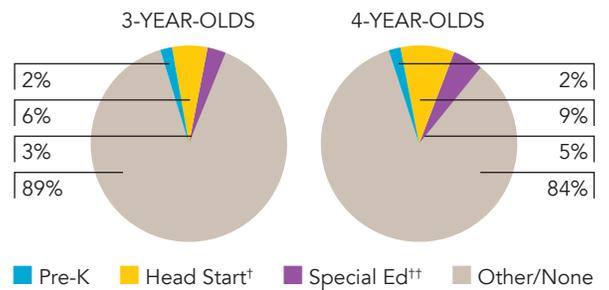
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
45	24	34	39	3

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state pre-K enrollment	3,630
School districts that offer state program	82% (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	7,982
Federally funded Head Start enrollment, ages 3 and 4	13,920
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AZ PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	12 credit hours in ECE or CDA (25% of teachers)	BA	<input type="checkbox"/>
Teacher specialized training	12 credit hours in ECE or CDA (25% of teachers)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	18 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	26 (3-year-olds); 30 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:13 (3-year-olds); 1:15 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Immunizations	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

3

RESOURCES

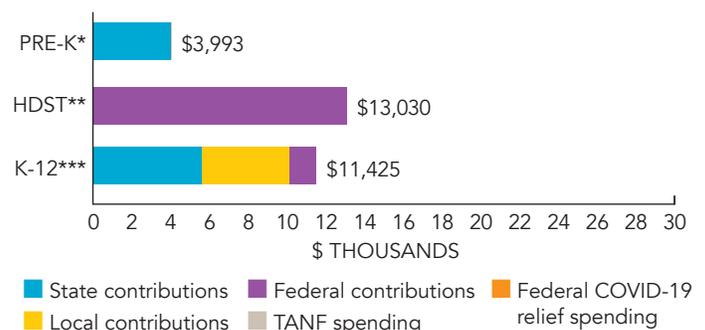
Total state pre-K spending	\$14,496,361
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$3,993
All reported spending per child enrolled*	\$3,993

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

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

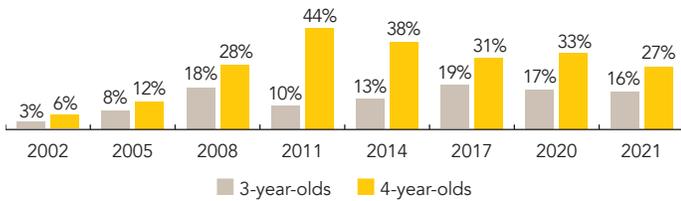
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Arkansas preschool enrolled 17,325 children, a decrease of 2,872 children from the prior year. State funding totaled \$106,500,000 with an additional \$7,500,000 in TANF funds and \$33,456,799 in federal recovery funds to support the program, up \$31,315,917 (27%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$8,511 in 2020-2021, up \$2,761 from 2019-2020, adjusted for inflation. Arkansas met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Despite the COVID-19 pandemic, all Arkansas Better Chance (ABC) programs remained open. If a physical closure of a program due to COVID-19 response levels was required, the program followed the guidance of the Arkansas Department of Health and CDC. During the mandatory quarantine periods, ABC programs followed their approved Ready For Learning Plan by providing families with learning activities, materials and supplies, and support and guidance in order to continue the children's early childhood education remotely. Providers reported an increase in communication and relationships between teaching staff and parents during the 2020-2021 school year.

Despite lower enrollment, each ABC grantee was paid the full awarded grant amount to maintain their business, pay the staff, and provide services for children and families returning to work and school. Arkansas also used \$33 million in CARES funding during the 2020-2021 school year in addition to the typical state, local, and federal funding used to support the program.

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 prioritized funding.

ABC/ABCSS components intended to ensure quality include: one teacher with at least a bachelor's degree per every three classrooms at a site and teachers with an associate degree in the other two classrooms; teacher assistants/paraprofessionals with a minimum of a CDA or equivalent; low 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 Pre-kindergarten Teaching Credential. These pathways prepare teachers to work with all children, birth through age five, including children with special needs.

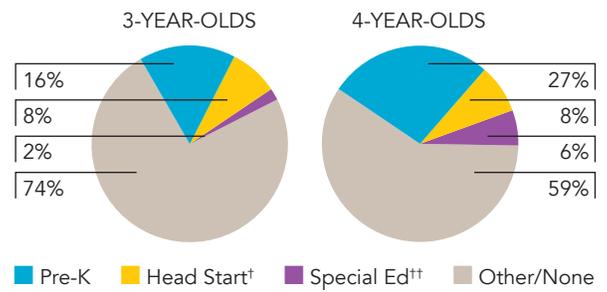
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
24	6	12	6	8

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state pre-K enrollment	17,325
School districts that offer state program	99% (counties)
Income requirement	200% FPL
Minimum hours of operation	7 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	6,768
Federally funded Head Start enrollment, ages 3 and 4	5,926
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	AR PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	One BA per 3 classrooms; AA for other 2 classrooms	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year; PD plans (public teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

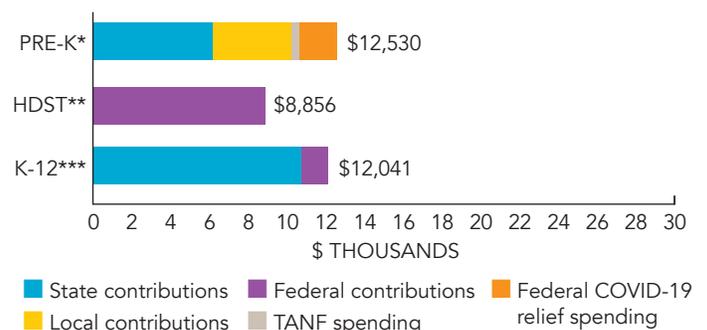


RESOURCES

Total state pre-K spending	\$147,456,799
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$8,511
All reported spending per child enrolled*	\$12,530

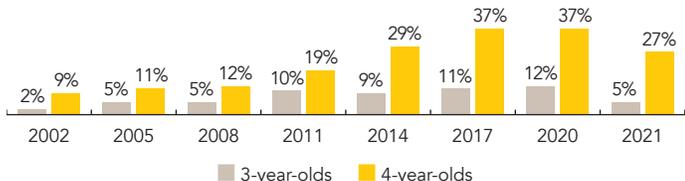
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, California’s two preschool programs together enrolled 157,106 children, a decrease of 85,665 children from 242,771 in the prior year. State funding for the two programs totaled \$1,968,721,367 (including \$44 million in federal recovery funds), down \$17.29 million (1%), adjusted for inflation, since last year. State spending per child averaged \$12,531 in 2020-2021, up \$4,351, adjusted for inflation. In 2020-2021, state spending per child was \$14,239 (including federal recovery funds) for the California State Preschool Program (CSPP) and \$10,859 for the Transitional Kindergarten (TK) Program. California CSPP met 6 of 10 quality standards benchmarks and TK met 3 of 10.

WHAT’S NEW

In Fall 2020 California State Preschool Programs (CSPP) were required to be physically open unless they were required to be closed due to a state or local public health order. Transitional Kindergarten (TK) programs also reopened in Fall 2020, depending on local health conditions. The 2021-2022 school year began with a mix of in-person, hybrid, and virtual learning. During the 2021-2022 school year only, TK has an independent study option. CSPP received additional state funding to cover family fee waivers and also used ARP dollars to improve reimbursement rates.

As of January 1, 2020, CSPP providers in the attendance boundary of public schools with at least 80% of enrolled pupils eligible for Free or Reduced-Price Meals (FRPM) may enroll 4-year-olds who exceed the income criteria after all eligible and interested children are enrolled. Legislation signed into law in July 2021 raised CSPP reimbursement rates and CSPP programs will be held harmless if they have to close due to COVID-19. California published its Master Plan for Early Learning and Care (MPELC) in December 2020. The MPELC seeks to promote school readiness by recommending the expansion of a mixed-delivery system, increased access for three-year-olds, and universal preschool for all four-year-olds.

California is implementing universal prekindergarten (UPK) by funding a \$130 million expansion of CSPP to local educational agencies and phasing in implementation of universal transitional kindergarten (UTK). In 2022, the Universal Prekindergarten Planning and Implementation Grant Program will allocate \$200 million to local educational agencies (LEAs) to support planning and implementation costs to expand access to classroom-based prekindergarten programs at LEAs, and \$100 million will support a competitive Early Education Teacher Development Grant program for LEAs to increase the supply of highly qualified teachers. TK quality improvements are beginning to be implemented. This school year, school districts and charter schools must maintain an average TK class enrollment of no more than 24 students per school site. Beginning in 2022-2023, TK will expand by increasing the age-eligibility window until the program is fully universal by 2025-2026. Starting with the 2022-23 school year, there must be an average ratio of 1 adult to 12 students in TK classrooms. Teachers who are first assigned to a TK classroom after July 1, 2015, must have, by August 1, 2023, one of the following: at least 24 units in ECE, or childhood development, or both; as determined by the LEA employing the teacher, professional experience in a classroom setting with preschool-age children that is comparable to the 24 units of education described above; or a Child Development Teacher Permit issued by the Commission on Teacher Credentialing. Commencing with the 2023-24 school year, the TK classrooms must have an average ratio of 1 adult to 10 students, contingent upon additional funding.

BACKGROUND

In 2008, the California State Preschool Program Act created the 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 provides part- and full-day preschool to 3- and 4-year-olds. In addition to meeting eligibility requirements for CSPP, families are prioritized for full-day services if they have established at least one of the following: employment/seeking employment, education or vocational training, homelessness, or parental incapacity.

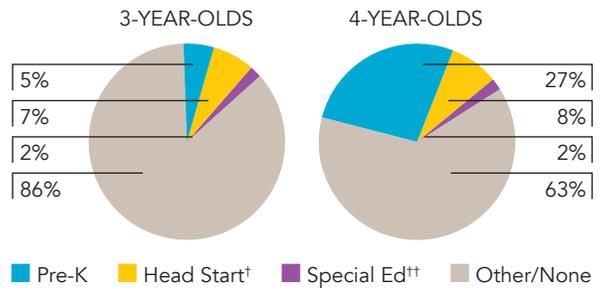
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CALIFORNIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	157,106
Special education enrollment, ages 3 and 4	39,585
Federally funded Head Start enrollment, ages 3 and 4	68,468
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

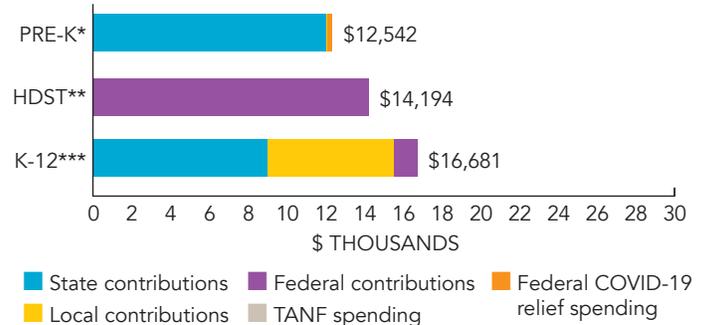


† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$1,968,721,367
State Head Start spending	\$0
State spending per child enrolled	\$12,531
All reported spending per child enrolled*	\$12,542

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
22	19	8	18	4.5

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 ECERS-R at least once a year.

California TK began during the 2012-2013 school year when the kindergarten age eligibility shifted from December 2 to September 1. 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.

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

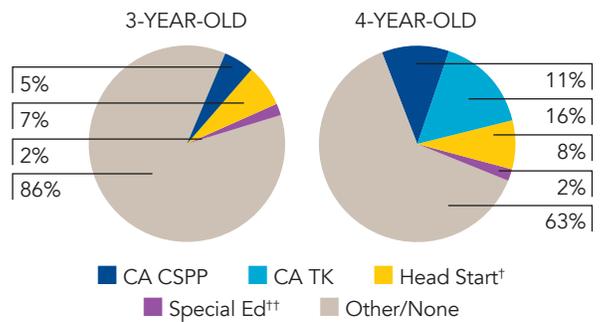
California's overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on CSPP and the fourth on TK.

CALIFORNIA STATE PRESCHOOL PROGRAM (CSPP)

ACCESS

Total state pre-K enrollment	77,724
School districts that offer state program	98% (counties)
Income requirement	85% SMI
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

6

RESOURCES

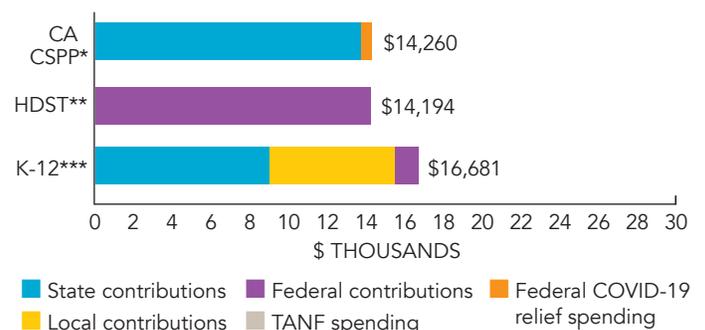
Total state pre-K spending	\$1,106,721,367
Local match required?	Yes
State spending per child enrolled	\$14,238
All reported spending per child enrolled*	\$14,260

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

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

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

SPENDING PER CHILD ENROLLED

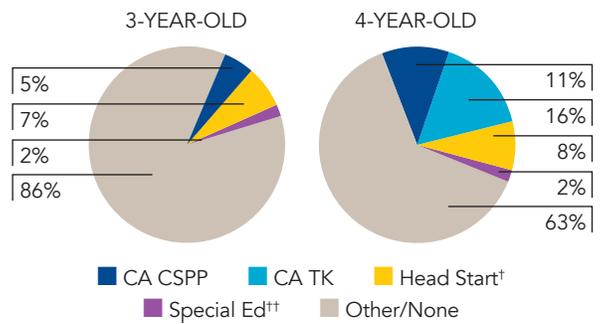


CALIFORNIA TRANSITIONAL KINDERGARTEN (TK) PROGRAM

ACCESS

Total state pre-K enrollment	79,382
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (some teachers & assistants); Coaching (some teachers & assistants)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	33 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:33 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

3

RESOURCES

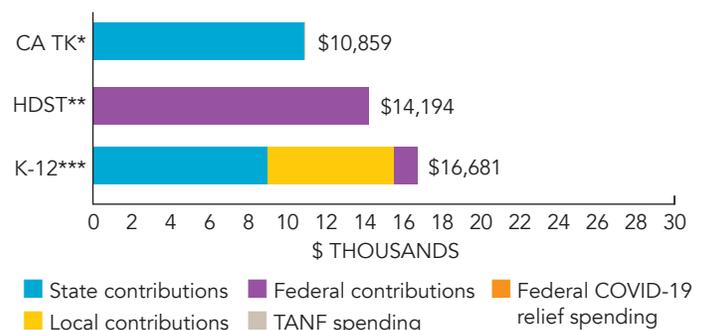
Total state pre-K spending	\$862,000,000
Local match required?	No
State spending per child enrolled	\$10,859
All reported spending per child enrolled*	\$10,859

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

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

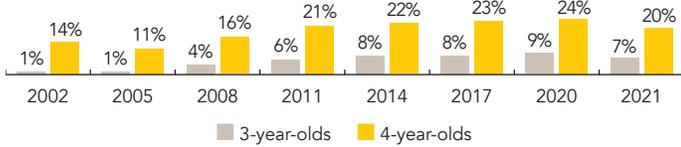
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Colorado preschool enrolled 18,188 children, a decrease of 4,748 children from the prior year. State funding totaled \$56,553,132 down \$15,230,251 (21%), adjusted for inflation, since last year. State spending per child equaled \$3,109 in 2020-2021, down \$20 from 2019-2020, adjusted for inflation. Colorado met 4 of 10 quality standards benchmarks. Funding for the program is capped by the legislature to serve 29,360 half day positions.

WHAT'S NEW

Fall 2020 began with a mix of in-person and remote instruction but most programs were physically open by the end of the 2020-2021 school year. In November 2020, the voters of Colorado passed Proposition EE which raises taxes on cigarettes and tobacco products, and levies a new tax on nicotine products. The vast majority of the revenue will fund universal preschool starting in Fiscal Year 2023-2024. Beginning in Fall 2023, all 4-year-olds will be eligible for a 10 hour per week universal preschool program. Further details of universal preschool will be determined through legislative action by the Colorado General Assembly in the 2022 session.

The 2021 Colorado Legislature passed HB21-1304 which creates the Department of Early Childhood as a new, cabinet-level state agency in July 2022. The Department's proposed vision, mission, values, and guiding principles were established based on stakeholder input, and communicated in the Department of Early Childhood's transition plan submitted to the Governor's Office and the Legislature at the end of 2021. The new Department is expected to administer the Colorado Preschool Program and universal preschool effective July 2023.

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, having a family history of abuse or neglect, homelessness, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds are required to meet a minimum of three risk factors. Three districts also serve a limited number of children under the age of 3 using a waiver that is no longer statutorily available. The data in this report only pertains to children aged 3 and up.

In the 2020-2021 school year, 98% of the state's 179 school districts offered CPP. CPP positions and Early Childhood At-Risk Enhancement (ECARE) positions serve pre-K students. Two half-day positions 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 childcare centers, Head Start, or other community-based or public agencies. Districts reapply annually to implement the Colorado Preschool Program. During instances of program expansion, districts are competitively awarded additional funding to serve additional children based on exemplary implementation, with priority given to districts 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, and significant funds included in the financing formula from local school tax revenues. Funds are distributed directly to school districts, each receiving a base allocation from the Colorado Department of Education (CDE) of half-day positions to serve eligible children. CPP providers are encouraged to use additional funding sources, such as federal Head Start money, tuition, or local funds, to extend the program day, supplement services, or provide wraparound care.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	13

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	31

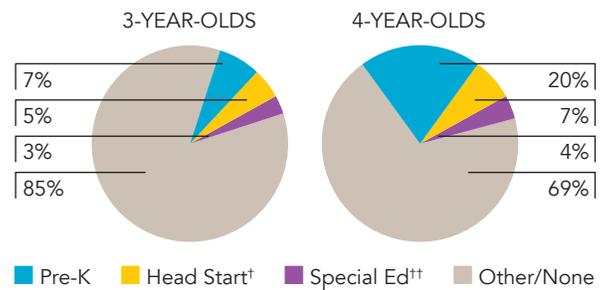
TOTAL BENCHMARKS MET
4

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	18,188
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	7,107
Federally funded Head Start enrollment, ages 3 and 4	7,593
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	CO PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	Early Childhood Teacher Qualification	BA	<input type="checkbox"/>
Teacher specialized training	Early Childhood Teacher Qualification	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	16 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (above QRIS Level 2); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

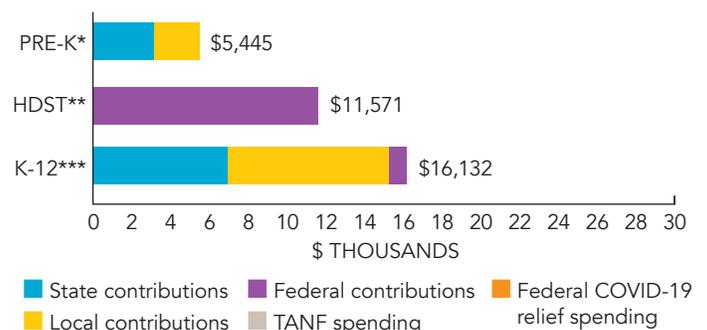
4

RESOURCES

Total state pre-K spending	\$56,553,132
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$3,109
All reported spending per child enrolled*	\$5,445

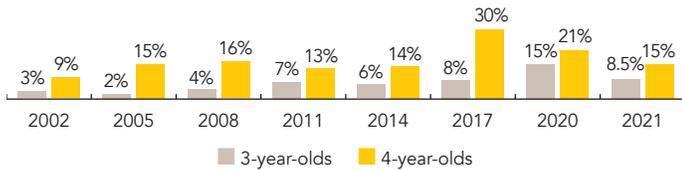
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

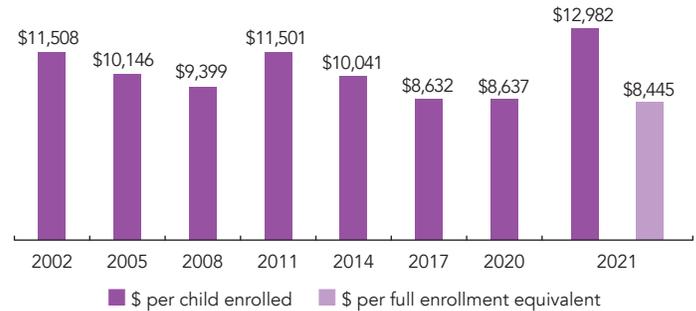


Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Connecticut preschool programs enrolled 9,666 children, a decrease of 5,193 children from the prior year. State funding totaled \$125,484,984 (including \$74,800 in federal recovery dollars), down \$2,853,888 (2%), adjusted for inflation, since last year. State spending per child equaled \$12,982 in 2020-2021, up \$4,345 from 2019-2020, adjusted for inflation. Connecticut met an average of 5.1 of 10 quality standards benchmarks.

WHAT'S NEW

The Connecticut Office of Early Childhood (OEC) made several changes to Child Day Care Contracts (CDCC), School Readiness (SR), and Smart Start program funding during the COVID-19 pandemic. The OEC continued funding these programs when they were closed due to the pandemic. The agency then paid by classroom rather than by child to help stabilize funding for programs that had low enrollments. In addition, OEC implemented 25% funding enhancement per program to help support programs that had lower enrollments. The 25% enhancement continued through December 2021.

During the 2020-2021 school year, there was a mix of in-person and remote instruction with districts allowed to operate for 177 days instead of 180 days, allowing for COVID-19 cleaning and preparation purposes. At the start of Fall 2021, all preschool programs were physically open.

For SFY 21 funding, CDCC programs received a rate increase for full-time preschool spaces to achieve parity with School Readiness full-day/full-year rates. This increased rate is now the base rate for full-time preschool spaces from the beginning of October 2020.

During the 2020-2021 school year, OEC continued to support remote instruction with professional development, technology for families and programs, and with program enhancements such as paying parent fees for state funded preschool families to encourage enrollment, and offering funding for summer enhancements (i.e., field trips, parent events). OEC also worked with Family Resource Centers and Head Start to offer summer learning experiences for children who had missed out on preschool during the 2020-2021 school year due to COVID-19 using state federal relief dollars.

BACKGROUND

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

Connecticut has provided funding for CDCC for 40 years through a purchase-of-service contracting system. The services provided through the CDCC are supported through state funds and must operate for at least 10 hours per day. Eligibility requirements target children with household incomes below 75% SMI for state funding 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.

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

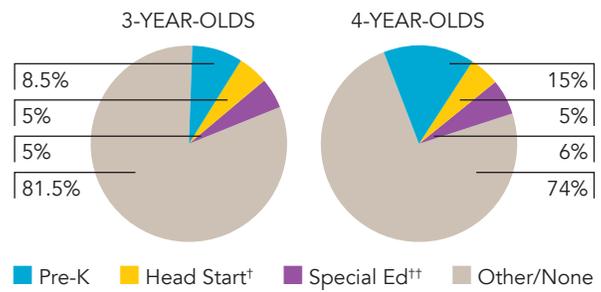
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CONNECTICUT STATE OVERVIEW

ACCESS

Total state pre-K enrollment	9,666
Special education enrollment, ages 3 and 4	5,658
Federally funded Head Start enrollment, ages 3 and 4	3,970
State-funded Head Start enrollment, ages 3 and 4.....	228

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

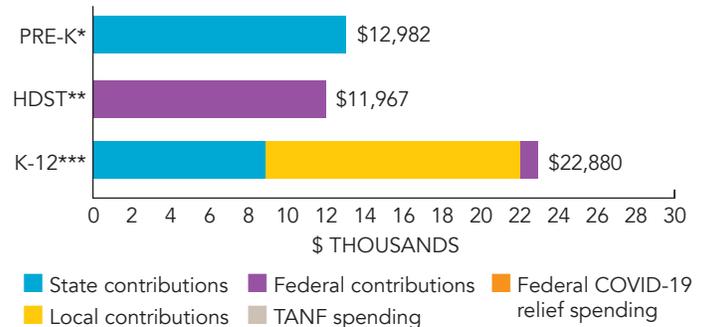


[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$125,484,984
State Head Start spending	\$4,676,217
State spending per child enrolled	\$12,982
All reported spending per child enrolled*	\$12,982

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
32	9	7	16	5.1

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.

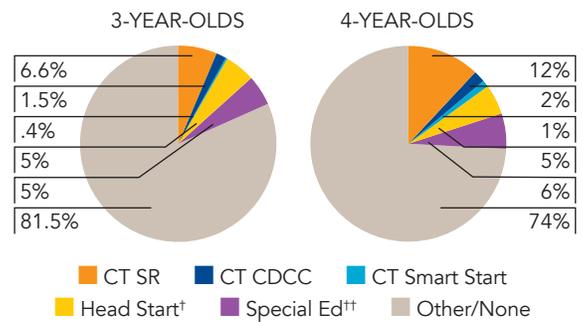
Connecticut's overall support for state-funded preschool, including enrollment and funding for CDCC, SR, and Smart Start, is depicted in the first two pages of the state profile. The third page focuses solely on CDCC, the fourth on SR, and the fifth on Smart Start.

CONNECTICUT CHILD DAY CARE CONTRACTS (CDCC)

ACCESS

Total state pre-K enrollment.....	1,570
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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 EC credits	BA	<input type="checkbox"/>
Teacher specialized training	CDA + 12 EC credits	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD 1% of total work hours; PD plans (some teachers & assistants)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

5

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

RESOURCES

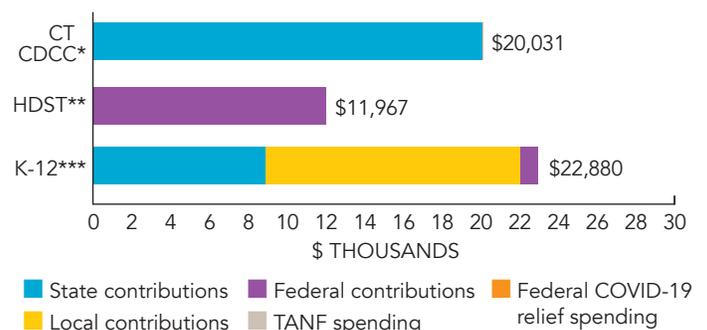
Total state pre-K spending	\$31,448,312
Local match required?.....	No
State spending per child enrolled	\$20,031
All reported spending per child enrolled*	\$20,031

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

** Head Start 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

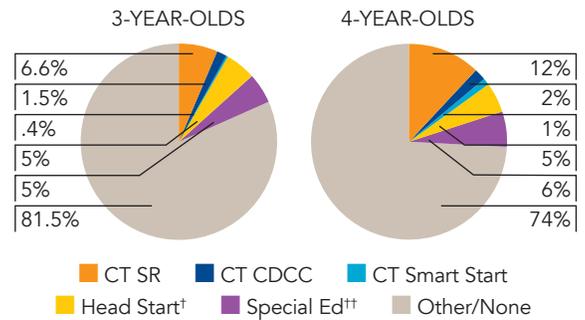


CONNECTICUT SCHOOL READINESS (SR)

ACCESS

Total state pre-K enrollment	7,465
School districts that offer state program ...	40% (towns/communities)
Income requirement	75% SMI or below for at least 60% of children in each municipality
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

5

RESOURCES

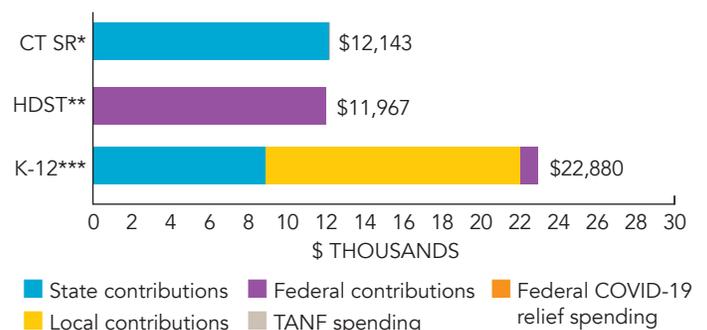
Total state pre-K spending	\$90,645,443
Local match required?	No
State spending per child enrolled	\$12,143
All reported spending per child enrolled*	\$12,143

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

** Head Start 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

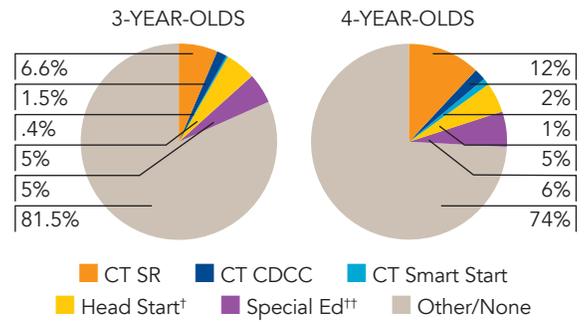


CONNECTICUT SMART START

ACCESS

Total state pre-K enrollment.....	631
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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd, SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (per Head Start and NAEYC accreditation requirements); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

6

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

RESOURCES

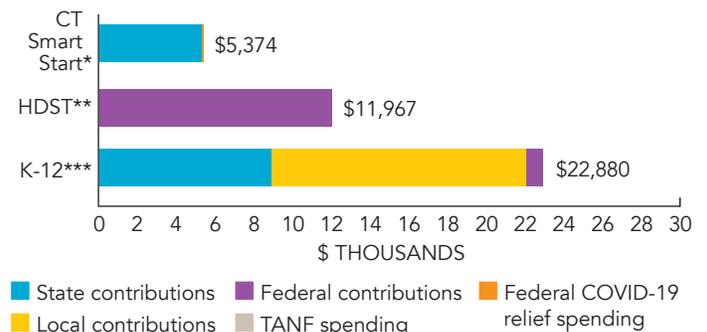
Total state pre-K spending	\$3,391,229
Local match required?.....	No
State spending per child enrolled	\$5,374
All reported spending per child enrolled*	\$5,374

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

** Head Start 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 (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Delaware preschool enrolled 830 children, a decrease of 15 from the prior year. State funding totaled \$6,149,300, down \$115,482 (2%), adjusted for inflation, since last year. State spending per child equaled \$7,409 in 2020-2021, down \$5 from 2019-2020, adjusted for inflation. Delaware met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, the 2020-2021 school year began and ended with a mix of remote learning and physically open preschool classrooms. During that time, all Stars (QRIS) verification visits were suspended. Therefore, programs did not receive structured external observations aside from their resumed Office of Child Care Licensing monitoring visits. In 2020-2021 Delaware provided enhanced reimbursement payments to programs receiving Purchase of Care (state subsidy). Programs could use those dollars on strategies to recruit and retain teachers. However, this was not a program specific to Delaware Early Childhood Assistance Program (ECAP); all early childhood programs were eligible.

BACKGROUND

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

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

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

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

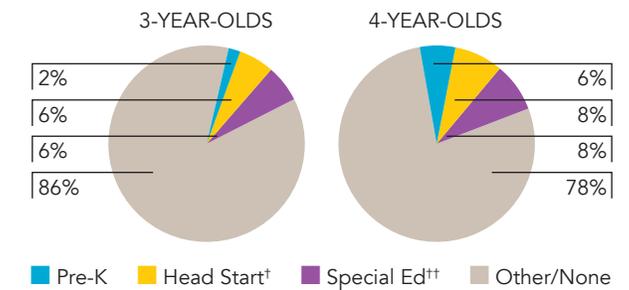
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
40	25	13	21	9

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state pre-K enrollment	830
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	Minimum 160 days/year
Special education enrollment, ages 3 and 4	1,797
Federally funded Head Start enrollment, ages 3 and 4	1,333
State-funded Head Start enrollment, ages 3 and 4	180

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

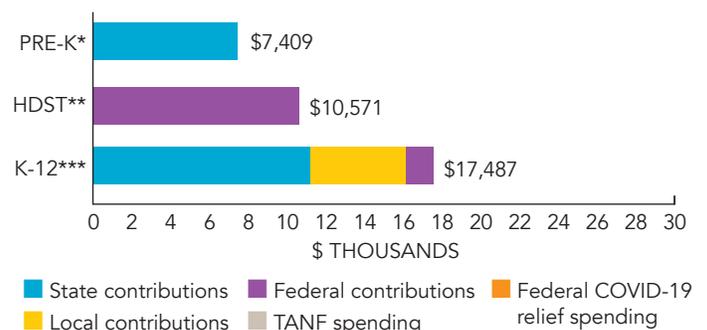
9

RESOURCES

Total state pre-K spending	\$6,149,300
Local match required?	No
State Head Start spending	Not reported
State spending per child enrolled	\$7,409
All reported spending per child enrolled*	\$7,409

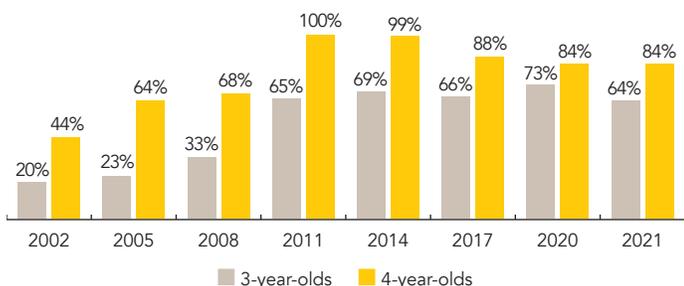
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

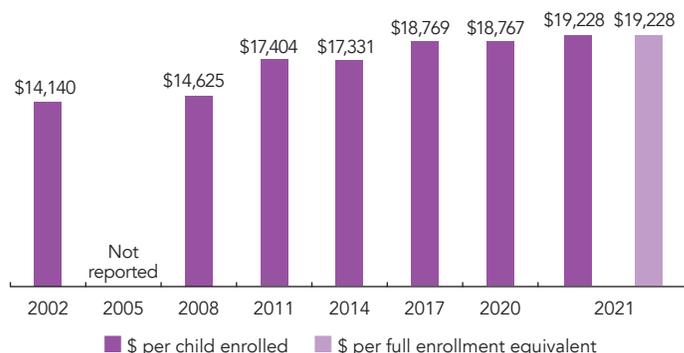


District of Columbia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, the District of Columbia enrolled 12,923 children, a decrease of 970 children from the prior year. State funding totaled \$248,301,087 with an additional \$182,000 in federal recovery funds to support the program, down \$12,241,541 (5%), adjusted for inflation, since last year. State spending per child equaled \$19,228 in 2020-2021, up \$461 from 2019-2020, adjusted for inflation. The District of Columbia met 4 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, there was a mix of in-person and remote instruction throughout the 2020-2021 school year. In the 2021-2022 school year, programs returned to in-person instruction. The Office of the State Superintendent of Education (OSSE), the state education agency, initiated several changes to address/mitigate the impact of the COVID-19 pandemic, including changing required in-person screenings, allowing for provisional types of screening, and changes to the enrollment process. These policies supported families and DC Public Schools (DCPS), public charter schools (PCS) and community-based organizations (CBOs) with meeting enrollment requirements.

During the 2021-2022 school year, the District removed many of the COVID-19 exceptions and policy changes. Health and safety requirements, including mask requirements for students and teachers and exclusion and quarantine protocols remain in place.

BACKGROUND

Among the first in the nation to invest in early education, the District has offered pre-K since the 1960s. DC began to bolster its investment in pre-K significantly through the Pre-K Enhancement and Expansion Amendment Act of 2008 (Pre-K Act). The Pre-K Act provides public, quality, universally accessible pre-K via a mixed-delivery system in DCPS, PCS, and publicly-funded CBOs that participate in the Pre-K Enhancement and Expansion Program. OSSE oversees the District's Universal Pre-K Program, including programs in DCPS and CBOs. PCSs are authorized and monitored by the DC Public Charter School Board (PCSB). Additionally, the District's Head Start and Early Head Start programs help thousands of children and their families through early learning and comprehensive services and supports.

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

Program quality is measured using the CLASS Pre-K, which informs a school rating that is included on each school's DC School Report Card. The PCSB also uses CLASS Pre-K in its Performance Management Framework, which provides all public charter local education agencies with an annual score. For CBOs, CLASS Pre-K assessments are used for Capital Quality, the District's QRIS. Required CLASS Pre-K observations were suspended due to the COVID-19 public health emergency during the 2020-2021 school year, however; schools and CBOs had the opportunity to opt into virtual observations for purposes of professional development and support.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

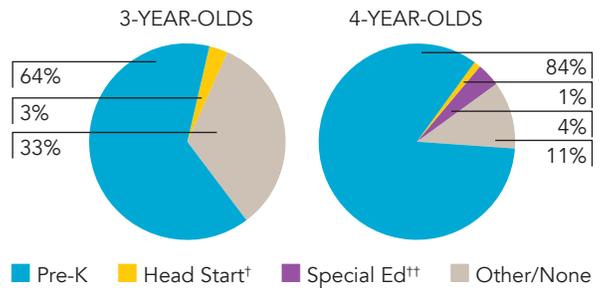
TOTAL BENCHMARKS MET
4

DISTRICT OF COLUMBIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	12,923
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	1,170
Federally funded Head Start enrollment, ages 3 and 4	468
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	DC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (DCPS & CBO); Determined locally (PCS)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed., ECE SpEd, SpEd (DCPS); ECE, CD (CBO); Determined locally (PCS)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Paraprofessional Certification (DCPS); AA (CBO); Determined locally (PCS)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	25 hours/year (DCPS teachers); 30 hours/year (CBO teachers); 6 days/year (DCPS assistant teachers); 21 hours/year (CBO assistant teachers); Determined locally (PCS); Coaching (DCPS & CBO)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	DCPS & CBO only: 16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	DCPS & CBO only: 1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

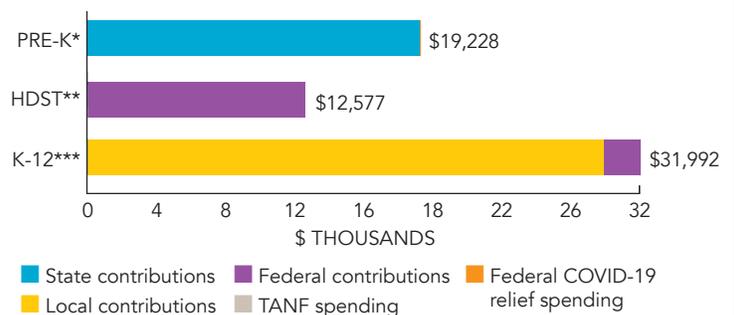
4

RESOURCES

Total state pre-K spending	\$248,483,087
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$19,228
All reported spending per child enrolled*	\$19,228

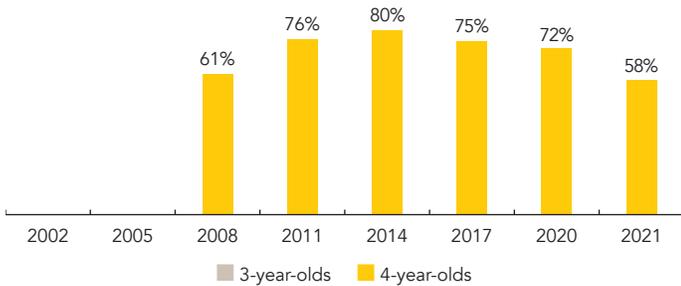
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Florida preschool enrolled 136,142 children, a decrease of 30,584 children from the prior year. State funding totaled \$302,505,878, down \$105,288,934 (26%), adjusted for inflation, since last year. State spending per child equaled \$2,222 in 2020-2021, down \$224 from 2019-2020, adjusted for inflation. Florida met 2 of 10 quality standards benchmarks. Florida did not complete the State of Preschool survey this year. Therefore, information beyond spending and enrollment is based on 2019-2020 data.

WHAT'S NEW

Voluntary Prekindergarten (VPK) programs began the 2020-2021 school year with a mix of in-person and remote learning. School districts and private providers could apply to offer a VPK flexible option to offer remote learning as an option for families as long as an in-person option was also offered.

BACKGROUND

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

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

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. In addition, there is a two-year VPK Progress Monitoring Pilot with over 1,500 providers using the same assessment in VPK that is administered at the beginning of kindergarten for aligned progress monitoring data.

Florida's School Readiness Program is a separate initiative, funded by CCDF. The program offers financial assistance for childcare to qualified parents. This report focuses solely on the VPK program.

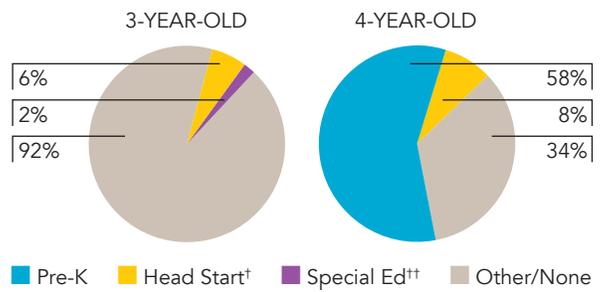
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
4	None Served	41	44	2

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	136,142
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	18,487
Federally funded Head Start enrollment, ages 3 and 4	32,255
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	FL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent + training (school year)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., Other (summer); CDA (school year)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	120 hours/5 years (public school teachers); 10 hours/year (teachers in licensed child care); PD plans (teachers & assistants on probation)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	12 (summer); 20 (school year)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:12 (summer); 1:11 or 2:12-20 (school year)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing & health (public schools & licensed child care only)	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

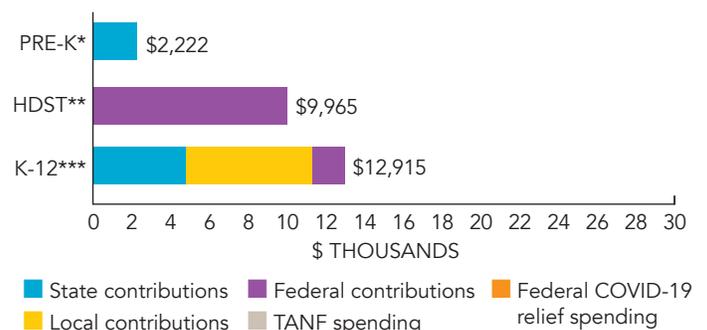


RESOURCES

Total state pre-K spending	\$302,505,878
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$2,222
All reported spending per child enrolled*	\$2,222

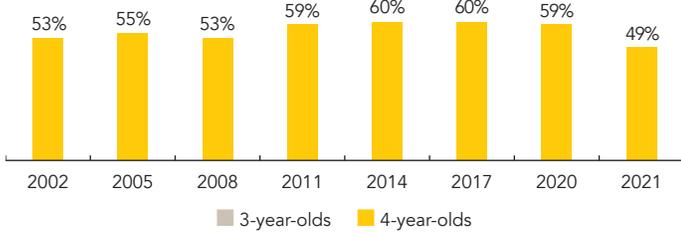
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Georgia preschool enrolled 66,554 children, a decrease of 13,774 children from the prior year. State funding totaled \$361,514,563 down \$22,597,007 (6%), adjusted for inflation, since last year. State spending per child equaled \$5,432 in 2020-2021, up \$650 from 2019-2020, adjusted for inflation. Georgia met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Enrollment in Georgia's Pre-K Program for the 2020-2021 school year was significantly impacted by the COVID-19 pandemic, with programs serving approximately 13,800 fewer students. Instruction was offered through traditional/in-person, full distance/virtual, and hybrid models. Lead and assistant teachers were paid a \$1,000 bonus from Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) funds.

Due to the impact of the COVID-19 pandemic on students' educational and social and emotional experiences this school year, Georgia's Department of Early Care and Learning (DECAL) expanded the Georgia's Pre-K Summer Transition Program. An additional 160 Rising Kindergarten classes were awarded to serve more children in a face-to-face setting before they enter kindergarten in the fall. Additionally, the income eligibility requirement was suspended for summer 2021 to allow all age-eligible children to participate. DECAL served 3,792 children in the Rising Kindergarten program this summer.

During the 2021-2022 school year instruction is being offered in-person. Each lead and assistant teacher will receive two \$1,000 bonuses in the 2021-2022 school year to support teacher retention.

BACKGROUND

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

In 2011, the Georgia General Assembly authorized an evaluation of Georgia's Pre-K Program. In response to the General Assembly, DECAL commissioned national experts at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill to conduct a series of studies to measure the impact of our state's nationally renowned Pre-K program. Reports and summaries from the studies are available here: <http://decals.ga.gov/BftS/EvaluationGAPreKProgram.aspx>.

Reports include recent results from the Pre-K Longitudinal Study designed to examine the short- and long-term learning outcomes for children who attended Georgia's Pre-K as well as the quality of their preschool and early elementary school experiences. The report from the fifth year of the study was issued in January 2021. The final report with findings through the fourth grade will be issued in spring 2022.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	35

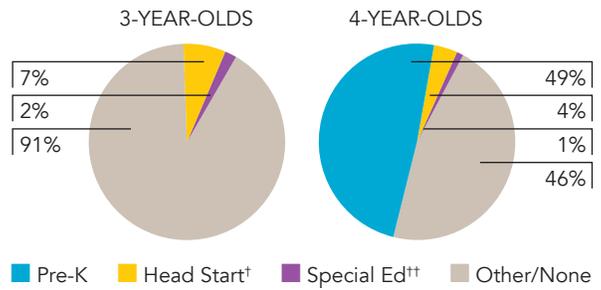
TOTAL BENCHMARKS MET
8

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state pre-K enrollment	66,554
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	8,274
Federally funded Head Start enrollment, ages 3 and 4	18,818
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

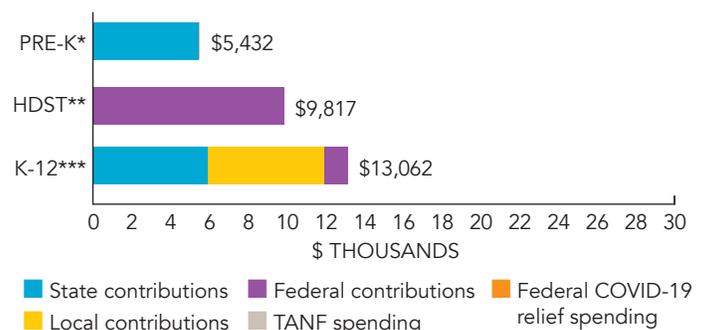


RESOURCES

Total state pre-K spending	\$361,514,563
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,432
All reported spending per child enrolled*	\$5,432

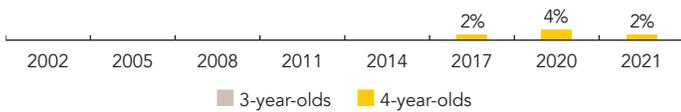
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

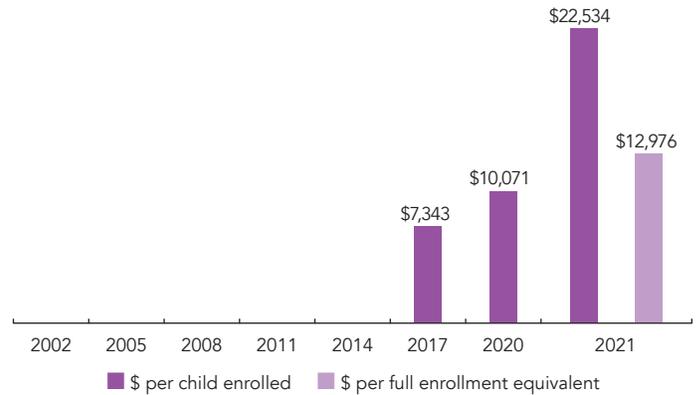


Hawaii

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Hawaii preschool enrolled 391 children, a decrease of 288 children from the prior year. State funding totaled \$8,810,954, up \$1,972,601 (29%), adjusted for inflation, since last year. State spending per child equaled \$22,534 in 2020-2021 up \$12,463 from 2019-2020, adjusted for inflation. Hawaii met an average of 9.6 of 10 quality standards benchmarks.

WHAT'S NEW

In the 2020-2021 program year, administrative authority over all state-funded early learning programs in public charter schools was transferred from the Executive Office on Early Learning (EOEL) to the Hawaii State Public Charter School Commission (HSPCSC), thus returning to how programs operated in 2018-2019 and previously.

In response to the COVID-19 pandemic, the first day of school in Fall 2020 brought a mix of remote learning and physically opened preschool buildings. In Hawaii's EOEL Public Prekindergarten Program, enrollment was reduced by half with some schools adopting alternating schedules with 10 students attending on one day and another 10 attending the next day. Some schools shortened their school day schedule. The maximum class size of 10 children remained in effect for the entire 2020-2021 school year.

From Fall 2019 to Fall 2020, there was an overall 41% decrease in enrollment attributed to parents opting to keep their children at home, including a 47% decline in EOEL classes and a 31% decline Hawaii SPCSC classrooms.

BACKGROUND

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 and the Hawaii State Public Charter School Early Learning Program are part of the Hawaii State Teachers Association and, as such, receive salary and benefit parity with teachers in K-12 classrooms. Lead teachers in the Public Prekindergarten Program are required to have a bachelor's degree with licensure in ECE, while assistant teachers are required to have a CDA credential. EOEL Public Prekindergarten Program and the Hawaii State Public Charter School Early Learning Program classrooms receive CLASS observations twice a year, and formative child assessments using Teaching Strategies GOLD are conducted throughout the year with three checkpoints. In addition, all programs undergo fiscal monitoring annually and 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. 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. Classrooms previously funded through PDG are now under the administration of the Hawaii State Public Charter School Commission.

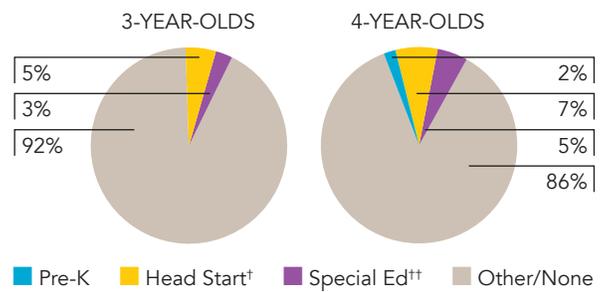
Hawaii's overall support for state-funded preschool, including enrollment and funding for Hawaii's Executive Office on Early Learning (EOEL) Public Prekindergarten Program and the Hawaii State Public Charter School Early Learning Program is depicted in the first two pages of the state profile. The third page focuses solely on EOEL and the fourth on the Hawaii State Public Charter School Early Learning Program.

HAWAII STATE OVERVIEW

ACCESS

Total state pre-K enrollment	391
Special education enrollment, ages 3 and 4	1,652
Federally funded Head Start enrollment, ages 3 and 4	2,220
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

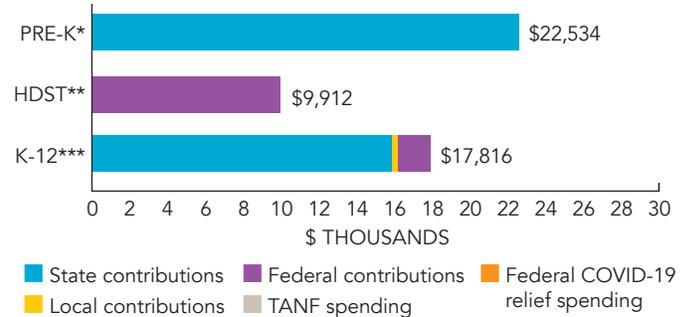


† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$8,810,954
State Head Start spending	\$0
State spending per child enrolled	\$22,534
All reported spending per child enrolled*	\$22,534

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
44	None Served

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	3

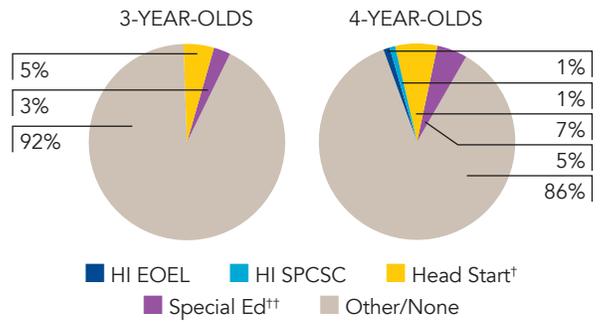
TOTAL BENCHMARKS MET
California

HAWAII'S EXECUTIVE OFFICE ON EARLY LEARNING PUBLIC PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment.....	239
School districts that offer state program.....	100%
Income requirement.....	300% of FPL
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	HI EOEL	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	60 hours/year (teachers); 25 hours/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	10 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

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RESOURCES

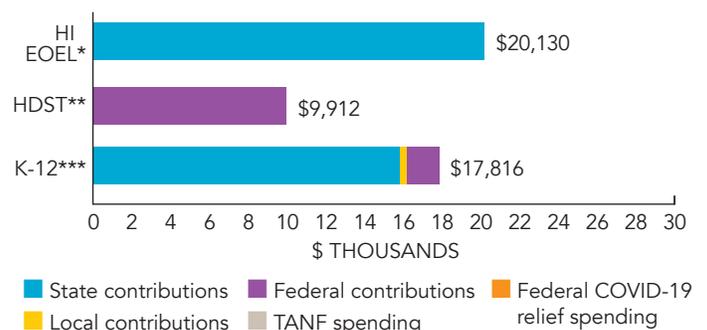
Total state pre-K spending	\$4,810,954
Local match required?.....	No
State spending per child enrolled	\$20,130
All reported spending per child enrolled*	\$20,130

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

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

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

SPENDING PER CHILD ENROLLED

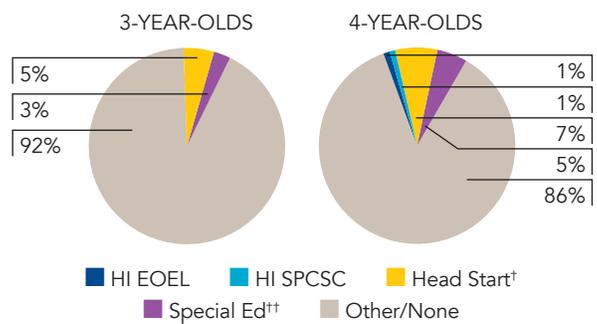


HAWAII STATE PUBLIC CHARTER SCHOOL EARLY LEARNING PROGRAM

ACCESS

Total state pre-K enrollment.....	152
School districts that offer state program.....	53% (complex areas)
Income requirement.....	No income requirement
Minimum hours of operation.....	30.5 hours/week; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	HI SPSC	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (waivers permitted)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	50 hours/year (teachers); 30 hours/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Full physical exam (includes vision & hearing)	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

9

RESOURCES

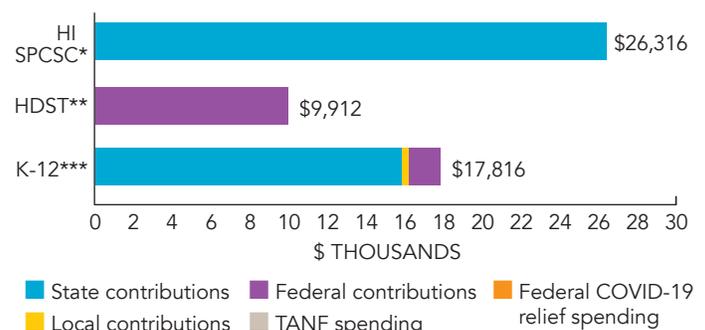
Total state pre-K spending	\$4,000,000
Local match required?.....	No
State spending per child enrolled	\$26,316
All reported spending per child enrolled*	\$26,316

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

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

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

SPENDING PER CHILD ENROLLED



NO PROGRAM

Idaho does not have a state funded preschool program as defined by this report, but the state does dedicate TANF money to early education. In 2020, the state utilized the Preschool Development Grant Birth through Five (PDG B-5) initial grant to conduct a statewide needs assessment on early childhood education. In addition, the state was able to conduct several activities to support early childhood educators, families, and communities which included outreach activities around the importance of quality child care, training on early learning screenings and referral resources, early literacy, trauma informed care, and school readiness. The grant also supported building an infrastructure (Early Learning Local Collaboratives) within 15 local communities to best serve families with children birth – five. Each local collaborative conducted a local needs assessment and strategic plan with goals designed to support transitions for young children through kindergarten.

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.

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

The Idaho Statehouse continues to shy away from state investments in state-funded preschool and early childhood education. However, the PDG B-5 initial grant set the stage for local investments in supporting communities across the state to best serve families and young children. This framework of Early Learning Local Collaboratives is getting positive attention from many policy makers because of the bottom-up approach to serving local communities. Idaho has been awarded the PDG B-5 renewal grant, and was awaiting spending authority from the legislature. The renewal grant will continue to set the stage for investments in early childhood education while providing much needed supports to families and those who work with and care for young children throughout Idaho.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

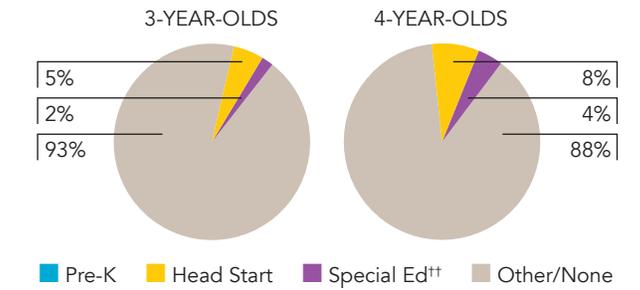
TOTAL BENCHMARKS MET
No Program

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	1,992
Federally funded Head Start enrollment, ages 3 and 4	3,087
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

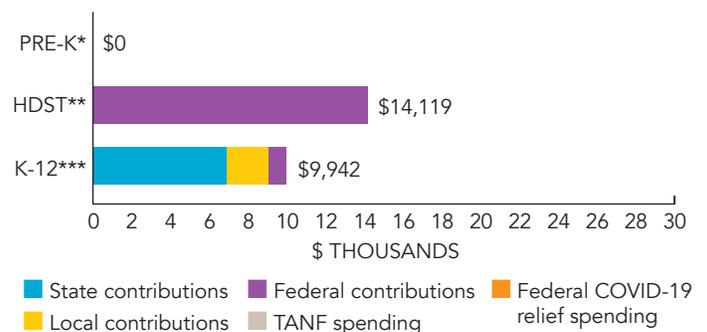
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

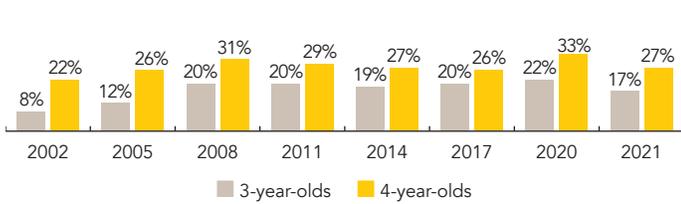
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

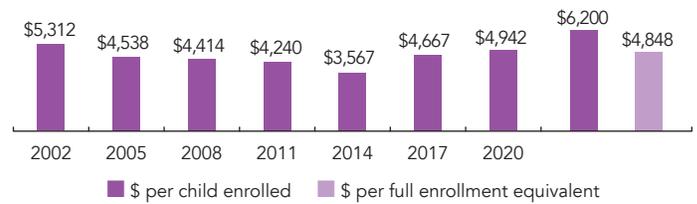


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, the Illinois Preschool for All and Preschool Expansion programs enrolled 66,609 children, a decrease of 18,574 children from the prior year. State funding totaled \$412,983,822, down \$7,962,616 (2%) adjusted for inflation, since last year. State spending per child equaled \$6,200 in 2020-2021, up \$1,258 from 2019-2020, adjusted for inflation. Illinois met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Throughout the 2020-2021 school year, preschool children were served in a variety of blended in-person and remote learning models, but all programs were physically open at the start of the 2021-2022 school year. While programs were operating remotely, the Illinois State Board of Education (ISBE) provided guidance for developmentally appropriate practice, including ways to engage parents and caregivers. This guidance remains in place for children served remotely during the 2021-2022 school year due to the high risk of exposure to COVID-19 or the need to quarantine.

During the summer of 2021, programs were offered the opportunity to run a summer program if they had not already with existing state funds. Programs could opt in to receive federal GEER II dollars to run a Jumpstart program to combat learning loss. Throughout the pandemic, ISBE also supported the use of preschool funding to increase program capacity to care for children of essential workers. The state dedicated \$7,500,000 in ESSER funding and \$14,304,937 in GEER II funding to support a variety of additional resources for preschool, kindergarten and first grade children impacted by the pandemic.

BACKGROUND

The Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The Illinois Preschool for All (PFA) initiative began in 2006 with the goal of providing pre-K to all 3- and 4-year-olds by 2012. Starting in 2017, the PFA Expansion Program began when the State was awarded a federal Preschool Development Grant. The Illinois PFA and PFA Expansion programs are now combined to operate in almost all counties, 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 below 400% of FPL, but there is limited 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.

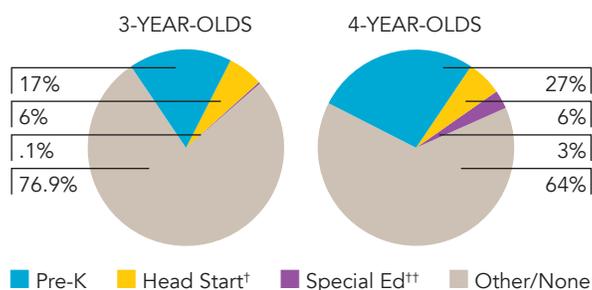
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
23	4	24	29	8

ILLINOIS PRESCHOOL FOR ALL AND PRESCHOOL EXPANSION

ACCESS

Total state pre-K enrollment	66,609
School districts that offer state program	98% (counties)
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	19,168
Federally funded Head Start enrollment, ages 3 and 4	18,223
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IL PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator License	CDA or equivalent	<input type="checkbox"/>
Staff professional development	120 hours/5 years (some teachers); PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

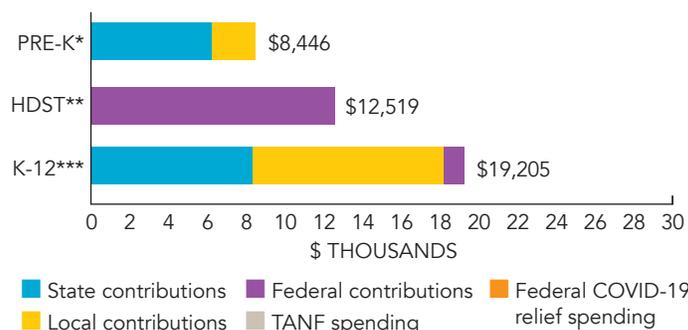


RESOURCES

Total state pre-K spending	\$412,983,822
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,200
All reported spending per child enrolled*	\$8,446

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

SPENDING PER CHILD ENROLLED



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. Prior to that, in 2013, the Indiana General Assembly enacted the Early Education Matching Grant (EEMG). EEMG was eventually consolidated with On My Way Pre-K in 2018, adding additional sites and counties to the program. Services may be delivered via public schools, licensed or registered childcare programs who have achieved Level 3 or Level 4 in Paths to QUALITY™, or via accredited private schools.

In 2020-21, On My Way Pre-K supported children with \$4.6 million in state funding, over \$243,000 in local county match funds, as well as \$7.4 million in federal funding. The 2020-2021 pre-K year continued to meet enrollment challenges due to the COVID-19 pandemic and state lock downs at the normal time of recruitment and enrollment.

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. Under current legislation, all pre-K providers must be eligible to accept CCDF funding, providing families who are eligible 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. Beginning in 2020, the Indiana General Assembly changed eligibility criteria by adding families in higher federal poverty income levels and/or families receiving only SSI or SSDI income. In 2020-2021, 376 of these families received a maximum 46 weeks of eligibility during the pre-K year at the same high quality programs with their vouchers fully funded with state funds and county matching dollars.

Indiana recently announced the results of a Purdue University longitudinal study of the preschool children supported by these grants in years one and two, as well as a control group, following children through third grade. [The study results](#) demonstrated that children who attended the On My Way Pre-K program had stronger school readiness, language and literacy skills than their peers with similar family incomes who attended lower quality childcare or prekindergarten programs.

Additionally, On My Way Pre-K children from the 2020-2021 school year matched up positively compared to national norms established for all prekindergarten children in the first annual Kindergarten Readiness Indicators assessment, conducted by NORC at the University of Chicago. Study results are available [here](#).

On My Way Pre-K has stimulated 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 all other children enrolled in those 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	

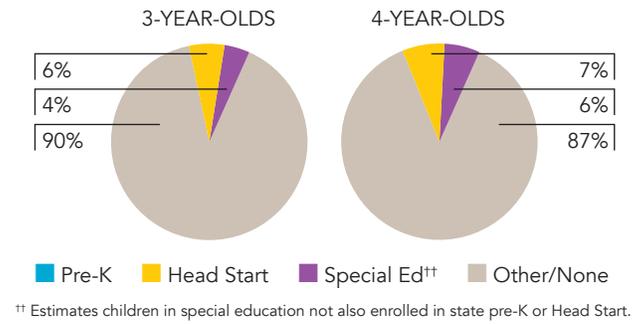
TOTAL BENCHMARKS MET
No Program

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	9,908
Federally funded Head Start enrollment, ages 3 and 4	10,789
State-funded Head Start enrollment, ages 3 and 4	3

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

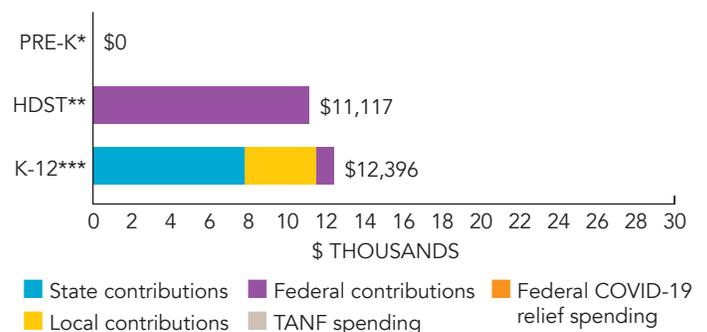
NO PROGRAM

RESOURCES

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

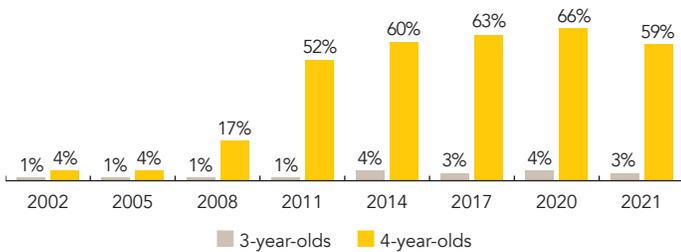
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Iowa preschool programs enrolled 25,095 children, a decrease of 3,358 children from the prior year. State funding totaled \$91,763,127, down \$3,972,127 (4%), adjusted for inflation, since last year. State spending per child equaled \$3,834 in 2020-2021, up \$314 from 2019-2020, adjusted for inflation. Iowa met an average of 7 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year, but all programs were physically open in Fall 2021. Virtual services were provided to medically fragile children to prevent exposure during periods of high positivity rates. The need for family engagement increased as more services were delivered remotely. District preschool programs could access ESSER funding to expand summer programs.

During the last legislative session, the Iowa general assembly granted authority for the School Budget Review Committee to award funding to districts that would experience an increase in Statewide Voluntary Preschool Program (SWVPP) enrollment in the 2021-2022 school year after the decrease in 2020-2021 due to parents keeping children home during the COVID-19 pandemic. The 2020-2021 school year was the first year of a new competitive 5-year grant cycle for Shared Visions Preschool programs. Applicants could select from one of three program standards: NAEYC Accreditation, Head Start Program Performance Standards, or Iowa Quality Preschool Program Standards — a change from past years when all grantees had to be NAEYC Accredited.

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 childcare centers, other public non-profit agencies, and Head Start. Shared Visions serves children in part-, school-, or extended-day programs.

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

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

An important difference between the two state-funded preschool programs pertains to 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 29 of Iowa's 99 counties through 49 awarded grants. Programming is offered in 23 school district locations (through 16 school districts), representing less than 5% of school districts. In addition, services are provided in 26 other community-based locations, representing 11 organizations. In contrast, SWVPP, is available in 98% of school districts and all resident children who turn 4 by September 15th are eligible to attend.

Shared Visions lead teachers are required to meet the educational qualifications as outlined in the program standards selected within the awarded application. While requirements within selected program standards vary, 77% of lead teachers hold a BA degree or higher in early childhood, child development, or a related field, while another 20% hold an AA degree in early childhood or a related field. All SWVPP lead teachers must have at least a BA and an Iowa teaching license with an early childhood endorsement.

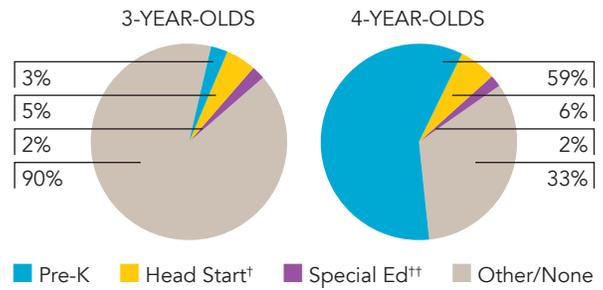
Iowa's overall support for state-funded preschool, including enrollment and funding for Shared Visions and SWVPP, is depicted in the first two pages of this state profile. The third page focuses on Shared Visions and the fourth page provides information on SWVPP.

IOWA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	25,095
Special education enrollment, ages 3 and 4	3,619
Federally funded Head Start enrollment, ages 3 and 4	5,445
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

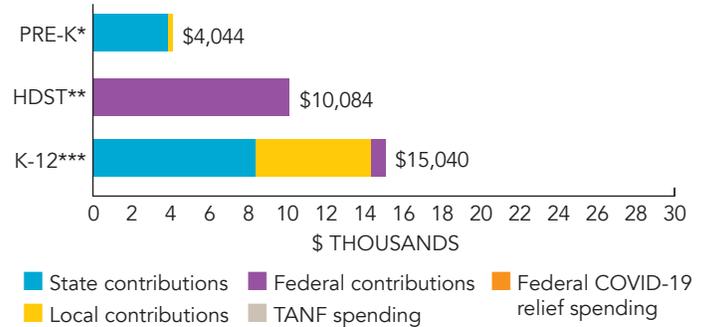


† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$91,763,127
State Head Start spending	\$0
State spending per child enrolled	\$3,834
All reported spending per child enrolled*	\$4,044

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
3	22

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	40

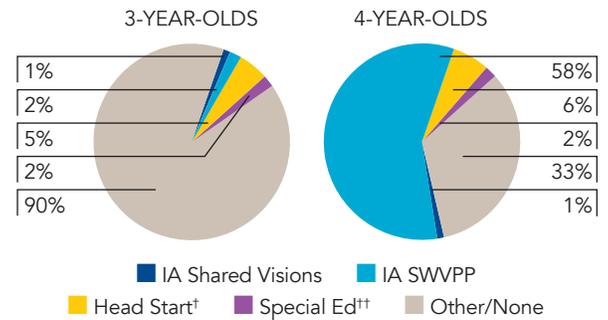
TOTAL BENCHMARKS MET
7

IOWA SHARED VISIONS

ACCESS

Total state pre-K enrollment	876
School districts that offer state program	29% (counties)
Income requirement	130% FPL
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	IA SHARED VISIONS REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD hours based on program standards; PD plans; Coaching (teachers with an active teaching license only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations (every 5 years and determined locally); Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

6

RESOURCES

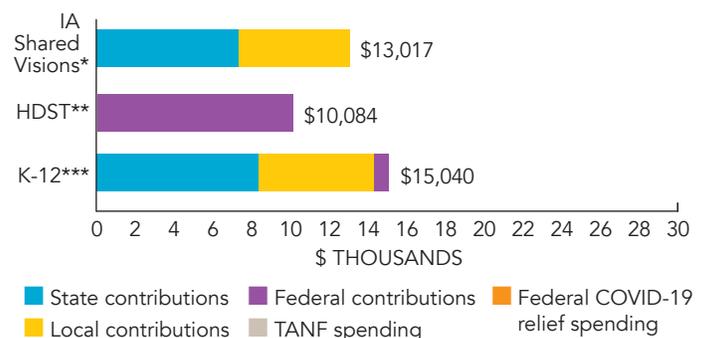
Total state pre-K spending	\$6,391,823
Local match required?	Yes
State spending per child enrolled	\$7,297
All reported spending per child enrolled*	\$13,017

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

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

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

SPENDING PER CHILD ENROLLED

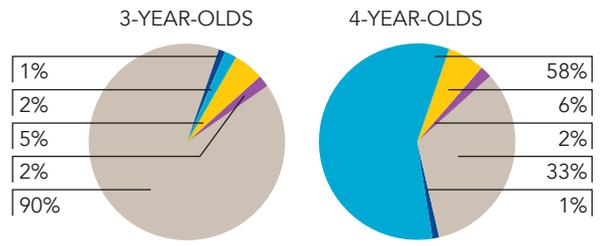


IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	24,219
School districts that offer state program	98%
Income requirement	No income requirement
Minimum hours of operation	10 hours/week
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ IA Shared Visions ■ IA SWPPP
■ Head Start† ■ Special Ed†† ■ Other/None
 † 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 SWPPP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year recommended (teachers only); PD plans; Coaching (public only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

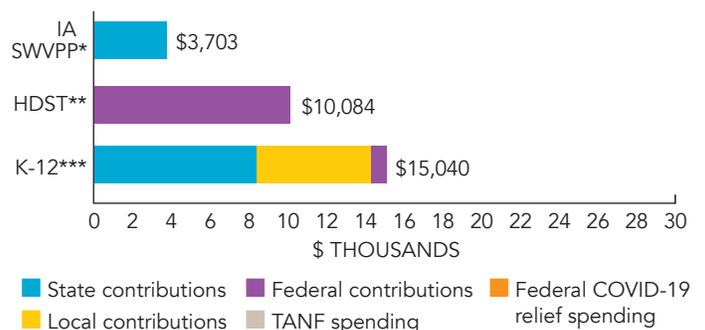
7

RESOURCES

Total state pre-K spending	\$85,371,304
Local match required?	No
State spending per child enrolled	\$3,703
All reported spending per child enrolled*	\$3,703

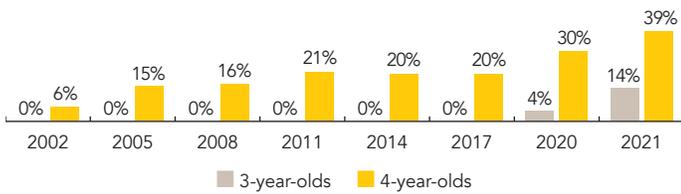
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, public preschool in Kansas enrolled 20,148 children. This is a significant increase over last year's enrollment due to the inclusion for the first time of children served with state special education funding and a combination of state and local funding, in addition to those served with state funding. Enrollment and spending from the first two sources are reported in the Yearbook for the first time in 2020-2021. State funding totaled \$99,567,214 and \$4,132,317 in TANF funds were also used to support enrollment. The additional funding sources reported this year reflect a funding increase of \$76,582,095 (282%) adjusted for inflation, since last year. State spending per child (including TANF funds) equaled \$5,147 in 2020-2021. Kansas met 5 of 10 quality standards benchmarks.

WHAT'S NEW

During the 2020-2021 school year, the Kansas State Board of Education (KSBE) provided flexibility for schools in delivering required hours of instruction, allowing districts to count a limited number of professional learning hours toward instructional time. KSBE declared a time of emergency and anyone with a five-year substitute or an emergency substitute teaching license, or certificate with a baccalaureate degree may teach. These emergency regulations are in effect through June 30, 2022. As of April 6, 2021, legislation required programs to offer an in-person learning option to every child. At the start of the 2021-2022 school year, programs were physically open and remote learning was permitted only on a limited basis. Schools have access to COVID-19 relief funding that may be used to support preschool, and are able submit a local plan on how they use those funds.

The increase in preschool program enrollment and funding reported in 2020-2021 reflects a more accurate depiction of how total preschool funding is calculated in Kansas, including base per child aid for at-risk preschoolers and preschoolers with disabilities, weightings for at-risk children, and categorical aid to reimburse the cost of special education staff.

Starting in the 2020-2021 school year, Kansas lowered the maximum class size for preschool programs from 25 to 20 children.

BACKGROUND

Kansas supports two state-funded prekindergarten programs. The first, established in 1998, is the State Pre-K 4 Year Old At-Risk Program (more recently renamed the Preschool-Aged At-Risk Program). The second is the Kansas Preschool Pilot (KPP), first offered in the 2006-2007 school year. Both programs are operated by the Kansas Department of Education (KSDE) and are reported together for the first time in the 2021 Yearbook due to their similar standards and overlapping enrollment.

The Kansas Preschool-Aged At-Risk Program was available in 244 out of 286 school districts during the 2020-2021 school year, and KPP was available in 127 out of 286 school districts. Both programs were permitted to serve certain 3-year-olds as of the 2018-2019 school year, but they continue to serve primarily 4-year-olds. The 2020-2021 school year marks the first in which the State Board of Education approved funding for all 4-year-old children enrolled in approved Preschool-Aged At-Risk programs for the school year, instead of awarding funding based on slots.

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 gives districts the opportunity to apply for recognition in the qualitative Board Outcome areas, including Kindergarten Readiness. This will provide an opportunity to measure and drive quality improvements at the community level.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	8

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	33

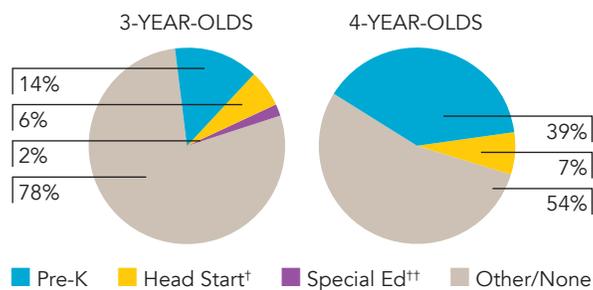
TOTAL BENCHMARKS MET
5

PRESCHOOL OFFERED BY PUBLIC SCHOOL DISTRICTS

ACCESS

Total state pre-K enrollment	20,148
School districts that offer state program	99%
Income requirement	KPP: 185% FPL; PAAR: 130% FPL
Minimum hours of operation	465 hours/year
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	6,412
Federally funded Head Start enrollment, ages 3 and 4	4,817
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

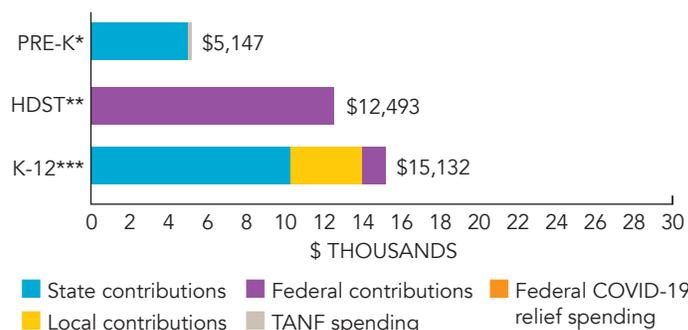
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RESOURCES

Total state pre-K spending	\$103,699,531
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,147
All reported spending per child enrolled*	\$5,147

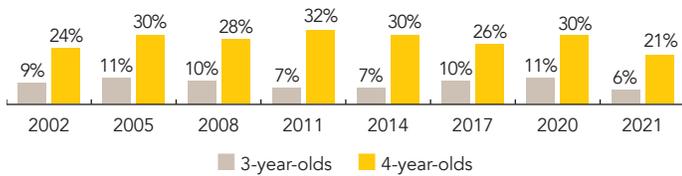
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Kentucky preschool enrolled 15,424 children, a decrease of 7,463 children from the prior year. State funding totaled \$100,654,195, with an additional \$2,793,667 in federal recovery funds, down \$3,578,168 (3%), adjusted for inflation, since last year. State spending per child equaled \$6,707 in 2020-2021, up \$2,031 from 2019-2020, adjusted for inflation. Kentucky met 8 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction at the beginning of the 2020-2021 school year, but all programs were physically opened in Fall 2021. While the timeline for completing child development and health screenings was waived during the 2020-2021 school year, the timeline was not waived in 2021-2022. A total of \$73,738 in GEERS, \$688,438 in CARES, \$1,169,697 in ESSER, and \$861,793 in CRRSA funds were distributed to local programs to support preschool. The Kentucky Department of Education is not conducting site visits or structured classroom observations of state-funded preschool programs at this time due to the pandemic.

The Kentucky General Assembly limited the Governor's executive authority to respond to COVID-19. In September 2021, the Kentucky General Assembly passed Senate Bill 1 (SB1), an act relating to the delivery of education and care for children and declaring an emergency. SB1 provides supports and flexibilities for schools during the pandemic. The state developed guidance to support school districts with implementation of SB1, which includes support for preschool students.

Using ARP State Set-Aside Funds, the Office of Special Education and Early Learning is implementing a project for delivering high-quality training and coaching to preschool through third grade (P-3) staff and administrators designed to improve learning outcomes of young children that were disproportionately impacted by the ongoing pandemic. The project will focus on the delivery and implementation of evidence-based practices, including the Council for Exceptional Children's Division of Early Childhood's Recommended Practices and High-Leverage Practices. Statewide trainers, coaches and technical assistance point of contacts are being hired to support this work. New staff will have strong backgrounds in areas such as early literacy, early mathematics, positive approaches to behavior and discipline, and high-quality preschool.

BACKGROUND

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

KPP is administered by the Kentucky Department of Education (KDE), Office of Special Education and Early Learning, Division of IDEA Implementation and Preschool, School Readiness Branch. Funds are distributed to school districts through a funding formula. Each of Kentucky's 171 school districts offered KPP services in 2020-2021. 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 quality rating and improvement system (QRIS). All early childhood programs that receive public funds, including KPP, participate in the Kentucky All STARS quality rating system. The ECERS-3 was used to evaluate preschool classrooms during 2019-2020.

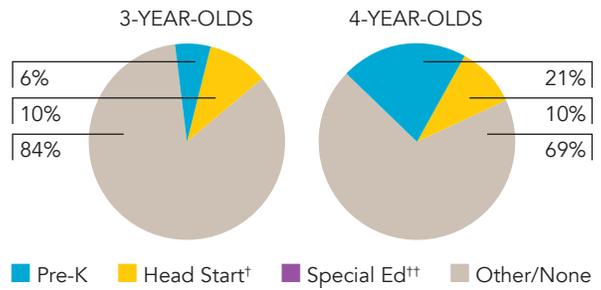
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
25	16	26	19	8

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	15,424
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	8,075
Federally funded Head Start enrollment, ages 3 and 4	11,928
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

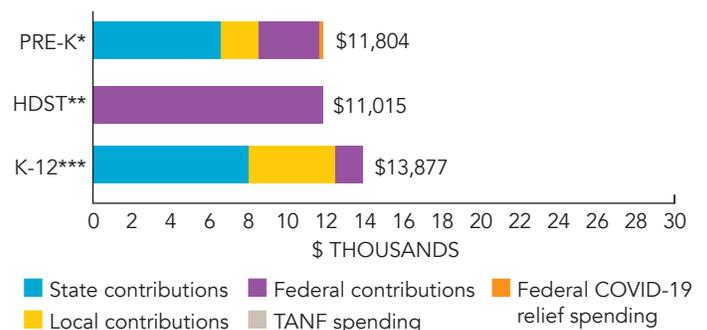


RESOURCES

Total state pre-K spending	\$103,447,862
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$6,707
All reported spending per child enrolled*	\$11,804

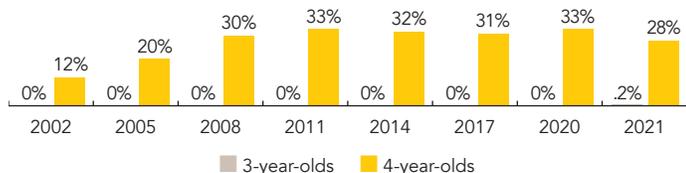
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Louisiana preschool programs enrolled 17,463 children, a decrease of 2,992 children from the prior year. State funding totaled \$40,873,003 and \$50,582,436 in TANF funds also supported the program, down \$3,125,823 (3%), adjusted for inflation, since last year. State spending per child (including TANF) equaled \$5,237 in 2020-2021, up \$613 from 2019-2020, adjusted for inflation. Louisiana met an average of 7.9 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, there was a mix of in-person and remote instruction throughout the 2020-2021 school year and into the 2021-2022 school year for all three Louisiana pre-K programs. While the COVID-19 pandemic played a role in disrupting the 2020-2021 and 2021-2022 school years, natural disasters, including multiple hurricanes and flooding, also impacted in-person learning.

Louisiana 8(g) faced a mid-year reduction of funds due to declining revenue from investment earnings and royalties. Agencies experienced a reduction of approximately 27% of their original grant award for FY 2020-2021.

In June 2021, a law was passed making kindergarten mandatory for children who turn 5 by September 30 effective the 2022-2023 school year. The Department is currently studying the impact of COVID-19 and mandatory kindergarten on pre-K enrollment trends.

BACKGROUND

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

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

The largest of the three state-funded pre-K programs, the LA 4 program (formerly LA 4 and Starting Points), was established in 2001 and serves 4-year-old children in public schools, independent LEA charter schools, and tribal schools. Programs can subcontract with Head Start, 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 NSECD program supports high-quality pre-K for 3- and 4-year-olds in nonpublic settings. Teachers in the NSECD program are required to have a bachelor's degree and assistant teachers are required to have at least a CDA. NSECD has the same eligibility requirements as the LA 4 program and funding is available for this program on a competitive basis.

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

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

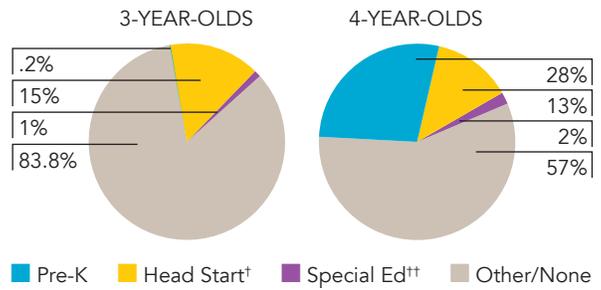
Louisiana's overall support for state-funded preschool, including enrollment and funding for 8(g), LA 4, and NSECD, is depicted in the first two pages of this state profile. The third page focuses on 8(g), the fourth page on LA 4, and the fifth page on NSECD.

LOUISIANA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	17,463
Special education enrollment, ages 3 and 4	4,286
Federally funded Head Start enrollment, ages 3 and 4	16,983
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

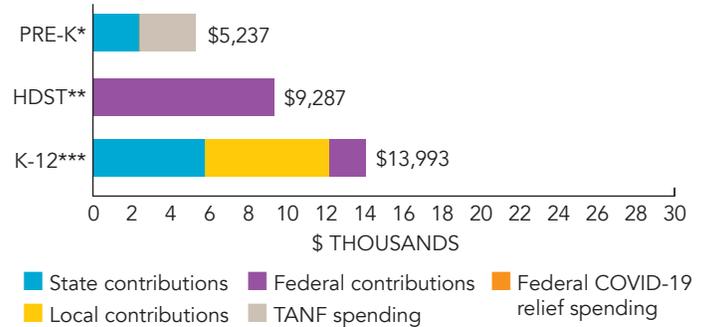


[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$91,455,439
State Head Start spending	\$0
State spending per child enrolled	\$5,237
All reported spending per child enrolled*	\$5,237

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	32

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	36

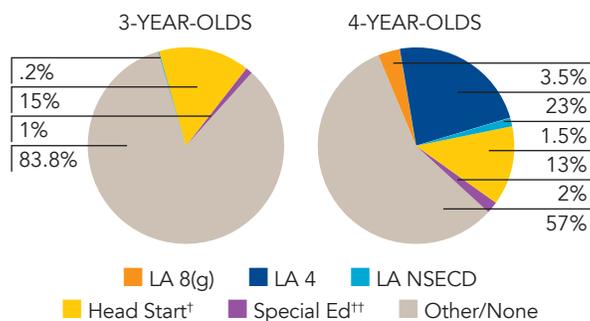
TOTAL BENCHMARKS MET
79

LOUISIANA 8(G) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state pre-K enrollment.....	2,138
School districts that offer state program.....	93% (LEAs)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

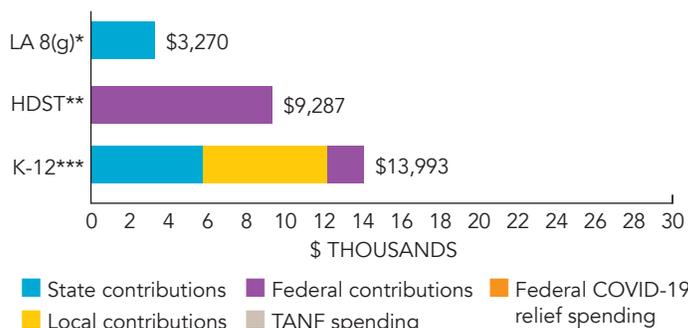
7

RESOURCES

Total state pre-K spending	\$6,991,769
Local match required?	No
State spending per child enrolled	\$3,270
All reported spending per child enrolled*	\$3,270

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

SPENDING PER CHILD ENROLLED

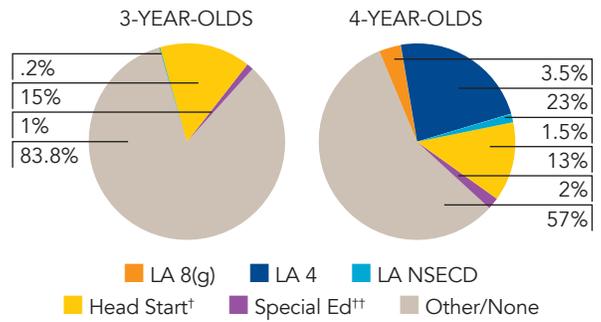


CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state pre-K enrollment.....	14,306
School districts that offer state program.....	95% (parishes)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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



RESOURCES

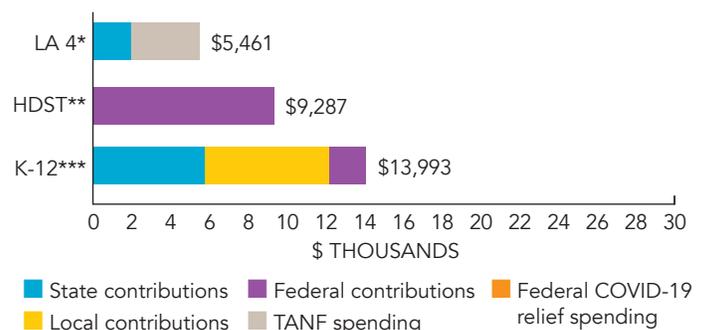
Total state pre-K spending	\$78,123,350
Local match required?.....	No
State spending per child enrolled	\$5,461
All reported spending per child enrolled*	\$5,461

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

** Head Start 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

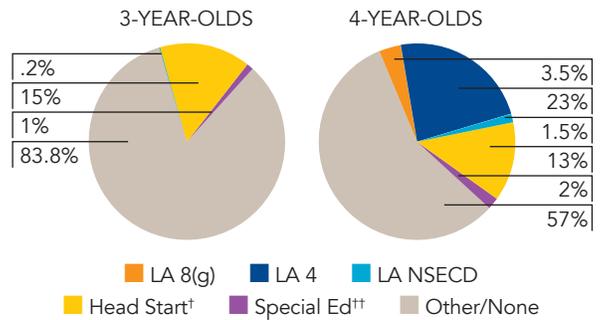


LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state pre-K enrollment.....	1,019
School districts that offer state program.....	20% (parishes)
Income requirement.....	200% FPL
Minimum hours of operation.....	6 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

9

RESOURCES

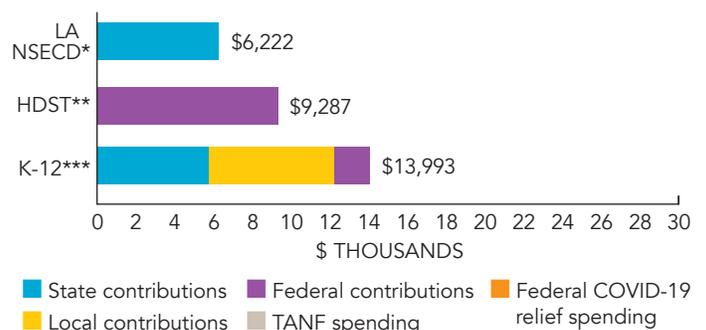
Total state pre-K spending	\$6,340,320
Local match required?.....	No
State spending per child enrolled	\$6,222
All reported spending per child enrolled*	\$6,222

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

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

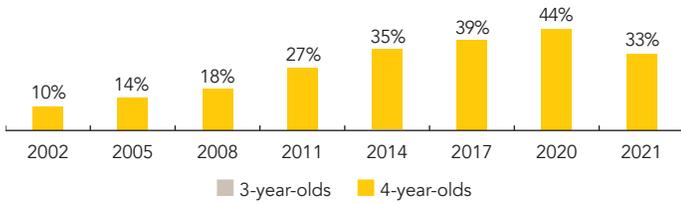
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

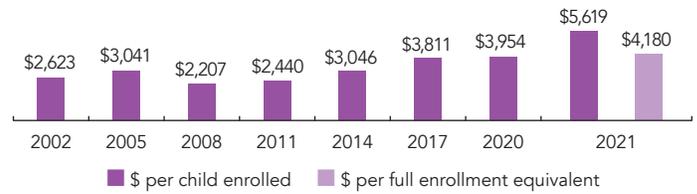


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Maine preschool enrolled 4,579 children, a decrease of 1,576 children from the prior year. State funding totaled \$25,728,271, up \$1,392,128 (6%), adjusted for inflation, since last year. State spending per child equaled \$5,619 in 2020-2021, up \$1,665 from 2019-2020, adjusted for inflation. Maine met 9 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year, but the vast majority of programs were physically open in Fall 2021. Emergency orders were in place to attract new educators to apply and to make the certification process easier. Extensions were provided for educators who did not renew their certifications on time in 2020. New legislation passed in 2021 adopted some of the relaxed requirements, such as making the PRAXIS optional; lead teachers, however, are still required to have a BA with a focus in ECE. Classroom observations were not conducted during the 2020-2021 school year, but site visits are resuming during the 2021-2022 school year. Schools determined locally whether to offer summer programs and some accessed federal funds to do so.

Maine's Public Preschool program was successful in securing \$10 million in ARPA funding from the Governor's office to support the expansion of public Pre-K in Maine. This funding will support expansion efforts in the 2022-2023 and 2023-2024 school years through an application process.

BACKGROUND

Maine established its Two-Year Kindergarten initiative in 1983 by allocating resources to local districts through the school funding formula. Since 2007, state-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP), still funded through Maine's school funding formula, with a distribution of funds to 152 of the 194 (78.4%) school administrative units (SAUs) that operate 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.

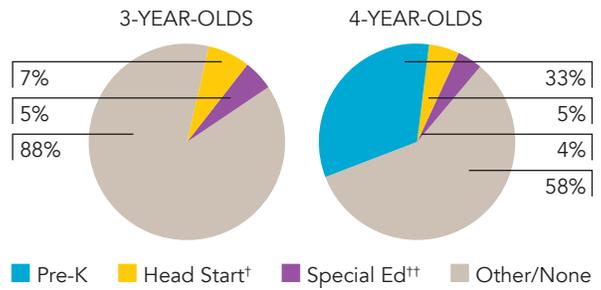
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
15	None Served	32	14	9

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment	4,579
School districts that offer state program	78% (eligible school administrative units)
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	2,302
Federally funded Head Start enrollment, ages 3 and 4	2,193
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	ME PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Educator Technician II (at least 9 ECE credits)	CDA or equivalent	<input checked="" type="checkbox"/>
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	<input type="checkbox"/>
Maximum class size	16 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

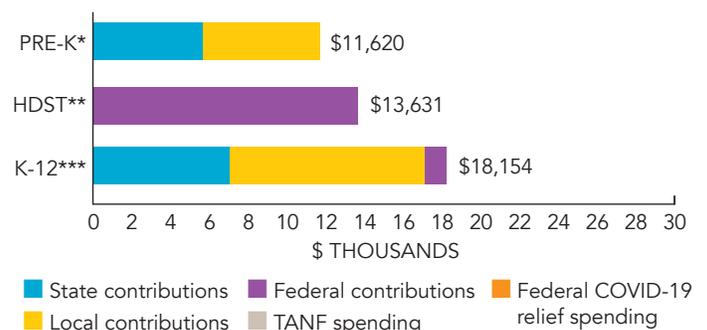
9

RESOURCES

Total state pre-K spending	\$25,728,271
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$5,619
All reported spending per child enrolled*	\$11,620

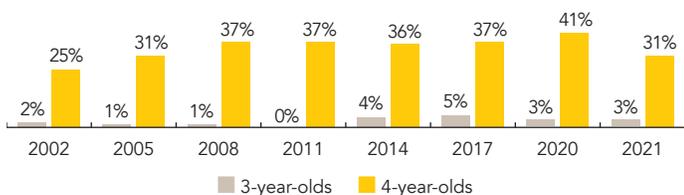
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Maryland preschool enrolled 25,065 children, a decrease of 8,044 children from the prior year. State funding totaled \$245,475,145, up \$84,402,003 (52%), adjusted for inflation, since last year. State spending per child equaled \$9,794 in 2020-2021, up \$4,929 from 2019-2020, adjusted for inflation. Maryland met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In the 2020-2021 program year, the Maryland legislature overrode the Governor's veto of the Blueprint for Maryland's Future education plan. As a result, along with multiple education reforms, the Maryland State Department of Education (MSDE) is charged with establishing and implementing high-quality prekindergarten programming by expanding voluntary prekindergarten in a mixed-delivery system for 3- and 4-year-old children from families earning incomes at or below 300% FPL beginning in FY 2023.

In the 2022-2023 program year, public providers may offer high-quality prekindergarten for 3- and 4-year old children from families earning incomes at or below 300% FPL and receive a state share to help cover costs. Private providers will receive a per pupil amount that increases from year to year. In 2024-2025, a sliding scale will be implemented to serve 4-year-olds from families above 300% FPL.

Maryland was one of a small number of states to dedicate CARES funding to public preschool to combat the impacts of the COVID-19 pandemic. The state awarded approximately \$20,000,000 to PreK programs for summer learning recovery and fall kindergarten supports during the summer of 2021.

BACKGROUND

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

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

Maryland also has 60 "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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	21

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	5

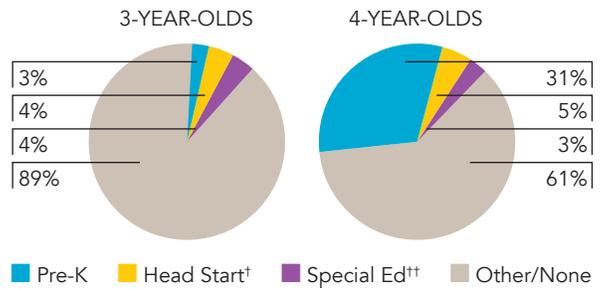
TOTAL BENCHMARKS MET
7

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	25,065
School districts that offer state program	100%
Income requirement	185% FPL (part-day); 300% FPL (full-day)
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	8,837
Federally funded Head Start enrollment, ages 3 and 4	6,955
State-funded Head Start enrollment, ages 3 and 4	Not reported

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MD PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (teachers); 24 hours/year (assistants); PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Average of 20 (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

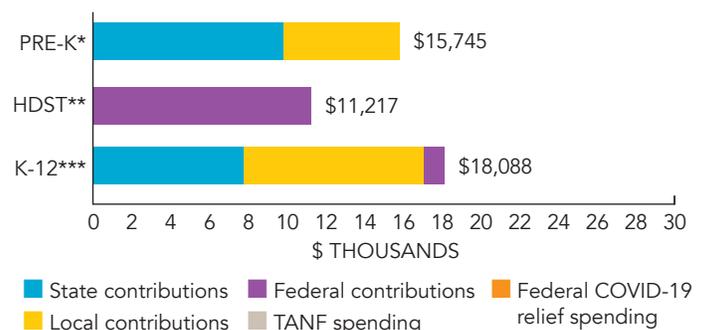
7

RESOURCES

Total state pre-K spending	\$245,475,145
Local match required?	No
State Head Start spending	\$2,190,866
State spending per child enrolled	\$9,794
All reported spending per child enrolled*	\$15,745

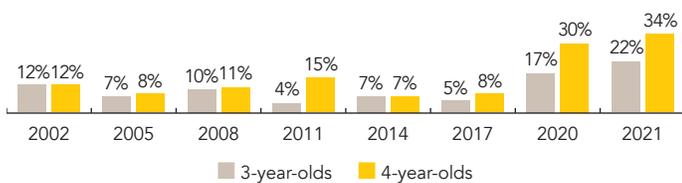
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

Massachusetts preschool programs enrolled 41,494 children in 2020-2021, an increase of 3,951 children from the prior year. State funding totaled \$77,035,148, up \$24,970,672 (48%), adjusted for inflation, since last year. State spending per child equaled \$1,857 in 2020-2021, up \$470 from 2019-2020, adjusted for inflation. Massachusetts met an average of 5.5 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, school districts operating a preschool program funded under Chapter 70 were allowed to start the 2020-2021 school year 10 days later than usual to provide time for professional development for educators. Aside from this, districts were required to operate in-person unless granted a waiver for remote instruction.

Under the Universal Pre-Kindergarten (UPK) initiative, all programs that received funding were receiving subsidies and were required to provide in-person services at the start of the 2020-2021 school year.

BACKGROUND

In 2005, Massachusetts established the Department of Early Education and Care (EEC) and launched its UPK initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age. During the 2020-2021 program year, the state moved away from an open competitive procurement process and increased program enrollment significantly. Private child care centers, Head Start programs, and faith-based centers are eligible for UPK funding as long as they are licensed and serving children with child care subsidies. State funding in the amount of \$14,336,710 was used to supplement \$113,693,344 in federal funding to support program enrollment.

Massachusetts also supports preschool enrollment through the Chapter 70 funding stream, which is the state's funding formula for K-12 public schools. The Chapter 70 program is included in the State of Preschool report for the fourth time this year. For the 2020-2021 school year, almost \$138 million in state and local funding supported preschool-age children. All children in the state are eligible for the program and are served in public school settings, but local districts can set their own eligibility priorities. Lead teachers are required to have at least a bachelor's degree and a Preschool through Grade 2 license.

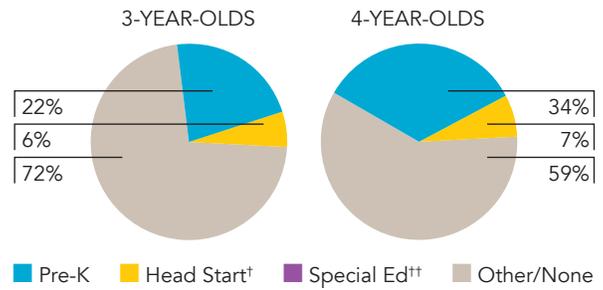
Massachusetts' overall support for state-funded preschool, including enrollment and funding for both UPK and Chapter 70, is depicted in the first two pages of this state profile. The third page focuses solely on UPK and the fourth page provides information on Chapter 70.

MASSACHUSETTS STATE OVERVIEW

ACCESS

Total state pre-K enrollment	41,494
Special education enrollment, ages 3 and 4	9,323
Federally funded Head Start enrollment, ages 3 and 4	9,243
State-funded Head Start enrollment, ages 3 and 4.....	116

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

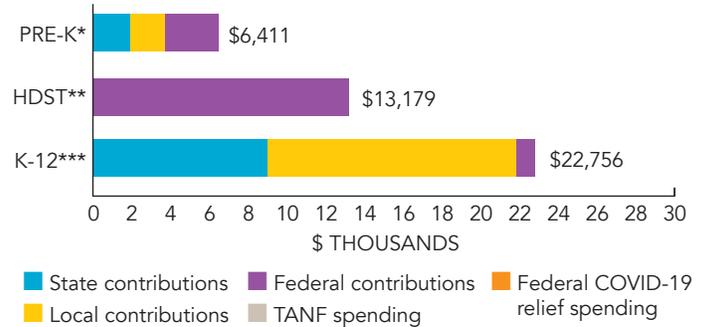


[†] Some Head Start children may also be counted in state pre-K (Chapter 70).
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$77,035,148
State Head Start spending	\$15,000,000
State spending per child enrolled	\$1,857
All reported spending per child enrolled*	\$6,411

SPENDING PER CHILD ENROLLED



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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
43	32

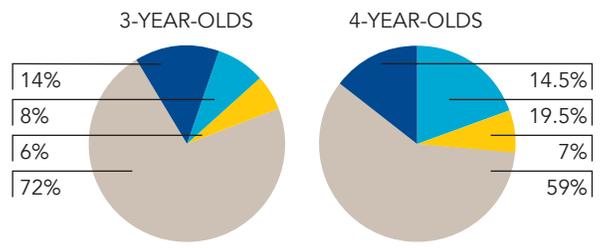
TOTAL BENCHMARKS MET
5.5

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

ACCESS

Total state pre-K enrollment	20,324
School districts that offer state program ...	76% (towns/communities)
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	MA UPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	HSD + 12 ECE credits	BA	<input type="checkbox"/>
Teacher specialized training	12 ECE credits	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Required screenings vary by where children are served	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

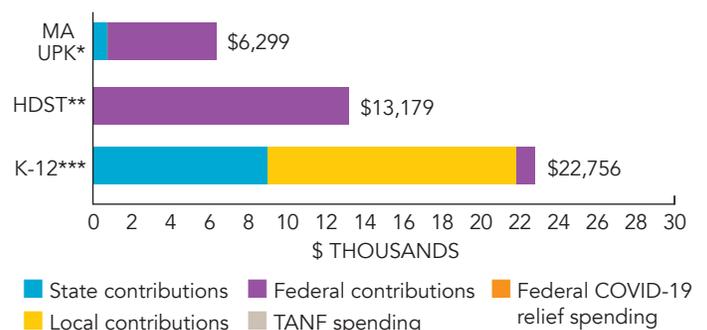
5

RESOURCES

Total state pre-K spending	\$14,336,710
Local match required?	No
State spending per child enrolled	\$705
All reported spending per child enrolled*	\$6,299

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

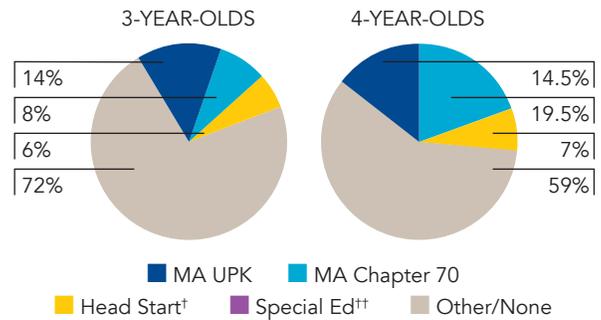


MASSACHUSETTS CHAPTER 70

ACCESS

Total state pre-K enrollment	21,170
School districts that offer state program	100%
Income requirement	No income requirement
Minimum hours of operation	Determined locally
Operating schedule	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

6

RESOURCES

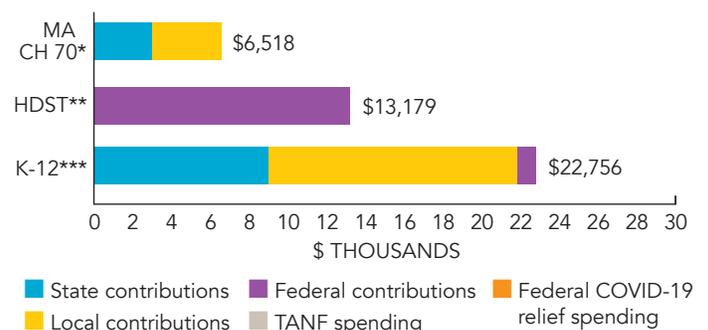
Total state pre-K spending	\$62,698,438
Local match required?	Yes
State spending per child enrolled	\$2,962
All reported spending per child enrolled*	\$6,518

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

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

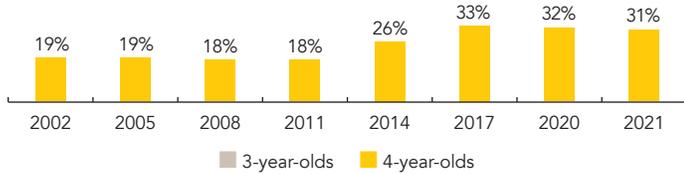
*** K–12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Michigan enrolled 26,775 children in the Great Start Readiness Program (GSRP), a decrease of 10,593 children from the prior year. State funding for GSRP totaled \$249,600,000, down \$4,687,405 (2%), when adjusted for inflation, since last year. State spending per child on GSRP equaled \$9,322 in 2020-2021, up \$2,517 from 2019-2020, when adjusted for inflation. Michigan also served 9,018 children in a Developmental Kindergarten (DK) program. State spending for DK was \$73,144,988 and state spending per child was \$8,111. Michigan GSRP met 10 of 10 quality standards benchmarks and DK met 1 of 10 benchmarks.

WHAT'S NEW

In Fall 2020, GSRP programs decided if they would open physically or provide remote instruction. Much of the instruction during 2020-2021 took place virtually but by Spring 2021, most programs were physically open. Fall 2021 began with all programs open for in-person instruction. GSRP received an allocation for 2020-2021 equal to 2019-2020 which leaves the program fairly stable during the pandemic. The state legislation appropriated \$121 million in federal recovery funding to expand GSRP to serve an additional 17,000 to 22,000 eligible children over the next few years. The state legislature also approved an increase in per child funding for GSRP from \$7,250 to \$8,700 for a full-day slot.

For the first time, Michigan's Developmental Kindergarten (DK) program is included in this report.

BACKGROUND

Established in 1985, the GSRP, formerly known as Michigan School Readiness Program, provides preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative. Starting in 2013-2014, 90% of families had to be at or below 250% FPL with some exceptions for up to 300% FPL. In 2020-2021 only, due to the COVID-19 pandemic, the income eligibility was raised to 400% 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 \$350,000 is appropriated for ongoing statewide evaluation activities.

Michigan's Developmental Kindergarten (DK) program is the first year of a two-year kindergarten program for children who turn 5 between September 1 and December 1 or whose parents and/or schools feel they are "not ready", usually those with birthdays between July and Sept. 1. The program began after the School Aid Act of 2008 allowed children who turned 5 by December 1 to be counted in a school district's pupil membership. It is funded in the same way as kindergarten using the school funding formula and follows kindergarten requirements for class sizes, teacher qualifications, and other standards. Teachers are currently required to have a K-8 license but this will change to B-K or Prek to 3rd grade. Teachers have salary parity with K-12. All programs are full-day, and follow the school-year calendar.

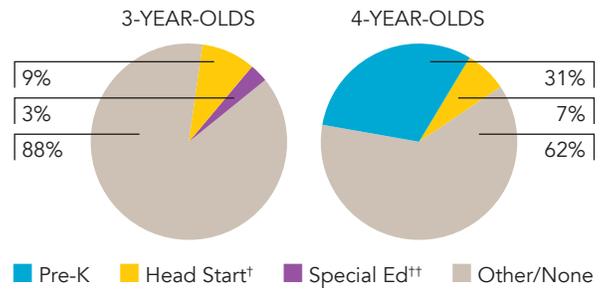
Michigan's overall support for state-funded preschool, including enrollment and funding for GSRP and DK, is depicted in the first two pages of this state profile. The third page focuses on GSRP and the fourth page provides information on DK.

MICHIGAN STATE OVERVIEW

ACCESS

Total state pre-K enrollment	35,793
Special education enrollment, ages 3 and 4	11,219
Federally funded Head Start enrollment, ages 3 and 4	23,008
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

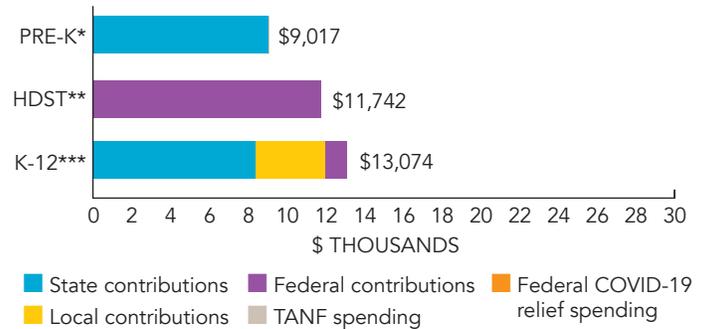


† Estimates children in Head Start not also enrolled in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$322,744,998
State Head Start spending	\$0
State spending per child enrolled	\$9,017
All reported spending per child enrolled*	\$9,017

SPENDING PER CHILD ENROLLED



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

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	24

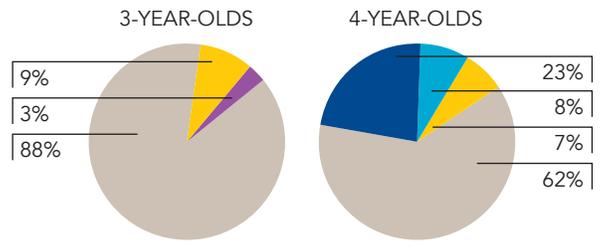
TOTAL BENCHMARKS MET	
GSRP	DK
10	1

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state pre-K enrollment 26,775
 School districts that offer state program 99% (counties)
 Income requirement 400% of FPL (due to COVID-19)
 Minimum hours of operation 3 hours/day; 4 days/week
 Operating schedule Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ MI GSRP ■ MI DK
■ Head Start† ■ Special Ed†† ■ Other/None
 † 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 GSRP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or AA in ECE/CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	16 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

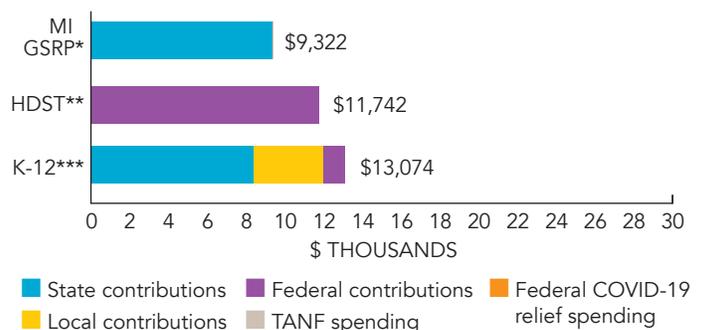


RESOURCES

Total state pre-K spending \$249,600,000
 Local match required? No
 State spending per child enrolled \$9,322¹
 All reported spending per child enrolled* \$9,322¹

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start 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 While GSRP funding was flat and enrollment dropped due to COVID-19, spending per child appears as an increase due to legislative funding remaining the same in an effort to stabilize GSRP during the pandemic.

SPENDING PER CHILD ENROLLED

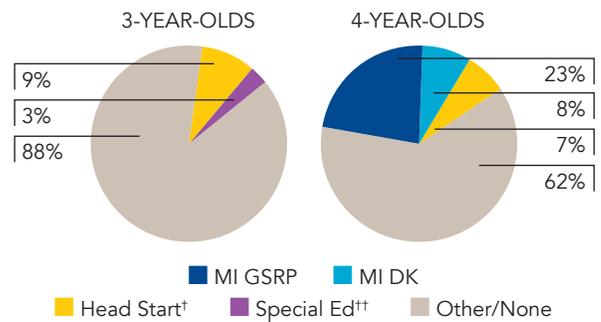


MICHIGAN DEVELOPMENTAL KINDERGARTEN

ACCESS

Total state pre-K enrollment.....	9,018
School districts that offer state program.....	47% (LEAs/ public school academies)
Income requirement.....	No income requirement
Minimum hours of operation.....	Determined locally
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	MI DK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	None	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Elem. Ed.	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	150 hours (teachers only); PD plans (some teachers); Coaching (some teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision & immunizations; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

1

RESOURCES

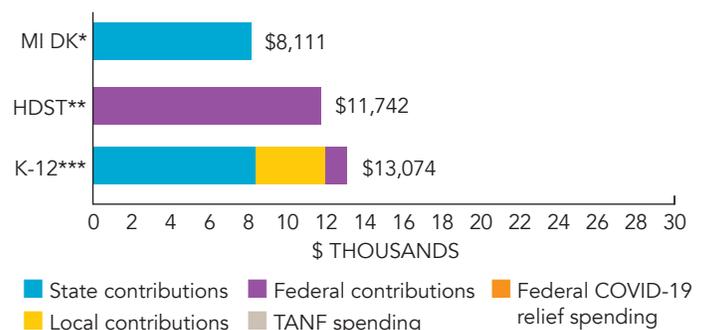
Total state pre-K spending	\$73,144,998
Local match required?.....	No
State spending per child enrolled	\$8,111
All reported spending per child enrolled*	\$8,111

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

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

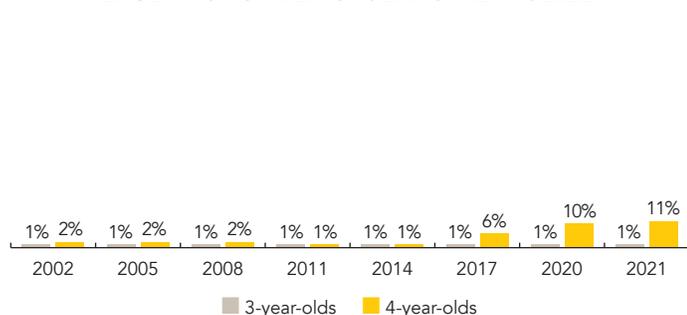
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Minnesota preschool programs enrolled 8,137 children, an increase of 15 children from the prior year. State funding totaled \$48,640,552, down \$4,069,608 (8%), adjusted for inflation, since last year. State spending per child equaled \$5,978 in 2020-2021, down \$512 from 2019-2020, adjusted for inflation. Minnesota met an average of 5.4 of 10 quality standards benchmarks.

WHAT'S NEW

In Spring 2020, Voluntary Prekindergarten/School Readiness Plus (VPK/SRP) programs in public schools were required to close physically and provide remote instruction due to the COVID-19 pandemic. Whether or not Minnesota Head Start programs were required to physically close and offer remote instruction was determined locally. The state provided guidance to support programs. The state also used CARES and GEERS funding for summer programs for preschoolers. Both programs began the 2020-2021 school year with a mix of in-person and virtual instruction.

Funding for 4,000 seats was scheduled to end after the 2020-2021 school year but the state legislature extended funding through Fiscal Year 2023.

BACKGROUND

Minnesota financially supplements federally designated 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. Total state funding for Head Start was \$25.1 million and programs decide at the local level if funds are used for Head Start or Early Head Start.

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

Across VPK and SRP, more than 7,000 seats were allocated to 130 school districts (including charter schools) at 219 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 invests state-funding in several early childhood initiatives for children aged 3- and 4-years old as of September 1st that are not included in this report: Early Learning Scholarship funding provides \$77 million in scholarships to eligible families to offset the cost of enrollment in early childhood programs earning a Three- or Four-Star Parent Aware Rating. Additionally, the state invests \$33 million in district controlled School Readiness programs with widespread access and instructional standards similar to VPK/SRP for preschool aged children. The state also spends \$32 million on district-based Early Childhood Family Education programs providing family education and home visits with a focus on health and developmental screening, parent engagement, and community services.

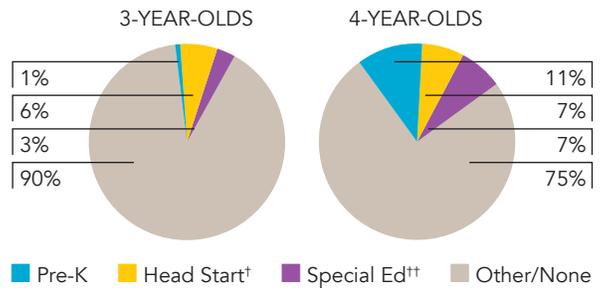
Minnesota's overall support for state-funded preschool, including enrollment and funding for both Minnesota Head Start and VPK/SRP, is depicted in the first two pages of this state profile. The third page focuses solely on Minnesota Head Start and the fourth page provides information on VPK/SRP.

MINNESOTA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	8,137
Special education enrollment, ages 3 and 4	9,202
Federally funded Head Start enrollment, ages 3 and 4	9,060
State-funded Head Start enrollment, ages 3 and 4.....	885

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

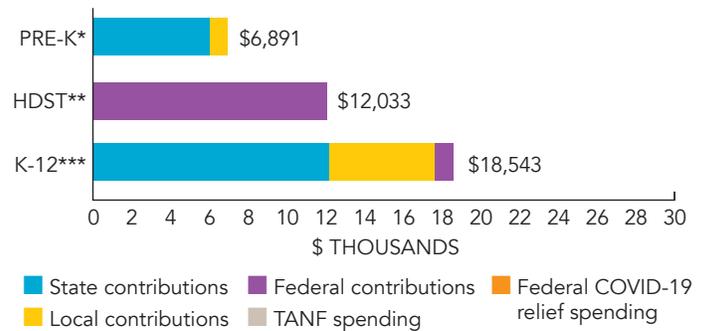


[†] Some Head Start children may also be counted in state pre-K (VPK/SRP).
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$48,640,552
State Head Start spending	\$9,547,680
State spending per child enrolled	\$5,978
All reported spending per child enrolled*	\$6,891

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	31

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	26

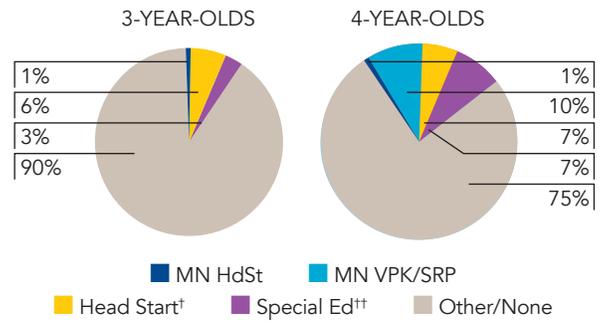
TOTAL BENCHMARKS MET
5.4

MINNESOTA HEAD START

ACCESS

Total state pre-K enrollment.....	885
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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	15 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:15 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

9

RESOURCES

Total state pre-K spending	\$9,547,680
Local match required?.....	No
State spending per child enrolled	\$10,788
All reported spending per child enrolled*	\$10,788

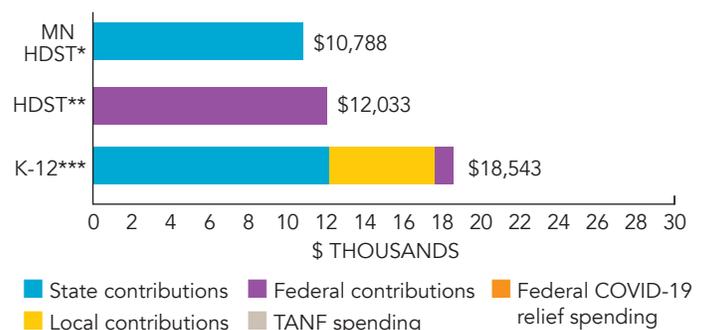
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start 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.

SPENDING PER CHILD ENROLLED

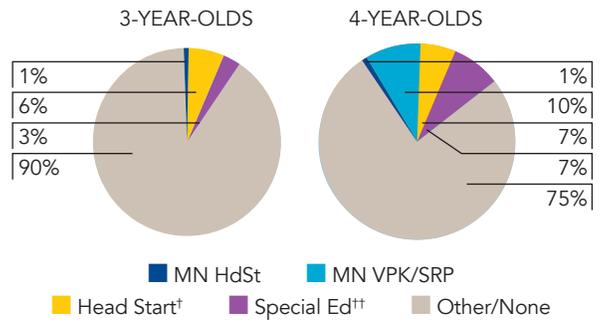


MINNESOTA VOLUNTARY PREKINDERGARTEN AND SCHOOL READINESS PLUS

ACCESS

Total state pre-K enrollment 7,252
 School districts that offer state program ... 33%; 10% (charter schools)
 Income requirement No income requirement
 Minimum hours of operation 350 instructional hours/school year
 Operating schedule School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

5

RESOURCES

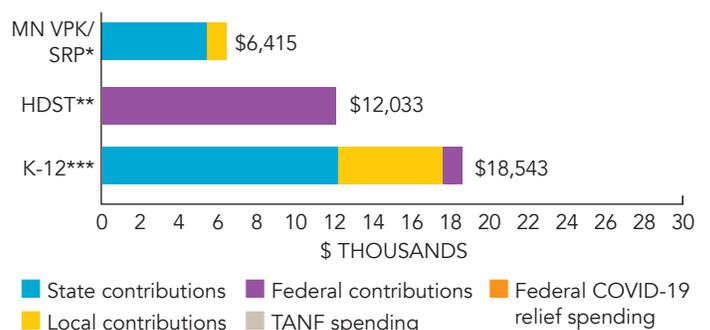
Total state pre-K spending \$39,092,872
 Local match required? No
 State spending per child enrolled \$5,391
 All reported spending per child enrolled* \$6,415

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

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

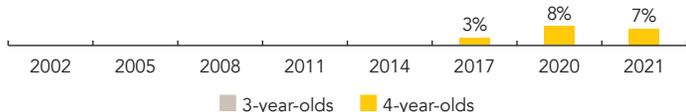
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

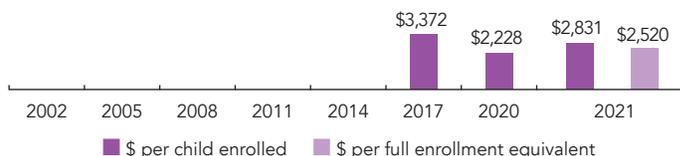


Mississippi

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Mississippi preschool enrolled 2,727 4-year-olds, a decrease of 337 4-year-olds from the prior year. State funding totaled \$7,721,258, up \$895,926 (13%), adjusted for inflation, since last year. State spending per child equaled \$2,831 in 2020-2021, up \$604 from 2019-2020, adjusted for inflation. Mississippi met 10 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, there was a mix of in-person and remote instruction throughout the 2020-2021 school year and into the 2021-2022 school year. The Mississippi State Board of Education (SBE) set two policies that call for all school districts to resume in-person instruction as the primary mode of teaching starting in the 2021-2022 school year. The policies set requirements for districts that choose to offer a virtual learning option to individual students and establish standards for virtual learning days. On August 19, 2021, the SBE voted to allow school districts to use hybrid scheduling through October 31, 2021, if needed, to minimize the spread of COVID-19. Hybrid scheduling enables districts to reduce the number of students in schools each day by scheduling a portion of students to learn online.

In 2020, Mississippi legislature increased the per pupil rate for the Early Learning Collaborative (ELC) from \$2,150 to \$2,500, which went into effect for the 2020-2021 school year. Because of the required 1:1 local match, total per pupil spending from all sources increased to \$5,000. Additionally, in 2021, the legislature doubled the investment in pre-K to \$16 million.

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.

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 2017-2018 school year. In 2018 five additional ELCs were added. In 2021, the legislature doubled the funding to \$16 million which will provide an additional 2,600 seats for the ELC Pre-Kindergarten program. As long as the ELC Act of 2013 is funded, current Collaboratives that meet program requirements will continue to be funded. The legislature also increased the full-time per pupil rate from \$2,150 to \$2,500 and the part-time rate from \$1,075 to \$1,250 per year for the 2020-2021 school year.

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 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 Standards for Classrooms Serving Infants through Four-Year-Old Children.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	25

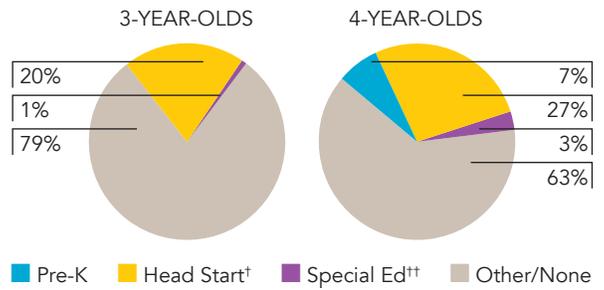
TOTAL BENCHMARKS MET
10

MISSISSIPPI EARLY LEARNING COLLABORATIVE

ACCESS

Total state pre-K enrollment	2,727
School districts that offer state program	17%
Income requirement	No income requirement
Minimum hours of operation	4 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	3,245
Federally funded Head Start enrollment, ages 3 and 4	18,113
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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE or CD	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

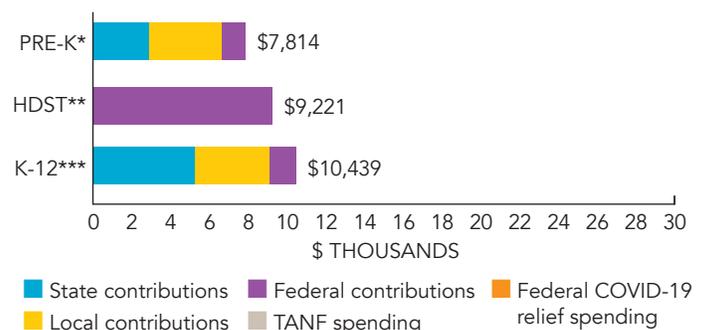
10

RESOURCES

Total state pre-K spending	\$7,721,258
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$2,831
All reported spending per child enrolled*	\$7,814

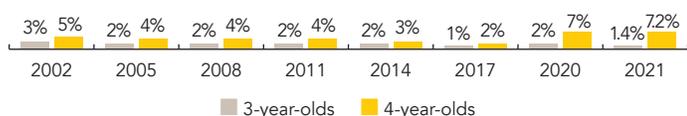
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

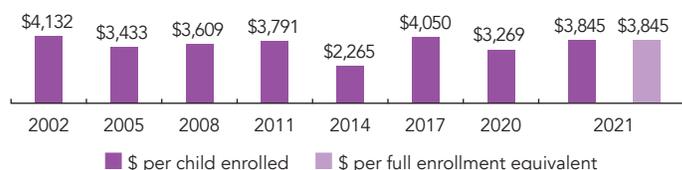


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Missouri’s two preschool programs together enrolled 6,455 children, a decrease of 419 children from the prior year. State funding for the two programs totaled \$24,822,472, up \$2,354,062 (10%), adjusted for inflation, since last year. State spending per child averaged \$3,845 in 2020-2021, up \$577 from 2019-2020, adjusted for inflation. The Missouri Preschool Program (MPP) met 9 of 10 quality standards benchmarks and the Missouri Pre-K Foundation Formula met 4 of 10.

WHAT’S NEW

In Fall 2020, all classrooms were physically opened. Hybrid or remote learning was not allowed in MPP, but was locally determined in Pre-K Foundation Formula programs. Due to the COVID-19 pandemic, Early Childhood Environment Rating Scale (ECERS) observations and coaching for MPP were conducted virtually.

The Missouri Early Learning Standards were completed in 2021 but do not align with the state’s K–3 standards or the state developed/ adopted college and career ready standards for the early grades (or equivalent), therefore, not meeting NIEER’s Early Learning and Development Standards (ELDS) benchmark. The 2020-2021 school year was the last year of funding for MPP. Missouri will continue to operate its newer program, the Missouri Pre-K Foundation Formula.

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 were served in programs operated by public schools. Programs were required to work with the local Parents as Teachers program to provide parent education, family visits, group connections, health and development screenings, and services referrals.

MPP was funded through the state’s Tobacco Settlement Fund. In the 2019-2020 school year, MPP was offered in less than two percent of school districts statewide. A competitive grant process determined which programs received MPP funds, with priority given to those serving children with special needs or from low-income families. MPP contracts were for a maximum of five years. Programs required payment on a sliding scale based on criteria including eligibility for free or reduced-priced school lunch.

Program quality was monitored through site visits and classroom assessments using ECERS-3 to support goal setting and professional development. On-site consultation hours were also provided, ranging from 14 to 20 annually, based on program needs. Children enrolled in MPP were 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 programs must meet requirements around teacher to child ratios, teacher degrees and certification, and fiscal spending and reporting. The Missouri Department of Elementary and Secondary Education (DESE) offers professional development opportunities for MPP classroom teachers, including coaching.

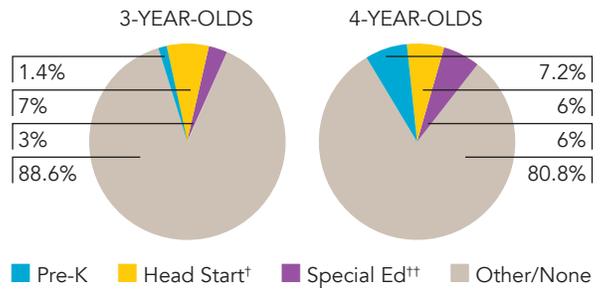
Missouri’s overall support for state-funded preschool, including enrollment and funding for both MPP and the Missouri Pre-K Foundation Formula program, is depicted in the first two pages of this state profile. The third page focuses solely on MPP and the fourth page provides information on the Missouri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

MISSOURI STATE OVERVIEW

ACCESS

Total state pre-K enrollment	6,455
Special education enrollment, ages 3 and 4	8,008
Federally funded Head Start enrollment, ages 3 and 4	10,027
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

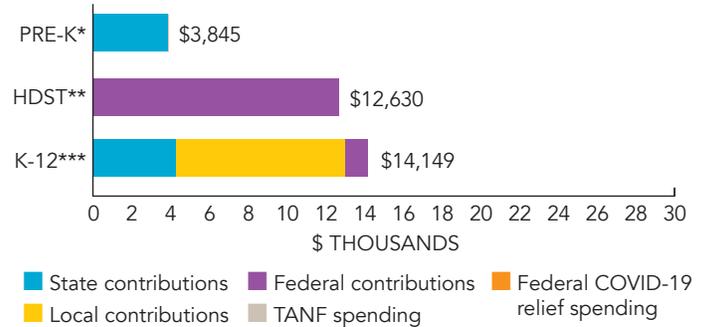


† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$24,822,472
State Head Start spending	\$0
State spending per child enrolled	\$3,845
All reported spending per child enrolled*	\$3,845

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
35	41

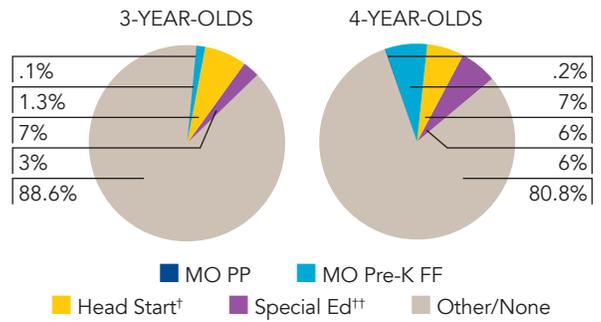
TOTAL BENCHMARKS MET
4.1

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state pre-K enrollment.....	181
School districts that offer state program.....	2%
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.
 †† 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 with child assessments, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA, AA in Child Care/ECE, or 60 college hours (min. of 9 college hours in ECE)	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	22 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

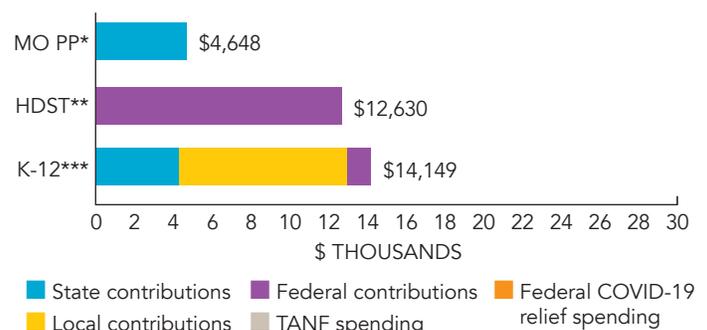
9

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

RESOURCES

Total state pre-K spending	\$841,200
Local match required?.....	No
State spending per child enrolled	\$4,648
All reported spending per child enrolled*	\$4,648

SPENDING PER CHILD ENROLLED



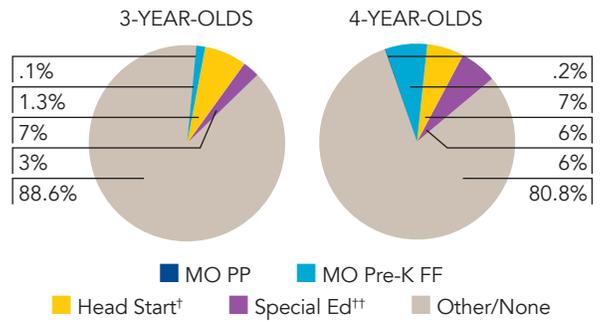
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

MISSOURI PRE-K FOUNDATION FORMULA

ACCESS

Total state pre-K enrollment.....	6,274
School districts that offer state program....	32%; 38% 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.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	MO PRE-K FF REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with child assessments, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in Child Care/ECE, or 60 college hours (min. of 9 college hours in ECE)	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	30 hours/year (teachers years 1-4); 15 hours/year (teachers year 5 until exempt); PD plans and coaching (some teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

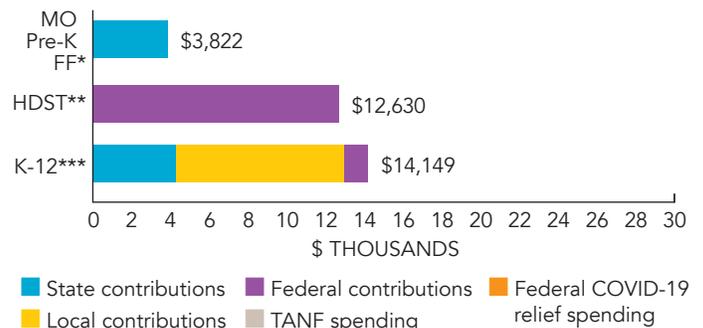
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RESOURCES

Total state pre-K spending	\$23,981,272
Local match required?.....	No
State spending per child enrolled	\$3,822
All reported spending per child enrolled*	\$3,822

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

SPENDING PER CHILD ENROLLED



Montana

NO PROGRAM

Montana does not currently operate a public preschool program that meets the definitions used in this report. The 2018-2019 program year marked the final year for implementation of the \$6 million STARS Preschool Pilot, which was Montana's first state-funded preschool effort.

In the past, Montana has taken advantage of 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
No Program	

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

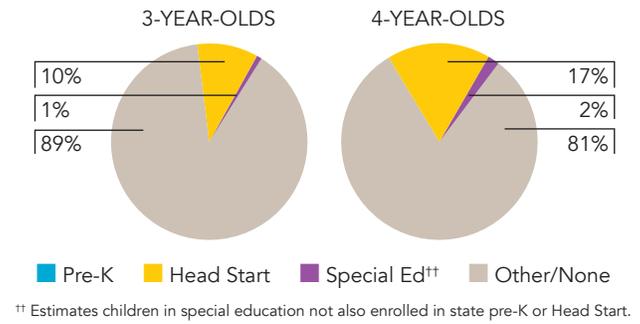
TOTAL BENCHMARKS MET
No Program

MONTANA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	768
Federally funded Head Start enrollment, ages 3 and 4	3,454
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

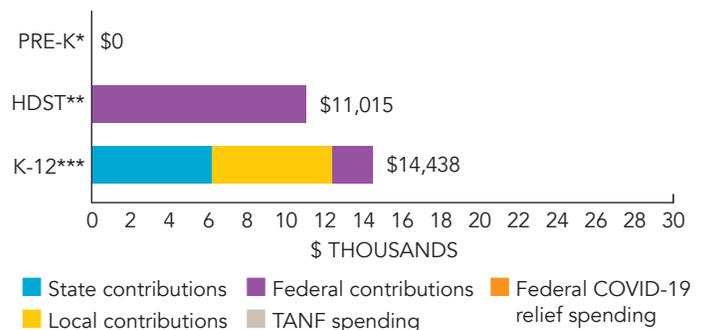
NO PROGRAM

RESOURCES

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

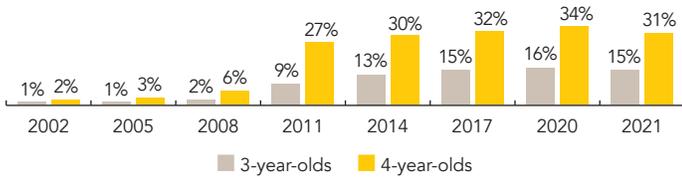
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

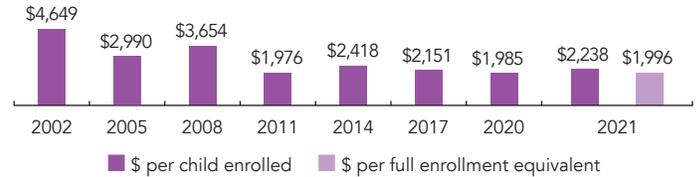


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Nebraska preschool enrolled 12,806 children, a decrease of 1,555 children from the prior year. State funding totaled \$28,658,207, up \$145,685 (1%), adjusted for inflation, since last year. State spending per child equaled \$2,238 in 2020-2021, up \$252 from 2019-2020, adjusted for inflation. Nebraska met 7 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, Fall 2020 began with a mix of in-person and remote instruction but all programs were physically open by the end of the 2020-2021 school year and into the 2021-2022 school year. Although all programs were physically open, it was locally determined whether preschoolers could participate in remote learning.

Preschool teachers are required to have a four year degree, with teaching certificate, and one of the recognized early childhood endorsements. During the 2020-2021 school year, Nebraska added a waiver to permit preschool teachers to teach with an associate degree as they work toward their bachelor's degree and appropriate certification/endorsement. The waiver option is only used when all other attempts at hiring a certified teacher have failed. A district must show proof of attempts to hire a certified teacher along with a course of study, signed off on by the certification officer, or student's advisor at the institute of higher education where the waiver candidate will complete his/her education. The course of study must show that the candidate will be able to earn a teaching certificate within four years. Every waiver request goes before the State Board individually for approval. There are a very few school districts who have asked for a waiver.

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.

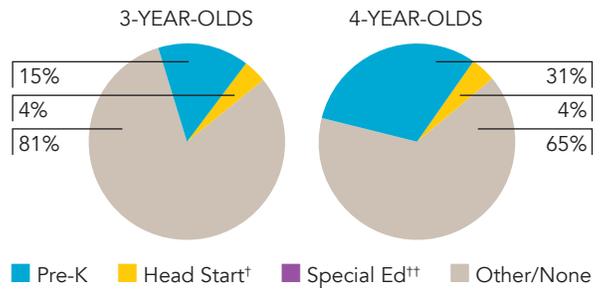
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
17	7	42	13	7

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM

ACCESS

Total state pre-K enrollment	12,806
School districts that offer state program	91%
Income requirement	185% FPL
Minimum hours of operation	12 hours/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	3,618
Federally funded Head Start enrollment, ages 3 and 4	3,399
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NE PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	K-6 Endorsement, 6 credits in CD or ECE, or previous experience	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching for teachers participating in the Pyramid model	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

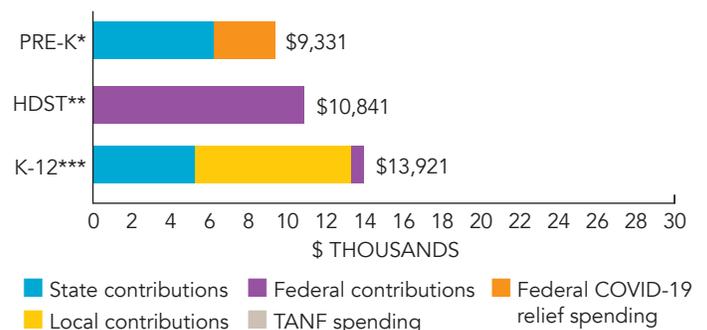
7

RESOURCES

Total state pre-K spending	\$28,658,207
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$2,238
All reported spending per child enrolled*	\$9,997

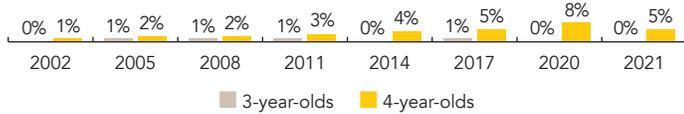
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

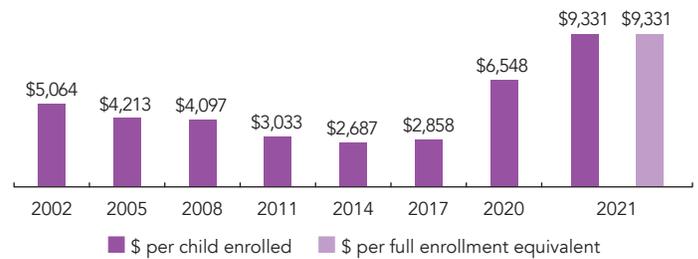


Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Nevada Ready! State Pre-K enrolled 1,969 children, a decrease of 1,101 children from the prior year. State funding totaled \$12,154,392 and \$6,217,847 in GEERS funding was also used to support state pre-k for a total of \$18,372,239. Funding was down \$1,730,791 (9%), adjusted for inflation, since last year. Spending per child equaled \$9,331 in 2020-2021, up \$2,783 from 2019-2020, adjusted for inflation. This included \$6,173 in state spending per child and \$3,158 per child from GEERS. It should be noted that the spending per child increase was due to the lower enrollment as a result of the pandemic. Nevada met 5 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction when the 2020-2021 school year began. The State received \$6,217,847 in GEERS funding that was used for preschool and included in the state funding amount.

Some sub-grantees reduced hours in order to provide safe learning environments resulting from the pandemic. The Kindergarten Entry Assessment (KEA) requirement was waived in 2020-2021 due to COVID-19 because the assessment could not be administered remotely. However its use returned to normal in 2021-2022. In 2020-2021, funds were continued to support Nevada Ready! State Pre-K programs to participate in QRIS, but coaching was very limited due to the pandemic, and there were no formal observations.

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 2020-2021, nearly 75% of enrolled children were served in programs operated by their local school districts, with 65% 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. Beginning in 2019-2020, pre-K funds were no longer awarded through competitive grants but were instead distributed to existing school districts or programs based on the previous year's final expenditures.

Pre-K 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, which can include children from low-income families, those who are homeless, English Language Learners, or children receiving special education services. Nevada State Pre-Kindergarten program eligibility is set at 200% of FPL based on previous Preschool Development Grant (PDG) requirements. Programs are able to serve other children that do not meet the income requirement if there are not income eligible children on the waiting list and/or if they are braiding funds.

In previous years, federal PDG funds were used to support structured classrooms observations. With the ending of this funding source, in 2019-2020 Nevada ceased observations through its quality rating and improvement system (QRIS).

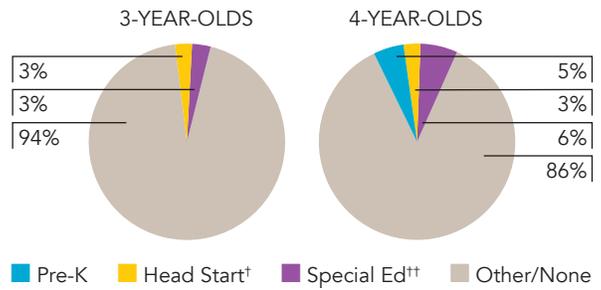
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
41	None Served	6	11	5

NEVADA READY! STATE PRE-K

ACCESS

Total state pre-K enrollment	1,969
School districts that offer state program	65% (LEAs)
Income requirement	200% FPL
Minimum hours of operation	5 hours/day or 25 hours/week
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	3,795
Federally funded Head Start enrollment, ages 3 and 4	2,370
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NV PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (waiver if enrolled in TEACH)	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	6 credit hours/5 years (public schools): 24 hours/year (nonpublic)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Developmental; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

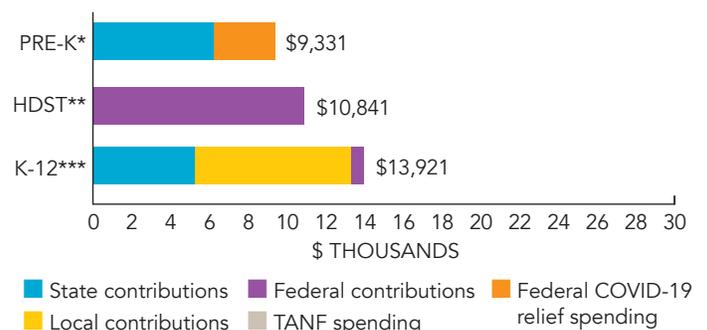
5

RESOURCES

Total state pre-K spending	\$18,372,239
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$9,331
All reported spending per child enrolled*	\$9,331

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

SPENDING PER CHILD ENROLLED



New Hampshire

NO PROGRAM

New Hampshire does not have a state-funded pre-K program, as defined in this report. However, the state provides a mixed-delivery system to support early childhood education in local communities. The Department of Health and Human Services (DHHS) licenses early childhood programs and administers preschool scholarships through its child-care assistance program for low-income families. The Department of Education (DOE) oversees early childhood special education programming and progress monitoring of IDEA Part B funded preschool programs. New Hampshire school districts also use Title I funds and local funds to implement voluntary preschool programs in public schools which provide pre-K to approximately 25% of 4-year-olds in New Hampshire. Also, NH's Community Action Programs serve 1,563 children before school entry through Head Start and Early Head Start.

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

The New Hampshire Early Learning Guidelines were introduced in 2005 and address development and learning for children birth through age 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.

DHHS's Child Development Bureau administers New Hampshire's QRIS, which is currently under revision. Categories of standards in the proposed revision include: Curriculum, Environment, and Assessment; Engaging Families and Communities as Partners; Early Childhood Administrator and Educator Qualifications; and Measured Standards of Environmental Quality and Teacher-Child Interactions using the ERS and CLASS, respectively.

New Hampshire received two Preschool Development Grants Birth through Five (PDG B-5): a \$3.8M planning grant followed by a \$26.8M renewal to lead a collaborative effort between the University of New Hampshire, DOE and DHHS, the Governor's Early Childhood Council, and New Hampshire's early childhood advocates and practitioners, to create a collective vision for quality early childhood care and education to ensure that all children and families of New Hampshire are healthy, learning and thriving. This grant provides New Hampshire the much-needed opportunity to better understand the current child and family system and use those data to strengthen it, better address the needs of vulnerable young children and their families, and help build a strong foundation to improve the outcomes for our children, families, schools and communities.

Additionally, in January 2021 Governor Sununu established the Governor's Council for Thriving Children by Executive Order¹ to ensure coordination across an influx of federal funds, including the PDG B-5, and state programs focused on children and families. The Council will make recommendations to strengthening New Hampshire's child and family well-being system. The Council is co-led by the DOE and DHHS in collaboration with the Governor's office and the University of New Hampshire.

The Council, with input across stakeholders including parents, grandparents, legislators, professionals, businesses, local/regional coalitions, state agency staff and higher education will create an effective, efficient, and evidence informed child and family wellbeing system. The diverse membership of the Council will bring New Hampshire innovative ideas, steeped in research and data, to ensure that we all work together to connect families to opportunities, leveling the playing field for all New Hampshire children and families.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

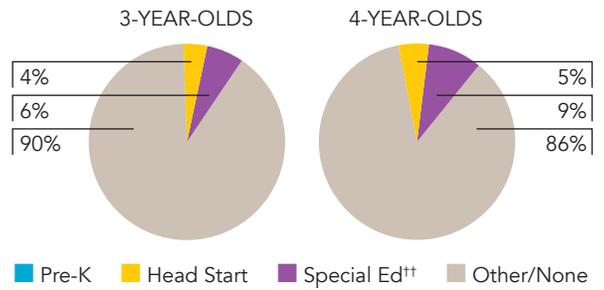
TOTAL BENCHMARKS MET
No Program

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	2,079
Federally funded Head Start enrollment, ages 3 and 4	1,146
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

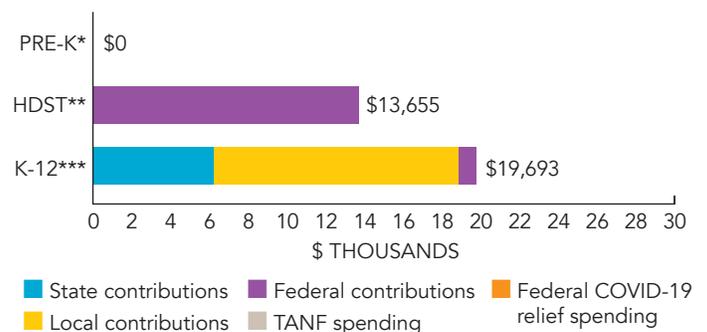
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

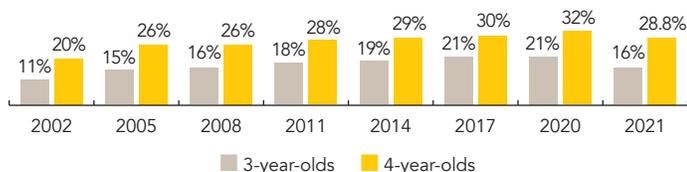
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, New Jersey preschool programs enrolled 46,895 children, a decrease of 8,518 children from the prior year. State funding totaled \$874,274,717, up \$78,127,692 (10%), adjusted for inflation, since last year. State spending per child equaled \$18,643 in 2020-2021, up \$4,276 from 2019-2020, adjusted for inflation. New Jersey's programs met 8 of 10 quality standards benchmarks.

WHAT'S NEW

Governor Murphy allocated \$26 million in new funding for preschool expansion during the 2020-2021 school year, marking the fourth year in a row of increased funding for state preschool. The NJ Department of Education (DOE) led two competitions to award school districts with funding to serve more children in high-quality, full-day preschool programs. Increased funding was also allocated to maintain the prior year expansion and provide a cost of living increase for all other existing preschool slots. Despite the increase in funding, overall enrollment decreased due to the pandemic.

At the end of the 2020-2021 school year, all school districts were operating under a hybrid model of in-person and virtual school. However, the state required all school districts to open for in-person instruction by the start of the 2021-2022 school year.

BACKGROUND

New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program and now referred to as the state's Preschool Expansion program, served 44,815 children in 156 districts during the 2019-2020 school year. These numbers include the original 31 Abbott districts as well as districts more recently approved to expand their preschool programs to meet Abbott standards. 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 programs, and some of these districts have recently elected to expand their programs in line with the former Abbott program.

Now that the original federal Preschool Development Grant (PDG) has phased out, New Jersey is using state funding to support former grant slots and further increase access in those districts.

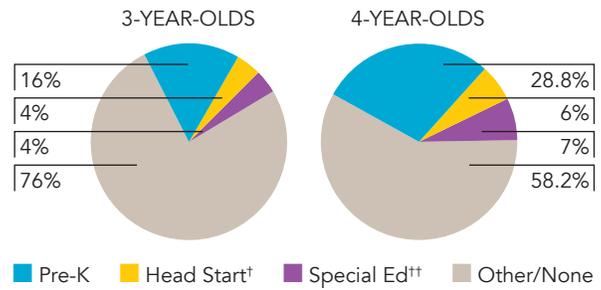
New Jersey's overall support for state-funded preschool, including enrollment and funding for Abbott/Preschool Expansion, ECPA, and ELLI, is depicted in the first two pages of this state profile. The third page focuses solely on Abbott/Preschool Expansion, the fourth page provides information on ECPA,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

NEW JERSEY STATE OVERVIEW

ACCESS

Total state pre-K enrollment	46,895
Special education enrollment, ages 3 and 4	12,501
Federally funded Head Start enrollment, ages 3 and 4	11,318
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

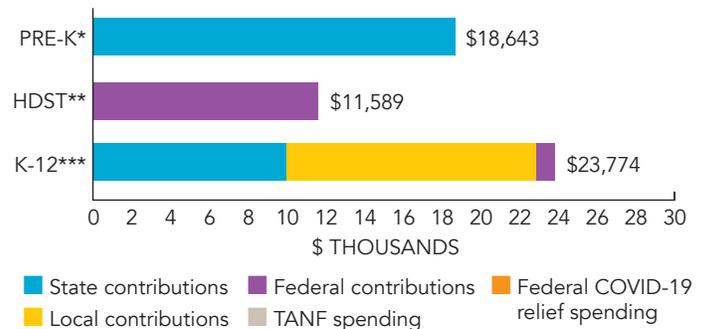


† Some Head Start children may also be counted in state pre-K.
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$874,274,717
State Head Start spending	\$0
State spending per child enrolled	\$18,643
All reported spending per child enrolled*	\$18,643

SPENDING PER CHILD ENROLLED



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

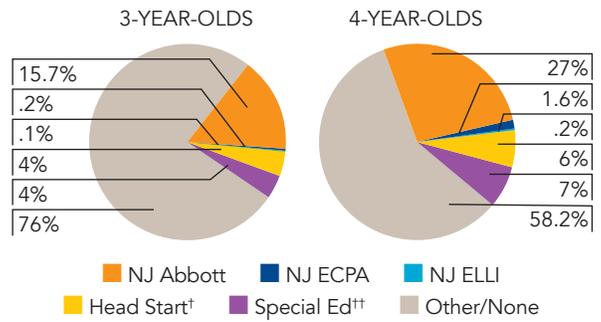
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
20	5	2	2	8

NEW JERSEY PRESCHOOL EXPANSION PROGRAM (FORMER ABBOTT PRESCHOOL PROGRAM)

ACCESS

Total state pre-K enrollment.....	44,815
School districts that offer state program.....	26%
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



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

QUALITY STANDARDS CHECKLIST

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

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



RESOURCES

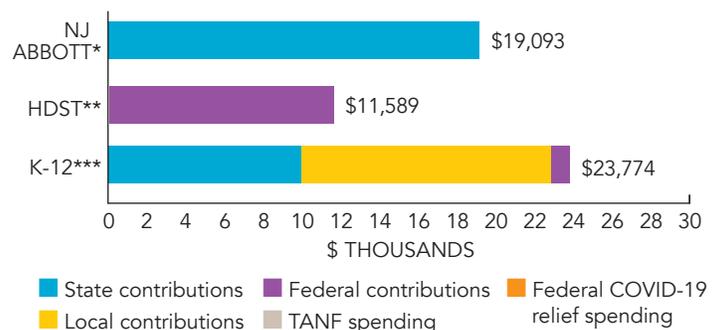
Total state pre-K spending	\$855,660,144
Local match required?.....	No
State spending per child enrolled	\$19,093
All reported spending per child enrolled*	\$19,093

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

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

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

SPENDING PER CHILD ENROLLED

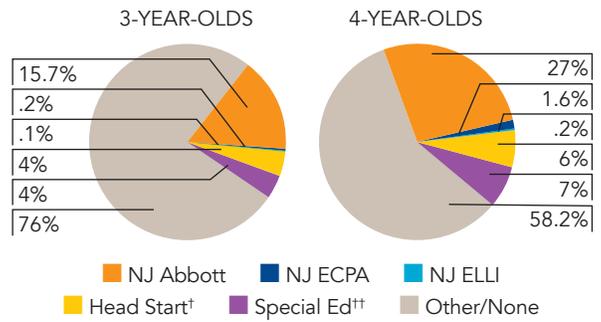


NEW JERSEY FORMER NON-ABBOTT EARLY CHILDHOOD PROGRAM AID (ECPA)

ACCESS

Total state pre-K enrollment.....	1,852
School districts that offer state program.....	6%
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.
 †† 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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans (teachers only); Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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



RESOURCES

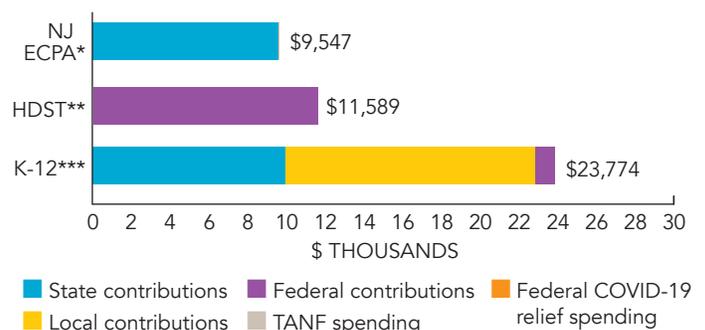
Total state pre-K spending	\$17,680,673
Local match required?.....	No
State spending per child enrolled	\$9,547
All reported spending per child enrolled*	\$9,547

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

** Head Start 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

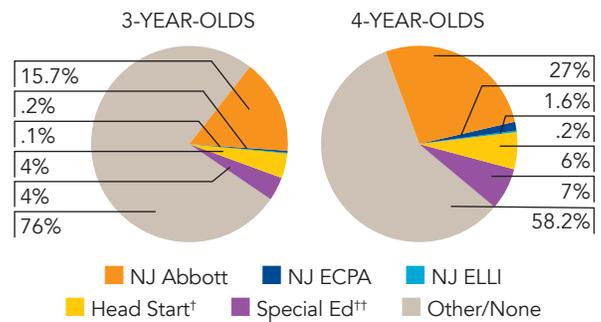


NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE (ELLI)

ACCESS

Total state pre-K enrollment.....	228
School districts that offer state program.....	1%
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



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

QUALITY STANDARDS CHECKLIST

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

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



RESOURCES

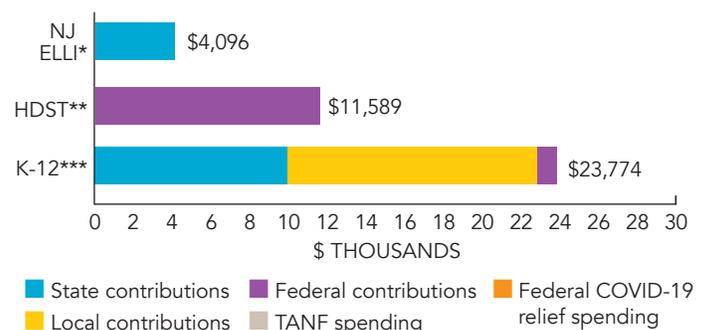
Total state pre-K spending	\$933,900
Local match required?.....	No
State spending per child enrolled	\$4,096
All reported spending per child enrolled*	\$4,096

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

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

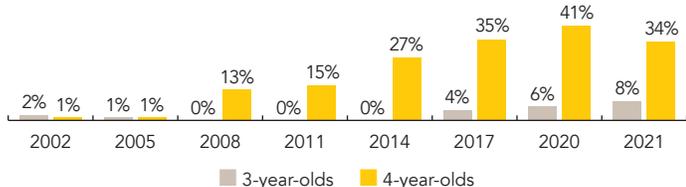
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, New Mexico state-funded PreK (NM PreK) enrolled 10,388 3- and 4-year-old children, a decrease of 1,679 children from the prior year. State funding for NM PreK totaled \$75,087,760, and an additional \$17,600,000 in TANF funds supported the program, up \$2,531,057 (3%), adjusted for inflation, since last year. State spending per child equaled \$8,923 in 2020-2021, up \$1,451 from 2019-2020, adjusted for inflation. New Mexico met 9 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year and Fall 2021. The state received \$1,729,906 in federal GEERS funds that were distributed to local programs and used to support preschool.

Due to the COVID-19 pandemic, structured classroom quality observations were conducted virtually in 2020-2021, but observational requirements returned to normal in 2021-2022.

Programs had the option to close one day a week to deep clean and sanitize due to COVID-19. While the due dates for completing child development and health screenings were more flexible during the 2020-2021 school year, the timeline was not waived for 2021-2022. The state also provided guidance to all pre-K educators on conducting child observational assessments during remote learning.

BACKGROUND

NM PreK launched in the 2005-2006 school year with the enactment of the PreK Act. With the passage of the New Mexico Early Childhood Education and Care Act (2019), the program is now administered by the newly created Early Childhood Education and Care Department (ECECD). ECECD funds and monitors NM PreK programs provided through school districts, and those operated by community-based organizations and other eligible providers. ECECD partners with the New Mexico Public Education Department (PED) for the day-to-day operations and oversight of PreK programs in public schools. In the 2020-2021 school year, 88% 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 2020-2021, almost 87% of all children enrolled were in school-day PreK. Some private or nonprofit facilities use child care subsidy dollars for wraparound care to assist parents who qualify, or to offer reduced rates for private pay. PreK programs in public schools can extend the day using operational dollars or Title I funds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	11

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	20

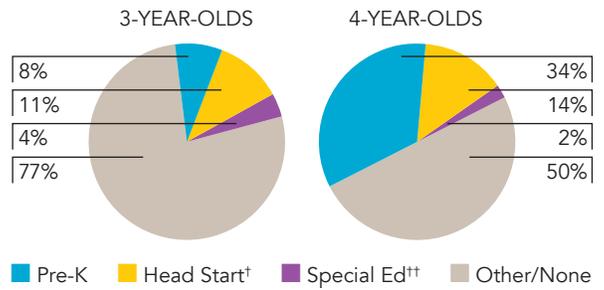
TOTAL BENCHMARKS MET
9

NEW MEXICO PREK (4s) AND NM EARLY PREK (3s) AND NM MIXED AGE PREK (3s & 4s)

ACCESS

Total state pre-K enrollment	10,388
School districts that offer state program	88%
Income requirement	No income requirement
Minimum hours of operation	3 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	3,270
Federally funded Head Start enrollment, ages 3 and 4	6,295
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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	Minimum 20 hours/year (public teachers & assistants); 24 hours/year (nonpublic teachers & assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	16 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:8 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

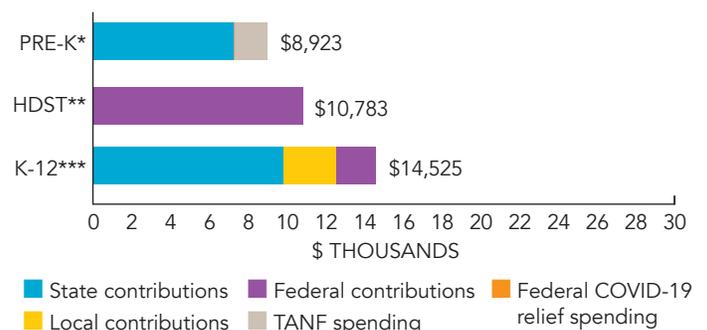
9

RESOURCES

Total state pre-K spending	\$92,687,760
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$8,923
All reported spending per child enrolled*	\$8,923

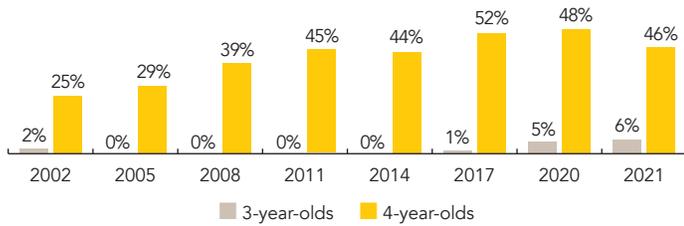
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, New York preschool enrolled 115,597 children, a decrease of 4,542 children from the prior year. The program has a total capacity to serve approximately 130,937 children. State funding totaled \$815,134,186, down \$34,775,824 (4%), adjusted for inflation, since last year. State spending per child equaled \$7,052 in 2020-2021, down \$23 from 2019-2020, adjusted for inflation. New York met 7 of 10 quality standards benchmarks.

WHAT'S NEW

In Fall 2020, districts opened for either in-person, hybrid, or virtual instruction. Districts were required to submit reopening plans. All preschool programs were physically reopened in Fall 2021. To mitigate the impact of the COVID-19 pandemic on funding for preschool, funding will be based on the number of children ever served during the 2020-2021 school year, regardless of the length of enrollment. New York received \$105,000,000 in CARES funding to support preschool in 2021-2022: \$15 million was used for new full-day 4-year-old expansion grants and \$90 million for full-day 4-year-old Universal Prekindergarten expansion allocations.

New York State is also updating preschool regulations to better support the needs of emergent multilingual learners.

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. Eighty percent of children were served in full-day programs in 2020-2021.

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 were fully implemented in the 2018-2019 school year. In 2012, the state implemented a voluntary quality rating and improvement system (QRIS) called QUALITYstarsNY.

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

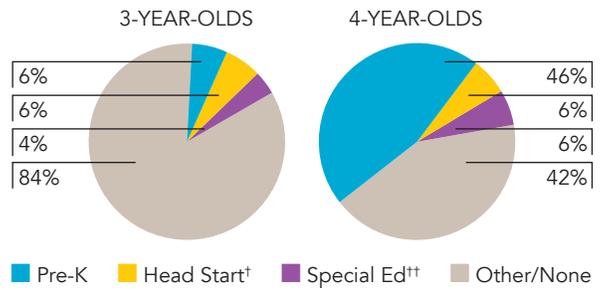
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
9	17	16	23	7

NEW YORK STATE ADMINISTERED PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	115,597
School districts that offer state program	66%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	40,738
Federally funded Head Start enrollment, ages 3 and 4	34,865
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

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

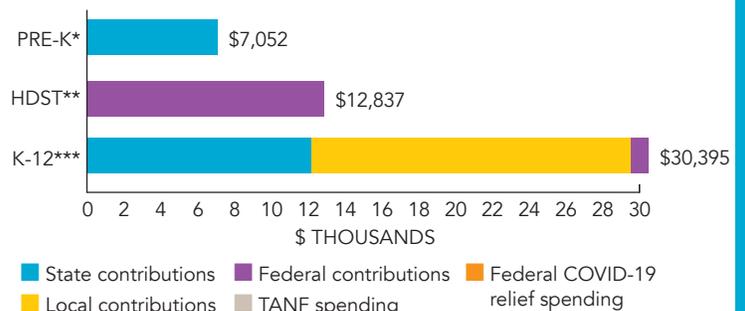
7

RESOURCES

Total state pre-K spending	\$815,134,186
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$7,052
All reported spending per child enrolled*	\$7,052

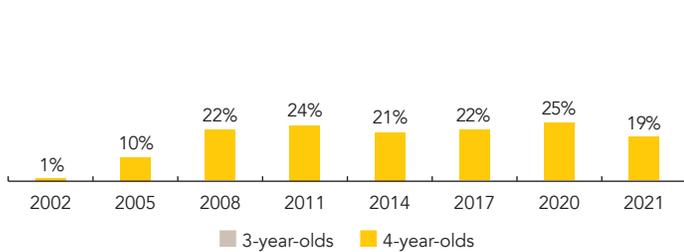
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

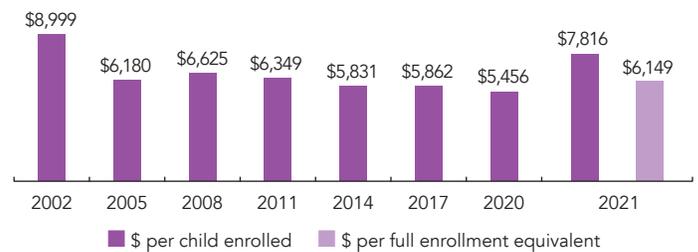


North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, North Carolina preschool enrolled 23,718 children, a decrease of 7,341 children from the prior year. State funding totaled \$113,509,071 with an additional \$68,300,000 in TANF and \$3,581,732 in federal CARES funds, up \$15,940,600 (9%), adjusted for inflation, since last year. State spending per child (including TANF and CARES) equaled \$7,816 in 2020-2021, up \$2,361 from 2019-2020, adjusted for inflation. North Carolina met 8 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year, but all programs were physically open in Fall 2021. Child assessments could be done virtually; classroom observations were not required during the 2020-2021 school year but returned to pre-COVID requirements in the 2021-2022 school year. Additional professional development was required this school year on health & safety, supporting children's social and emotional needs, and on providing remote instruction. The releases of a cloud curriculum, a family engagement program (Ready Rosie), several teacher resources, and required professional development were all new — and positive — implementations as a result of the pandemic. Teachers reported better understanding of formative assessment and more meaningful family engagement. These resources will be continuously provided during the 2021-2022 school year.

BACKGROUND

North Carolina has provided state-funded pre-kindergarten education since 2001, originally via the More at Four Pre-Kindergarten Program. During the 2011-2012 school year, the program was renamed the North Carolina Pre-Kindergarten (NC Pre-K) Program, and administrative control moved from the Department of Public Instruction to the Department of Health and Human Services.

NC Pre-K enrolls at-risk 4-year-olds from low-income families who have not participated in other early childhood programs. NC Pre-K programs are required to operate 6.5 hours per day for 36 weeks each year and serve as many eligible children as funding levels permit. Eligibility generally requires children to be in a household with income at or below 75% 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 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 hold or be working towards a birth-through-kindergarten license. Classroom staff are required to use approved curricula and formative assessments aligned with the state's early learning standards. Staff conduct ongoing formative assessments to gather information about each child's growth and skill development, as well as to inform instruction.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	15

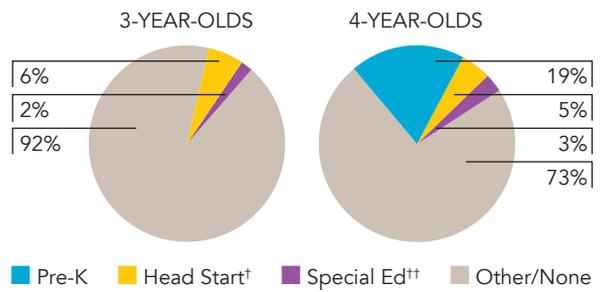
TOTAL BENCHMARKS MET
8

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	23,718
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	8,491
Federally funded Head Start enrollment, ages 3 and 4	15,750
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	NC PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE or CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	21 hours/year (teachers); 5 hours/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

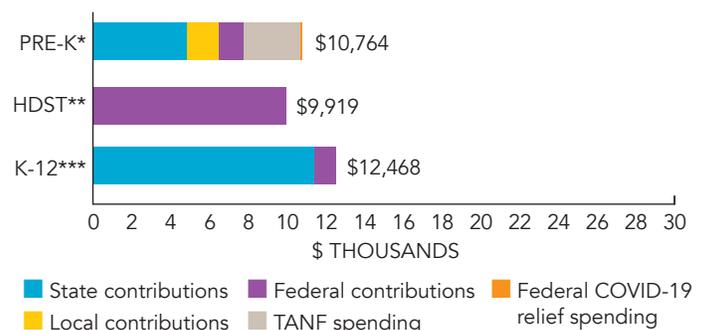


RESOURCES

Total state pre-K spending	\$185,390,794
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$7,816
All reported spending per child enrolled*	\$10,764

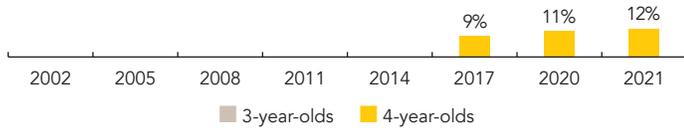
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



North Dakota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, North Dakota preschool enrolled 1,354 children, an increase of 119 4-year-olds from the prior year. State funding totaled \$568,110, down \$94,768 (14%), adjusted for inflation, since last year. State spending per child equaled \$420 in 2020-2021, down \$117 from 2019-2020, adjusted for inflation. North Dakota met 2 of 10 quality standards benchmarks.

WHAT'S NEW

During the 67th Legislative Assembly, a new competitive grant program was authorized for 4-year-olds. The Best-In-Class program is designed to provide children with quality early childhood experiences the year before kindergarten. Funding was removed from the Early Childhood Education Grant program in the Department of Commerce budget, and funding for the Best-In-Class programs was transferred to the Department of Human Services budget. For the 2021-2022 school year, 17 previous grant recipients applied to participate in the Best-in Class program, and 14 were awarded funding.

BACKGROUND

Beginning in the 2017-2018 school year, North Dakota's legislature provided Early Childhood Education Program Grants through a biennial appropriation to the state Department of Commerce. The program provides services in 55 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. Four-year-old children who are eligible for free or reduced-price lunch are eligible for the program.

The North Dakota Department of Public Instruction (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.

In 2018, NDDPI was awarded \$2,275,771 under the Preschool Development Grant Birth through Five. With this funding, NDDPI 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 and Strategic Plan to guide the State's efforts.

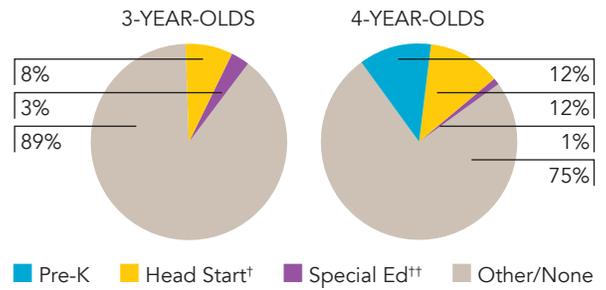
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
33	None Served	45	45	2

NORTH DAKOTA EARLY CHILDHOOD EDUCATION GRANT PROGRAM

ACCESS

Total state pre-K enrollment	1,354
School districts that offer state program	33%
Income requirement	185% FPL
Minimum hours of operation	400 hours/year
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	1,301
Federally funded Head Start enrollment, ages 3 and 4	2,125
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	ND PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	None	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, EE with K (public); CD, EE with K (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
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	<input type="checkbox"/>
Maximum class size	No limit (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

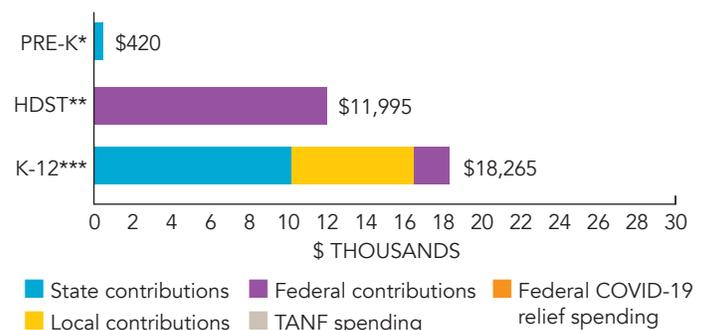


RESOURCES

Total state pre-K spending	\$568,110
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$420
All reported spending per child enrolled*	\$420

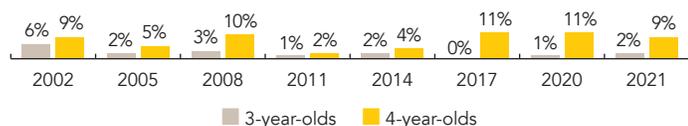
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Ohio preschool enrolled 15,052 children, a decrease of 2,818 from the prior year. The state made \$72,450,000 in funding available, but spent \$60,208,000, down \$12,614,371 (17%), adjusted for inflation, since last year, due to pandemic-related decreased enrollment. State spending per child equaled \$4,000 in 2020-2021, down \$75, adjusted for inflation. Ohio met 5 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year, but all programs were physically open in Fall 2021. Child assessments, teacher credential requirements, and classroom observations all returned to pre-COVID-19 requirements. Virtual professional development opportunities were still available with the return of increases for in-person training.

BACKGROUND

The Ohio Public Preschool Program (PSP), established in 1990 following a four-year pilot program, strives to ensure children have access to quality programs through public preschool and publicly funded childcare. All types of programs have access to both public preschool and childcare funds. This report focuses on the Ohio Department of Education's publicly funded Early Childhood Education (ECE) program, excluding publicly funded childcare and Head Start programs. Beginning 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 when spots were not filled by 4-year-old children by October 1.

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

Program sites are monitored annually for quality via desk audits, internal monitoring materials, proposal of plans, and documentation, along with annual licensing visits, classroom observations, and child assessments. Ohio began using an expanded tiered QRIS in 2013-2014 for all state programs, including public preschool and childcare programs. Programs are required to submit annual documentation of meeting or exceeding standards, including annual classroom observations of quality and regular on-site visits.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	23

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	38

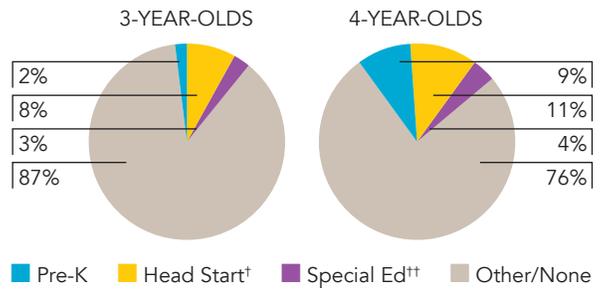
TOTAL BENCHMARKS MET
5

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state pre-K enrollment	15,052
School districts that offer state program	58%
Income requirement	200% FPL
Minimum hours of operation	2.5 hours/day
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	14,739
Federally funded Head Start enrollment, ages 3 and 4	26,985
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	OH PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd (public); ECE, CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/2 years; PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	24 (3-year-olds); 28 (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	1:12 (3-year-olds); 1:14 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

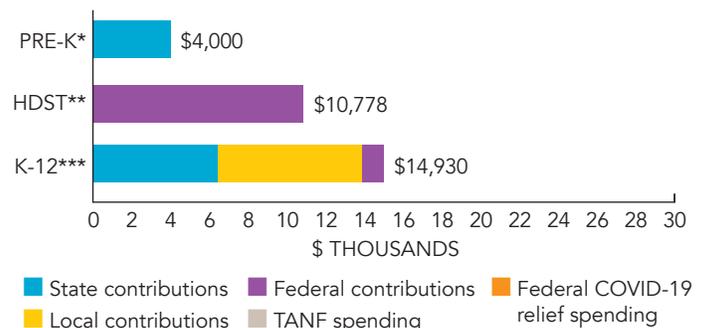
5

RESOURCES

Total state pre-K spending	\$60,208,000
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,000
All reported spending per child enrolled*	\$4,000

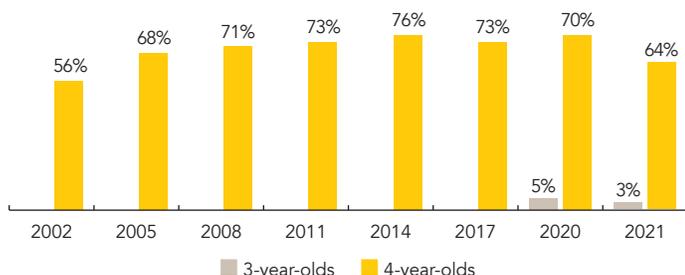
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

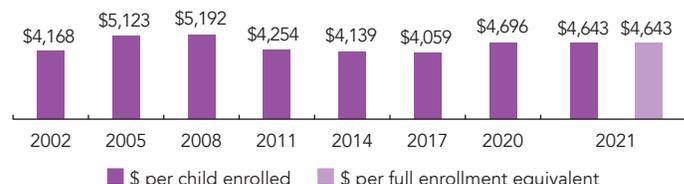


Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Oklahoma preschool enrolled 38,450 preschoolers, a decrease of 4,233 from the prior year. State funding totaled \$178,522,508, down \$21,917,036 (11%), adjusted for inflation, since last year. State spending per child equaled \$4,643 in 2020-2021, down \$53 from 2019-2020, adjusted for inflation. Oklahoma met 9 of 10 quality standards benchmarks.

WHAT'S NEW

In Spring 2021, the Oklahoma State Department of Education (OSDE) launched the "Ready Together" recovery plan for PreK-12 students, including a webpage that serves as a hub for information on initiatives and guidance. Included in the plan are a number of large scale, state-level initiatives that support preschool programming. OSDE also started offering virtual meetings for teachers and administrators through a "Return to Learn" initiative, which includes guidance for launching instruction amid the pandemic, as well as targeted supports for distance learning.

In May 2021, the Governor of Oklahoma signed HB 1569, or the "Oklahoma Play to Learn Act," into law. The law acknowledges the importance of child-centered, play-based learning as a rigorous and appropriate way for children in the early childhood grade levels to learn important academic content. OSDE staff traveled the state during the fall of 2021, offering a 3-hour professional development session titled "Purposeful Play" where educators focused on integrating play with foundational academic concepts.

BACKGROUND

Oklahoma launched its Early Childhood Four-Year-Old Program in 1980, intending to serve all 4-year-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds with local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free preschool for all 4-year-olds, with 100% of school districts providing the program. In addition, funding for 3-year-olds is provided by the Oklahoma Early Childhood Program (OECF) through a pass-through from the state to public school districts.

In 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 receive coaching.

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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
2	20

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	7

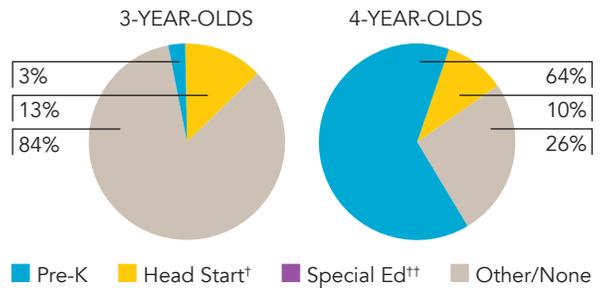
TOTAL BENCHMARKS MET
9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state pre-K enrollment	38,450
School districts that offer state program	100%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	4,072
Federally funded Head Start enrollment, ages 3 and 4	11,532
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

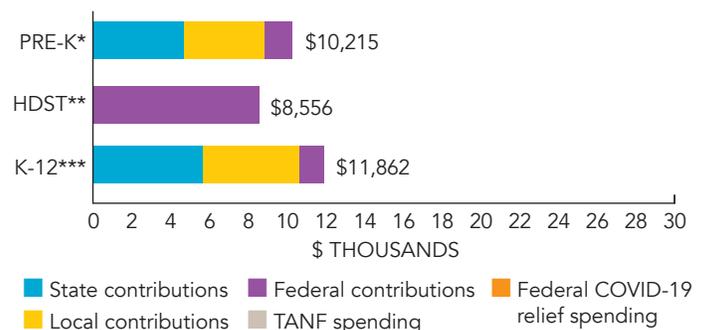
9

RESOURCES

Total state pre-K spending	\$178,522,508
Local match required?	No
State Head Start spending	\$1,656,869
State spending per child enrolled	\$4,643
All reported spending per child enrolled*	\$10,215

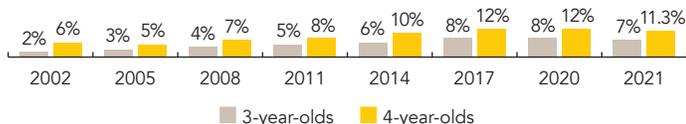
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Oregon preschool enrolled 8,995 children, a decrease of 478 children from the prior year. State funding totaled \$148,685,903, up \$50,595,148 (52%), adjusted for inflation, since last year. State spending per child equaled \$16,530 on average in 2020-2021, up \$6,175 from 2019-2020, adjusted for inflation. Per child rates were higher than average this year due to low enrollment caused by the pandemic. Oregon met an average of 7 of 10 quality standards benchmarks.

WHAT'S NEW

Due to the COVID-19 pandemic, there was a mix of in-person and remote instruction during the 2020-2021 school year, but all programs were physically open in Fall 2021 and hybrid/remote learning was not permitted. Licensed pre-K programs could apply for COVID-19 related emergency funds inclusive of federal relief dollars that the state administered during the 2020-2021 and 2021-2022 program years. Grantees fully funded with public funds were not eligible for all COVID-19 related emergency funds. Programs were also able to apply for additional summer funding to offer services between these program years.

Despite COVID-19 challenges, Oregon expanded both state-funded preschool programs during the 2020-2021 school year. The Oregon Pre-Kindergarten (OPK) program received \$17 million in funding to increase the number of available full day slots offering services for over 6 hours per day and for pay parity with K-12 teachers, and an additional \$5 million to expand prenatal to three services. Preschool Promise also expanded to serve an additional 2,500 families across the state.

BACKGROUND

Oregon has two state-funded preschool programs: the Oregon Pre-Kindergarten (OPK) program, established in 1987, and Preschool Promise, launched in 2016. OPK and Preschool Promise are both overseen by the Oregon Department of Education's 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 all grantees. OPK includes Region X, Region XI, and Region XII Head Starts, and, even though most of the funding goes to Head Start grantees, there are six non-affiliated organizations that receive OPK funding. OPK programs must follow federal Head Start Performance Standards and the Head Start Early Learning Outcomes Framework. Eligibility for OPK also follows federal Head Start requirements.

Preschool Promise is a mixed-delivery program for children from families with incomes up to 200% of the federal poverty level (FPL). While funding for Preschool Promise was initially administered through Early Learning Hubs, public schools, child care centers, family child care homes, Head Start, Relief Nurseries, Education Service Districts, and other community-based organizations now receive grants directly from the Early Learning Division. Preschool Promise programs are required to participate in Spark, Oregon's quality rating and improvement system.

Both OPK and Preschool Promise employ two sets of early learning standards: The Head Start Early Learning Outcomes Framework and the Oregon Early Learning and Kindergarten Guidelines, which are aligned with the Common Core State Standards for K-12.

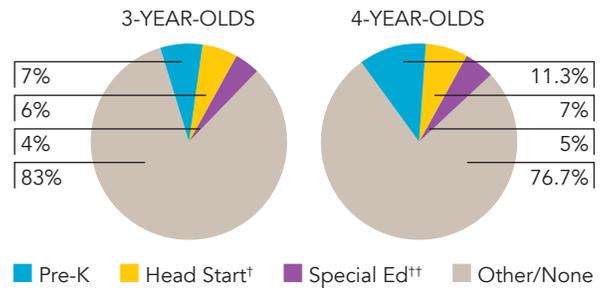
Oregon's overall support for state-funded preschool, including enrollment and funding for both the Pre-Kindergarten program and Preschool Promise, is depicted in the first two pages of this state profile. The third page focuses solely on the Oregon Pre-Kindergarten program and the fourth page provides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

OREGON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	8,995
Special education enrollment, ages 3 and 4	6,272
Federally funded Head Start enrollment, ages 3 and 4	6,416
State-funded Head Start enrollment, ages 3 and 4.....	5,869

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

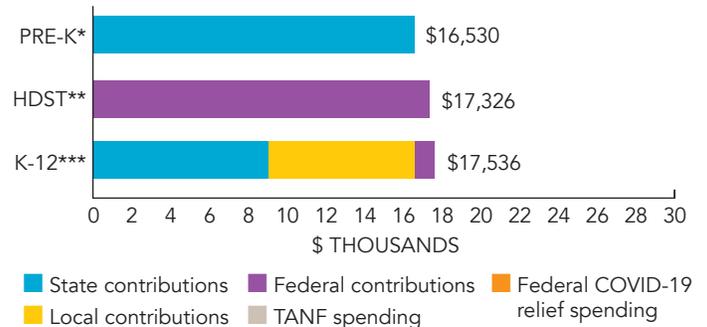


[†] Estimates children in Head Start not also enrolled in state pre-K.
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$148,685,903
State Head Start spending	\$111,285,754
State spending per child enrolled	\$16,530
All reported spending per child enrolled*	\$16,530

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	12

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	4

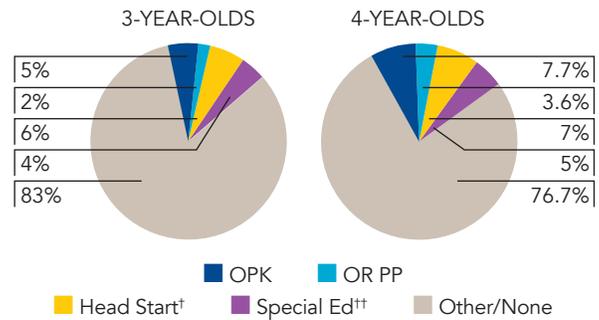
TOTAL BENCHMARKS MET
7

OREGON PRE-KINDERGARTEN (OPK)

ACCESS

Total state pre-K enrollment.....	6,121
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	OPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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



RESOURCES

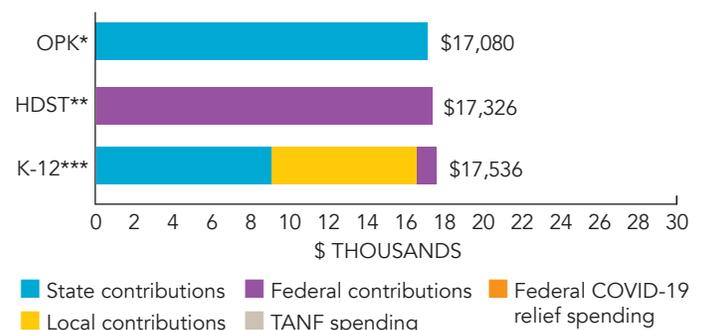
Total state pre-K spending	\$104,548,724
Local match required?.....	No
State spending per child enrolled	\$17,080
All reported spending per child enrolled*	\$17,080

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

** Head Start 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

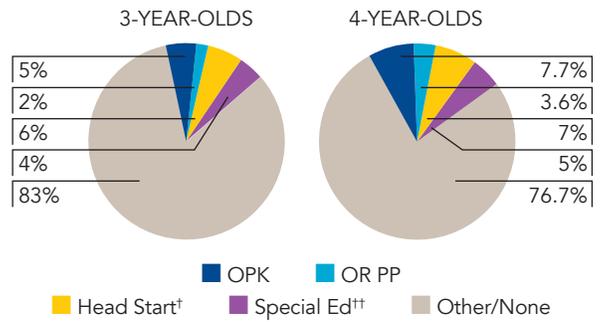


OREGON PRESCHOOL PROMISE

ACCESS

Total state pre-K enrollment	2,874
School districts that offer state program	100% (Early Learning Hub Regions)
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	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	ECE or CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	20 hours/year; PD plans (teachers & assistants not meeting education requirements)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18, 20 with a waiver (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 with 18, 1:9 with 20 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Immunizations, developmental; Referrals	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations plan in development; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

5

RESOURCES

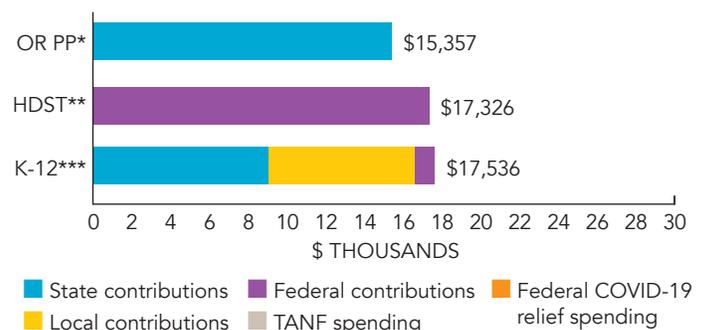
Total state pre-K spending	\$44,137,179
Local match required?	No
State spending per child enrolled	\$15,357
All reported spending per child enrolled*	\$15,357

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

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

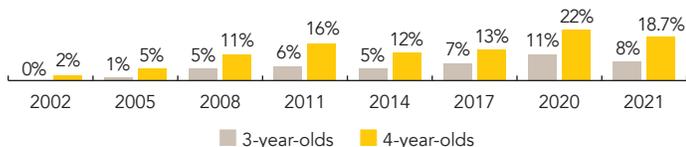
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Pennsylvania preschool enrolled 40,562 children, a decrease of 8,187 children from the prior year. State funding totaled \$318,254,011, down \$21,914,574 (6%), adjusted for inflation, since last year. State spending per child equaled \$7,846 in 2020-2021, up \$868 from 2019-2020, adjusted for inflation. Pennsylvania met an average of 6.8 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction when the 2020-2021 school year began. The State received \$9 million in CARES funding that was available to support preschool from March 2020 through November 2020. School districts received additional funding (ARP, ESSER) but it is unknown exactly how preschool programs may have benefited from these funds.

Classroom observations could be conducted virtually in the Head Start Supplemental Assistance Program (PAHSSAP) and the Pennsylvania Pre-K Counts Program (PAPKC) in 2020-2021. This policy continued through 2021-2022.

Starting in 2021, all Pennsylvania pre-kindergarten programs could submit flexible instruction plans to provide fluidity in programs due to changing needs (i.e., pandemic related or others). Three of Pennsylvania's preschool programs received additional state funding for 2021-2022: \$25 million for the PAPKC; \$20 million for the Ready to Learn (RTL) Block Grant; and \$5 million was added to the state's PAHSSAP budget.

BACKGROUND

The Pennsylvania Department of Education oversees and conducts fiscal monitoring for four pre-kindergarten programs: PAPKC, PAHSSAP, RTL, and Pennsylvania Kindergarten for Four-Year-Olds and School-Based Pre-K (K4 and SBPK).

RTL (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 may opt to offer this program or choose from a list of other services.

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.

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

PAPKC enrolls the most children of the four state pre-K programs and is operated in most school districts statewide. The PAPKC programs served 97% of the state's 500 school districts during the 2020-2021 school year. Launched in 2007, specifically to expand access to high quality pre-K programs, can enroll children up to two years before they are eligible for kindergarten. Children living in households with incomes up to 300% FPL are eligible for PAPKC. A variety of programs — Head Start, child care, licensed private academic schools and public school districts — are eligible to apply for funding awarded through competitive grants every five years. Site monitoring is conducted annually by program specialists and programs are required to have an annual ECERS assessment, which may include self-assessments.

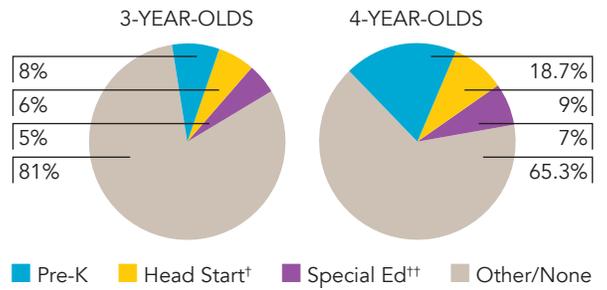
Pennsylvania's overall support for state-funded preschool, including enrollment and funding for all programs, is depicted in the first two pages of this state profile. The third page focuses on RTL, the fourth on PAHSSAP, the fifth on K4/SBPK, and the sixth on PAPKC.

PENNSYLVANIA STATE OVERVIEW

ACCESS

Total state pre-K enrollment	40,562
Special education enrollment, ages 3 and 4	23,961
Federally funded Head Start enrollment, ages 3 and 4	22,452
State-funded Head Start enrollment, ages 3 and 4.....	4,907

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

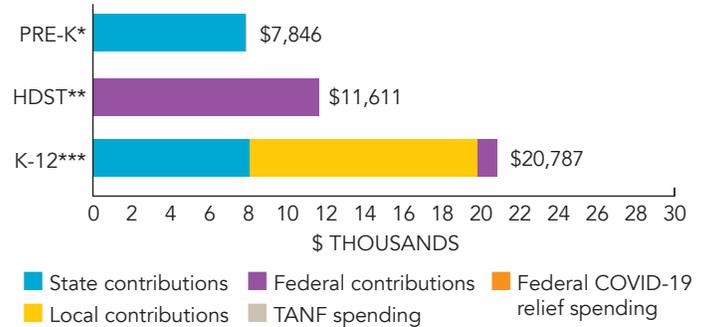


* Some Head Start children may also be counted in state pre-K (RTL and K4 & SBPK).
 ** Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$318,254,011
State Head Start spending	\$64,173,169
State spending per child enrolled	\$7,846
All reported spending per child enrolled*	\$7,846

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	10

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	22

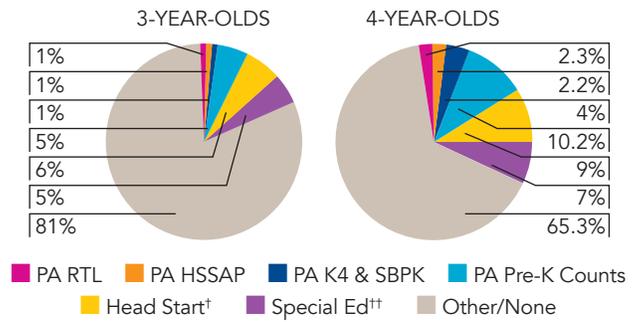
TOTAL BENCHMARKS MET
6.8

PENNSYLVANIA READY TO LEARN BLOCK GRANT

ACCESS

Total state pre-K enrollment.....	4,152
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 and K4 & SBPK).
 †† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA RTL REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers only); PD plans (new public teachers); Coaching (new public teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Determined locally	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

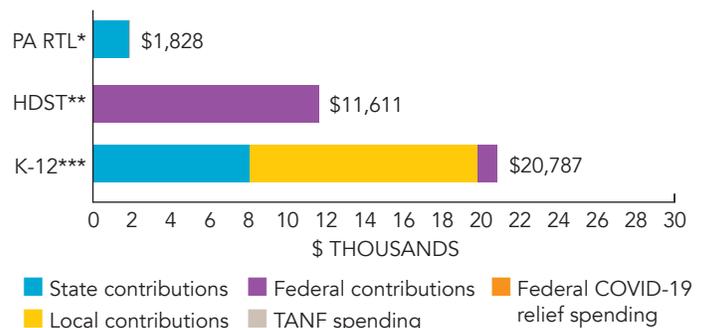


RESOURCES

Total state pre-K spending	\$7,590,940
Local match required?.....	No
State spending per child enrolled	\$1,828
All reported spending per child enrolled*	\$1,828

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

SPENDING PER CHILD ENROLLED

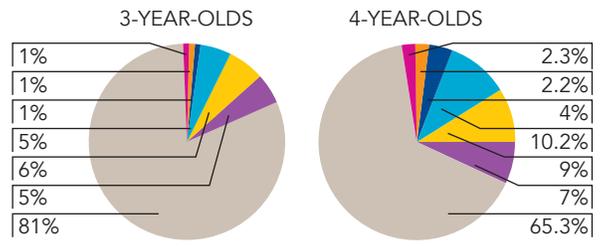


PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state pre-K enrollment.....	5,487
School districts that offer state program.....	25%
Income requirement.....	100% FPL
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Determined locally

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ PA RTL
 ■ PA HSSAP
 ■ PA K4 & SBPK
 ■ PA Pre-K Counts
■ Head Start[†]
■ Special Ed^{††}
■ Other/None

[†] Some Head Start children may also be counted in state pre-K (RTL and K4 & SBPK).
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

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

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



RESOURCES

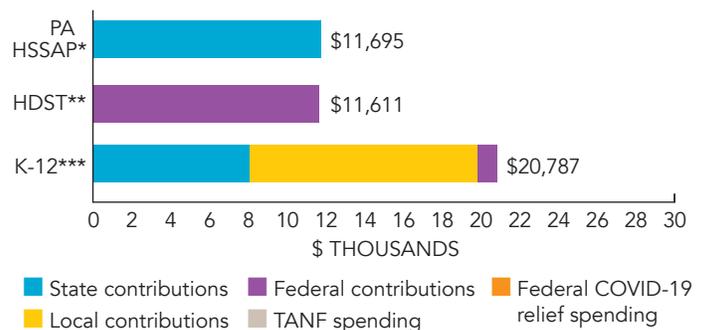
Total state pre-K spending	\$64,173,169
Local match required?.....	No
State spending per child enrolled	\$11,695
All reported spending per child enrolled*	\$11,695

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

** Head Start 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

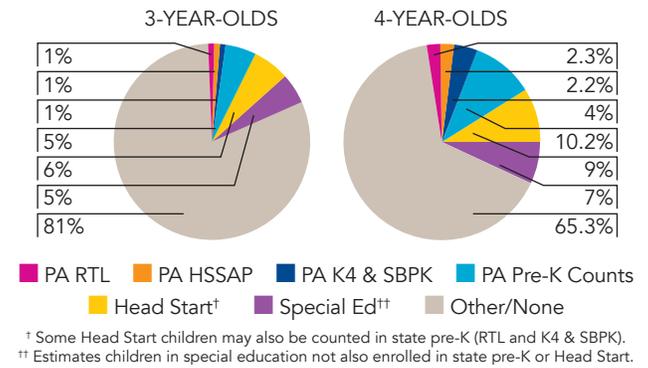


PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL-BASED PRE-K

ACCESS

Total state pre-K enrollment.....	7,119
School districts that offer state program.....	20%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

POLICY	PA K4 & SBPK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	PK-4, B-3, K-6 (public); PK-4, B-3 (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (SBPK public teachers only); PD plans (new public teachers & some nonpublic teachers & assistants); Coaching (new teachers & some nonpublic teachers & assistants)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	SBPK: 20 (3- & 4-year-olds); K4: No limit	20 or lower	<input type="checkbox"/>
Staff-child ratio	SBPK: 1:10 (3- & 4-year-olds); K4: No limit	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Observation required for Instructional I certified teachers only; Data used for program improvement	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

3

RESOURCES

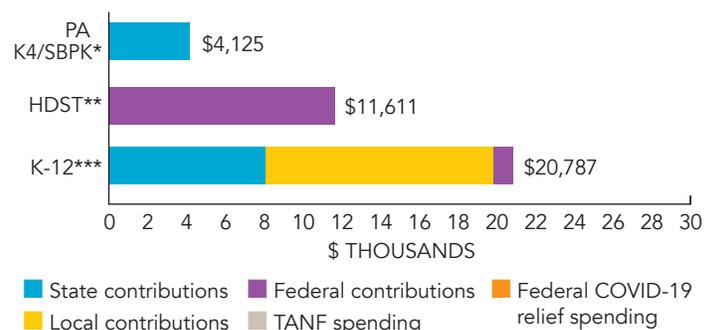
Total state pre-K spending	\$29,366,975
Local match required?.....	No
State spending per child enrolled	\$4,125
All reported spending per child enrolled*	\$4,125

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

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

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

SPENDING PER CHILD ENROLLED

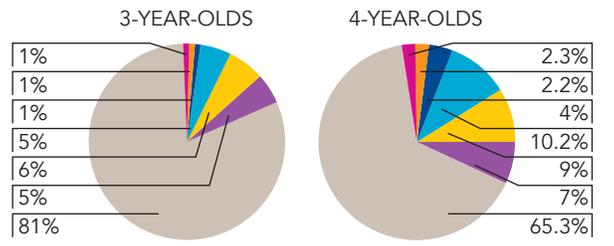


PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state pre-K enrollment.....	23,804
School districts that offer state program.....	97%
Income requirement.....	300% FPL
Minimum hours of operation.....	2.5 hours/day; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ PA RTL
 ■ PA HSSAP
 ■ PA K4 & SBPK
 ■ PA Pre-K Counts
■ Head Start[†]
■ Special Ed^{††}
■ Other/None

[†] Some Head Start children may also be counted in state pre-K (RTL and K4 & SBPK).
^{††} Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	PA PKC REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	PK-4, B-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Staff professional development	180 hours/5 years (teachers); 24 hours/year (assistants); PD plans (some teachers & assistants); Coaching (new teachers)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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



RESOURCES

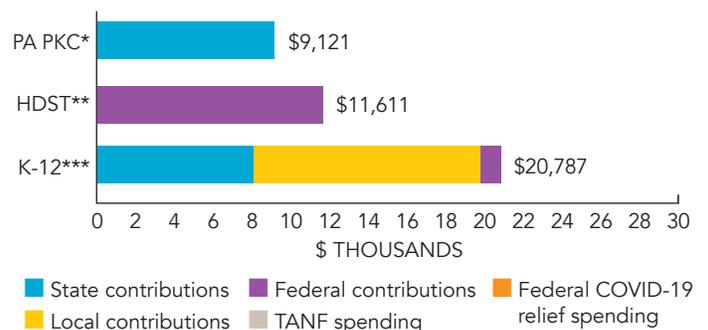
Total state pre-K spending	\$217,122,927
Local match required?.....	No
State spending per child enrolled	\$9,121
All reported spending per child enrolled*	\$9,121

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

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

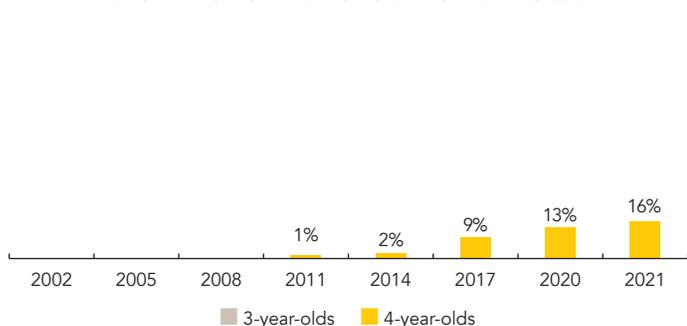
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Rhode Island preschool enrolled 1,848 children, an increase of 428 children from the prior year. State funding totaled \$14,399,362, up \$335,333 (2%), adjusted for inflation, since last year. State spending per child equaled \$7,792 in 2020-2021, down \$2,112 from 2019-2020, adjusted for inflation. Rhode Island met 10 of 10 quality standards benchmarks.

WHAT'S NEW

The Rhode Island State Pre-Kindergarten (RI Pre-K) programs expanded by 428 seats in the 2020-2021 by continuing to braid state and Head Start funding. All programs were physically open for in-person learning during the 2020-2021 and 2021-2022 school years. Virtual options were available for teacher professional development, coaching and technical assistance visits.

Rhode Island created four new pilot model delivery systems during the 2021-2022 school year to capitalize on all ECE funding in the state to expand RI Pre-K and strengthen the birth-5 child care system. An interagency state UPK team continued to work towards achieving universal Pre-K for 4-year-olds and began to strategize extending preschool to 3-year-olds. RI Pre-K is currently utilizing GEER funding to accelerate preschool expansion for the 2021-2022 and 2022-2023 school years.

BACKGROUND

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

The Rhode Island Department of Education oversees the pre-K program, funded through the Rhode Island school funding formula that was approved in 2010. Using a phased-in approach, \$10 million was invested over ten years to expand access to high-quality pre-K, commencing with communities containing a high proportion of children eligible for free or reduced-price lunch.

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

Teachers in the program must hold a bachelor's degree in early childhood. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance through a vendor to all staff on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	10

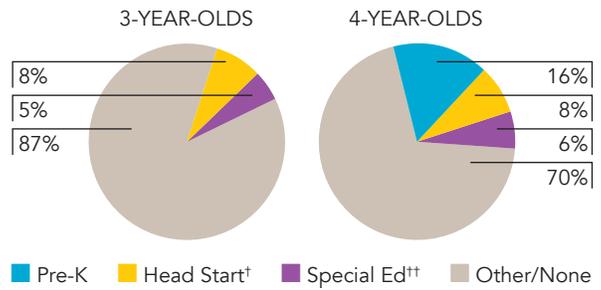
TOTAL BENCHMARKS MET
10

RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	1,848
School districts that offer state program	41% (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	1,616
Federally funded Head Start enrollment, ages 3 and 4	1,787
State-funded Head Start enrollment, ages 3 and 4	130

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	RI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	9 or more ECE/CD credits (public); HSD + 12 ECE/CD credits or CDA (nonpublic)	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

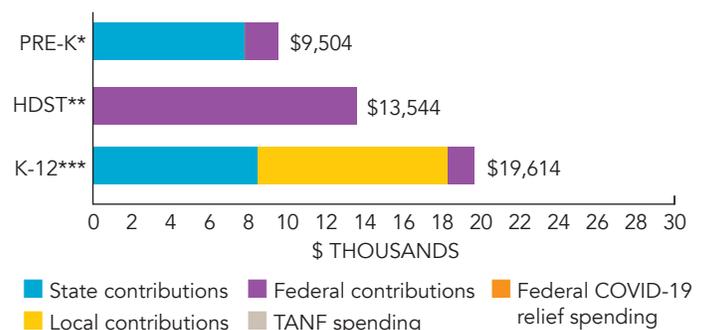
10

RESOURCES

Total state pre-K spending	\$14,399,362
Local match required?	No
State Head Start spending	\$1,190,000
State spending per child enrolled	\$7,792
All reported spending per child enrolled*	\$9,504

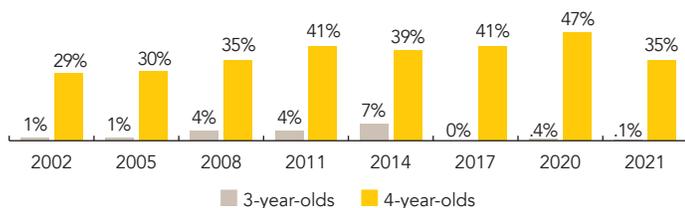
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, South Carolina preschool enrolled 21,293 children, a decrease of 7,714 children from the prior year. State spending totaled \$90,278,353 and also included \$7,938,359 in federal relief, up \$10,639,856 (12%), adjusted for inflation, since last year. State spending per child equaled \$4,613 in 2020-2021, up \$1,593 from 2019-2020, adjusted for inflation. South Carolina met 7 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction when the 2020-2021 school year began but all public school programs were physically open by the end of the school year and in Fall 2021. First Steps 4K private classrooms were fully open for the entire 2020-2021 term. The State used COVID-19-relief funding to expand the school day and year and serve additional children. Beginning in 2021-2022, the program offered a new summer program for incoming or continuing preschoolers and incoming kindergartners. For 2021-2022 only, a state proviso allowed students who were eligible for the Child Early Reading Development and Education Program (CERDEP) for the previous school year, but did not participate due to COVID-19 concerns, to enroll in CERDEP rather than kindergarten.

As of July 2021, all districts can offer CERDEP for income-eligible students. Previously, only districts meeting the law's poverty threshold were eligible; now, any district with at least one school with 60% or more students in poverty may operate CERDEP classrooms. First Steps 4K received additional funds to offer a higher per pupil reimbursement rate to those in the state's quality rating and improvement system (QRIS) with a B or above rating, and non-profit independent schools may now be approved First Steps 4K providers. The 2021 state budget includes a net increase of \$14 million for 4K services (\$18 million increase in CERDEP funding, and a \$4 million reduction in EIA 4K funding).

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 4K), 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 eligible for FRPL or Medicaid and allows for consideration of children with documented developmental delays. EIA 4K districts may then set their own eligibility criteria from a state-specified list of risk factors. State funding is allocated to districts by OELL using a formula according to the number of kindergarten students who qualify for FRPL in each district. School districts now provide full-day programs, with the exception of a few continuing to offer half-day programs.

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

To monitor quality, OELL conducts visits including an evaluation based on the Early Language and Literacy Classroom Observation (ELLCO) used to provide feedback and support to ensure classrooms are language- and literacy-rich. Some programs receive additional monitoring, which includes a fidelity verification measuring curriculum implementation. Feedback is provided to the teacher, school administrator, and/or the CERDEP district liaison/reading coach. First Steps 4K Coaches visit classrooms twice monthly to support quality classroom assessment, feedback, and goals using The Fidelity Tool by Teaching Strategies and LearnERS, a Continuous Quality Improvement (CQI) Coaching Framework.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	33

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	42

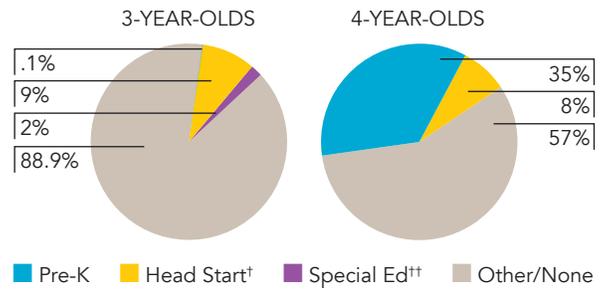
TOTAL BENCHMARKS MET
7

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

ACCESS

Total state pre-K enrollment	21,293
School districts that offer state program	100%
Income requirement	185% FPL
Minimum hours of operation	6.5 hours/day; EIA 4K: 4 hours/day, 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	4,354
Federally funded Head Start enrollment, ages 3 and 4	9,876
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

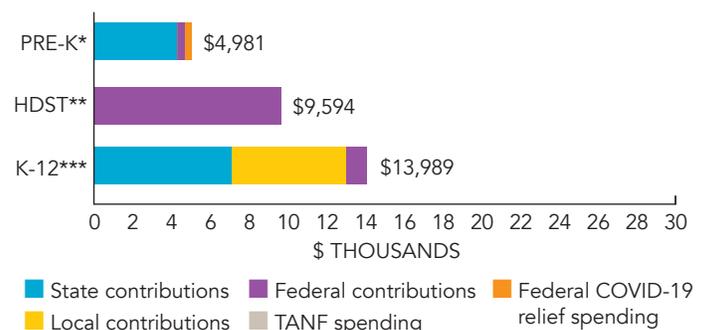
7

RESOURCES

Total state pre-K spending	\$98,216,712
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$4,613
All reported spending per child enrolled*	\$4,981

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

SPENDING PER CHILD ENROLLED



South Dakota

NO PROGRAM

South Dakota currently does not offer a state-funded preschool program as defined by this report, but the state does support early childhood education in several ways. Local education agencies can use a portion of their Title funding to support preschool programs. The Department of Social Services oversees licensing state registered child care programs as well as licensed child care programs and administers the child care assistance program.

The South Dakota Early Learning Guidelines (ELG) are used in settings that serve children from birth to 5 years old and cover multiple domains including: health and physical development, creative arts, language and literacy, social studies, social-emotional development and approaches toward learning, mathematics, and science. Most recently, the state created a Content Standards Crosswalk to serve as a resource to support the learning environment for preschool age children transitioning into kindergarten. This crosswalk is being distributed across the state to early childhood educators with local education agencies and public/private preschool homes and/or centers. Like the Early Learning Guidelines, this work was a collaboration between the South Dakota Department of Education, Head Start Collaboration Office, and multiple stakeholders.

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

As evidenced across the nation, the COVID-19 pandemic brought historic challenges to South Dakota. In spite of the challenges, the early learning community continued to provide educational opportunities in a variety of alternate ways to meet family needs. Regardless of the method, the goal was to provide families with activities to support school readiness. In collaboration with the Department of Social Services, the Department of Health offered recommendations and guidance for programs working with young children and families.

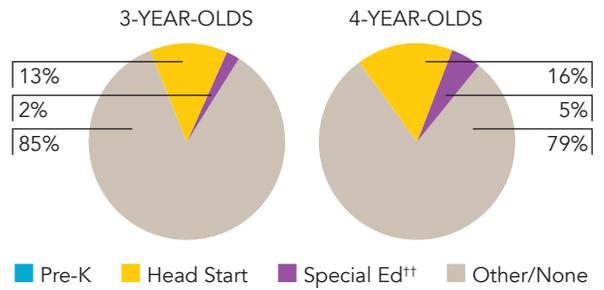
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
No Program		No Program		No Program

SOUTH DAKOTA

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	1,512
Federally funded Head Start enrollment, ages 3 and 4	3,505
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

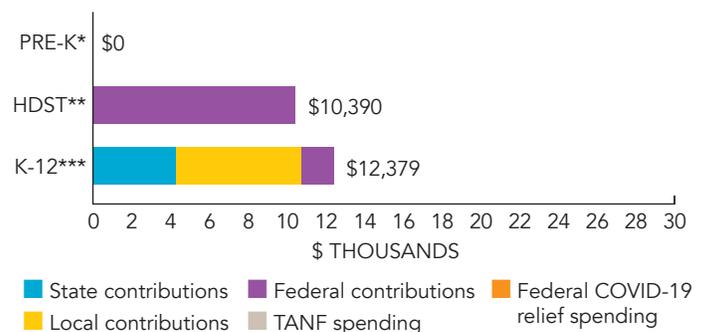
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

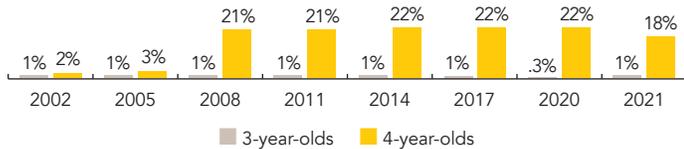
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Tennessee preschool enrolled 15,601 children, a decrease of 2,864 children from the prior year. State funding totaled \$82,351,190 down \$1,546,528 (2%), adjusted for inflation, since last year. State spending per child equaled \$5,279 in 2020-2021, up \$735 from 2019-2020, adjusted for inflation. Tennessee met 9 of 10 quality standards benchmarks.

WHAT'S NEW

Fall 2020 began with in-person instruction and remained open at the start of the 2021-2022 school year. Hybrid and remote learning were not permitted for the 2020-2021 school year. Classroom visits could be conducted virtually but CLASS observations were conducted both in-person and virtually.

BACKGROUND

Tennessee Voluntary Pre-K (VPK) was launched in 2005, building on the 1998 Early Childhood Education Pilot Project. VPK classrooms are now 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 and Division of Early Learning and Literacy have administrative authority over VPK. Only local education agencies may apply for VPK grants, but districts may contract with private childcare agencies, Head Start agencies, institutions of higher education, public housing authorities, and any community-based or private agency with a rating of at least three stars on the state's quality rating and improvement system (QRIS). Programs contracted to provide VPK services must operate within the jurisdiction of the school district.

With commencement during the 2018-2019 school year, in-service professional development for directors, teachers, and assistant teachers in Tennessee Voluntary Pre-K increased from 24 to 30 clock hours per year, six of which were allocated to address developmentally appropriate literacy practices. 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 eventually instituted in 2018.

The state also continues to implement the Pre-k Quality Act of 2016, a platform for revising the Tennessee Early Learning Development Standards. This created a shared definition of "quality" to guide quality improvements, established a vision for early learning at statewide trainings, supports curriculum implementation, provides guidance for district leaders, reduced the number of approved curricula from 37 to 3, shifted to a competitive grant application based on program quality, piloted CLASS observations, trained CLASS observers, and enforced pre-K Student Growth Portfolios statewide.

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.

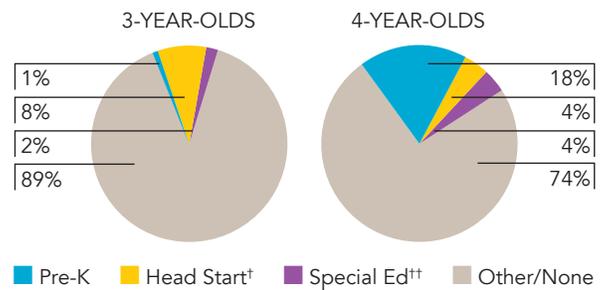
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
29	30	29	30	9

TENNESSEE VOLUNTARY PRE-K (VPK)

ACCESS

Total state pre-K enrollment.....	15,601
School districts that offer state program.....	96%
Income requirement.....	185% FPL
Minimum hours of operation.....	5.5 hours/day; 5 days/week
Operating schedule.....	School or academic year
Special education enrollment, ages 3 and 4.....	6,551
Federally funded Head Start enrollment, ages 3 and 4.....	14,260
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

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RESOURCES

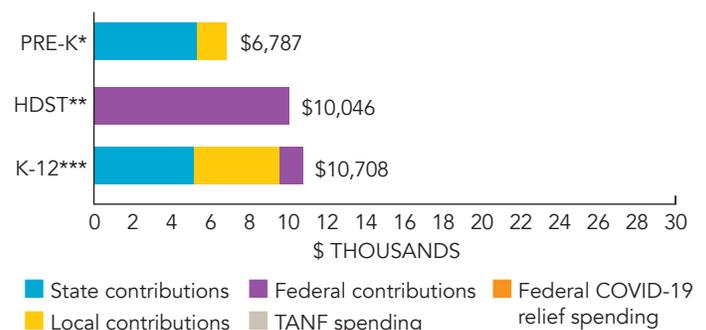
Total state pre-K spending.....	\$82,351,190
Local match required?.....	Yes
State Head Start spending.....	\$0
State spending per child enrolled.....	\$5,279
All reported spending per child enrolled*.....	\$6,787

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

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

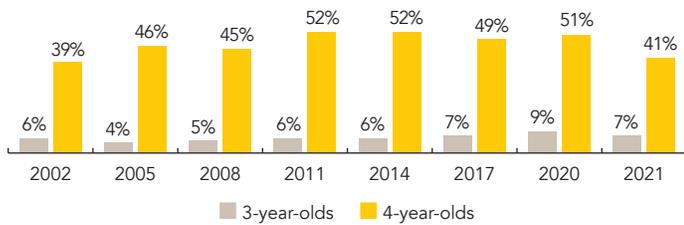
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Texas preschool enrolled 196,221 children, a decrease of 52,145 children from the prior year. State funding totaled \$687,447,707 and all reported spending totaled \$1,080,687,664. State spending per child equaled \$5,514 in 2020-2021, up \$1,286 from 2019-2020, adjusted for inflation. Texas met 4 of 10 quality standards benchmarks.

WHAT'S NEW

For the second year, programs serving at least 15 eligible 4-year-olds were required to transition to full-day services, while programs serving 3-year-olds had the option to continue to provide half-day services. Some programs were granted a waiver from providing full-day programs for 4-year-olds while additional facilities were identified.

Legislation was recently passed in Texas limiting preschool class sizes to 22 children per room. Prior to this legislation, there was no limit for public preschool class size.

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.

In 2019, Texas used Preschool Development Grant Birth through Five (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. HB 3 impacts districts and open-enrollment charter schools serving pre-K through third grade students by addressing early education allotment, full-day high-quality pre-K for eligible 4-year-olds, expanded early education reporting, early learning progress monitoring tools (single kindergarten assessment with one alternative available), and early childhood partnerships.

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

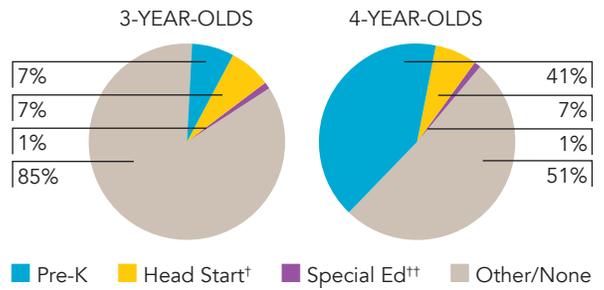
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
10	14	31	34	4

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state pre-K enrollment	196,221
School districts that offer state program	88%
Income requirement	185% FPL
Minimum hours of operation	32,400 minutes/year; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	25,955
Federally funded Head Start enrollment, ages 3 and 4	54,850
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	TX PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	P-6	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching (some PK4 teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	No limit (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (3-year-olds); Must strive for 1:11 (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, immunizations	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement at the local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

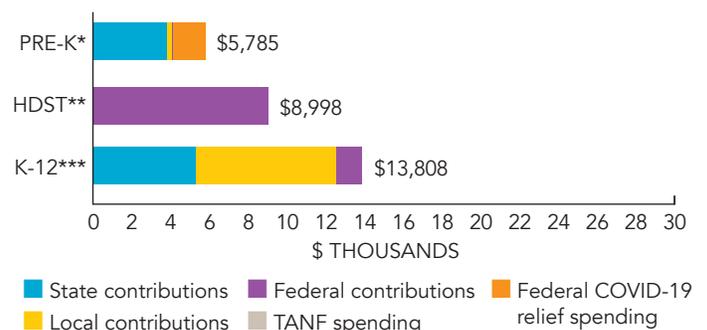
4

RESOURCES

Total state pre-K spending	\$1,027,555,916
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$5,514
All reported spending per child enrolled*	\$5,785

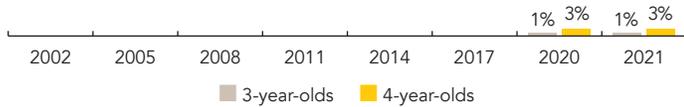
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

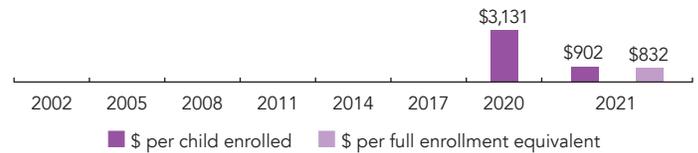


Utah

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Utah preschool enrolled 2,083 children, a decrease of 175 children from the prior year. State funding totaled \$1,878,272, down \$5,192,059 (73%), adjusted for inflation, since last year. State spending per child equaled \$902 in 2020-2021, down \$2,230 from 2019-2020, adjusted for inflation. Utah met 3 of 10 quality standards benchmarks.

WHAT'S NEW

As a result of the pandemic, \$6 million of state general funding was removed from the preschool program budget. CCDF funding was used instead, and programs were therefore required to meet several additional requirements related to child care licensing. An appropriation of \$3 million was also returned to the legislature during a special session, leaving many programs to run on insufficient funds for two consecutive years.

BACKGROUND

In 2016, the High-Quality School Readiness Expansion (HQSR-E) grant program was established to expand access to high-quality school readiness programs for eligible children. The HQSR-E grant program provided grant funds to LEAs and private providers with existing early education programs deemed high-quality, as determined by the ECERS-3 assessment and additional quality rating 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 Expanded Student Access to High Quality School Readiness (ESA) grant program.

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

In May 2020, the new Utah Early Learning Standards: Ages 3-5 were approved by the USBE. The writing committee consisted of professionals working in higher education, Head Start programs, the Office of Child Care, public preschool coordinators, and preschool general and special educators. USBE staff collaborated with other agencies and early childhood professionals to provide professional learning during the 2020-2021 school year to encourage and assist with the implementation of the new standards. The Utah Early Learning Standards: Ages 3-5 provide essential standards that are developmentally appropriate in eight content areas including English Language Arts, Fine Arts, Health Education, Lifelong Learning Practices, Mathematics, Physical Education, Science, and Social Studies. Programs are expected to fully implement the new standards starting in the 2021-2022 school year.

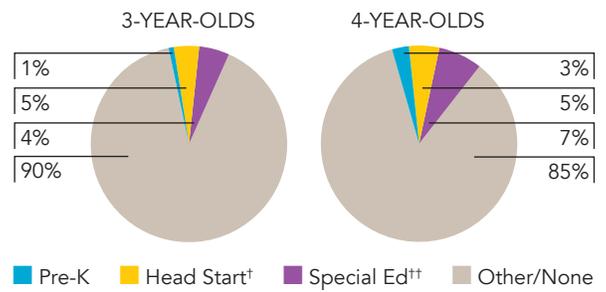
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
43	28	44	43	3

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

ACCESS

Total state pre-K enrollment	2,083
School districts that offer state program	41% (counties)
Income requirement	185% FPL
Minimum hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	6,125
Federally funded Head Start enrollment, ages 3 and 4	4,917
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	UT PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with child assessments, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process	Approval process & supports	<input type="checkbox"/>
Teacher degree	CDA or AA (ECE not required)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, Elem. Ed., ECE SpEd, SpEd	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Staff professional development	Coaching (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	None	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

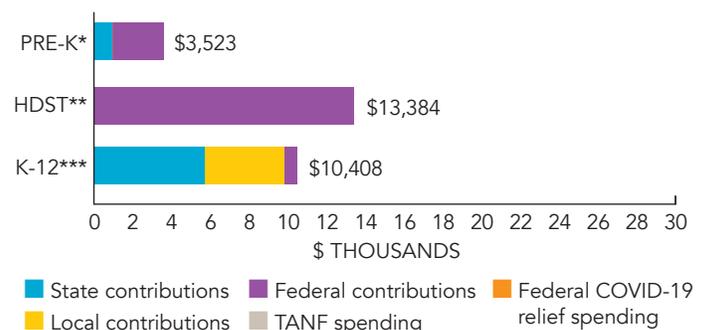
3

RESOURCES

Total state pre-K spending	\$1,878,272
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$902
All reported spending per child enrolled*	\$3,523

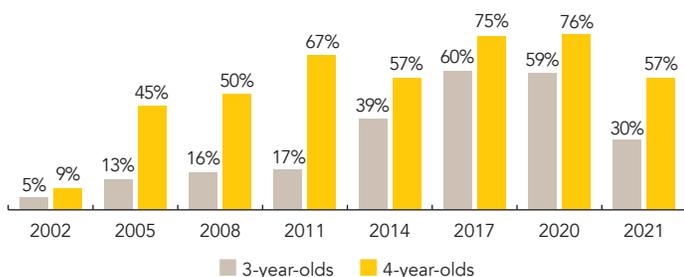
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year as the COVID-19 pandemic continued, Vermont preschool enrolled 6,594 children, a decrease of 2,000 children from the prior year. State spending totaled \$52,259,825, down \$2,545,100 (5%), adjusted for inflation, since last year. State spending per child equaled \$7,925 in 2020-2021, up \$1,548 from 2019-2020, adjusted for inflation. Vermont met 7 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year and Fall 2021. Due to the COVID-19 pandemic, structured classroom observations were not required in 2020-2021, but requirements returned to normal during 2021-2022.

BACKGROUND

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

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

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

The Vermont Agency of Education (AOE) and Agency of Human Services (AHS) completed the process of designing a new joint-agency Pre-K Monitoring System, which was implemented starting in 2019-2020. The new monitoring system builds upon existing monitoring systems and procedures to assess the quality of the state's approved private and public 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. Vermont's Early Multiple Tier Systems of Support (MTSS) established under RTT and PDG funds built statewide infrastructure to support a cadre of coaches at the state, regional, and local levels. These coaches are available to all UPK programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	2

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	28

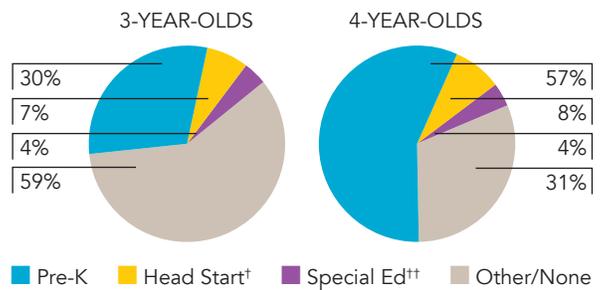
TOTAL BENCHMARKS MET
7

VERMONT UNIVERSAL PREKINDERGARTEN EDUCATION (ACT 166)

ACCESS

Total state pre-K enrollment	6,594
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	1,143
Federally funded Head Start enrollment, ages 3 and 4	861
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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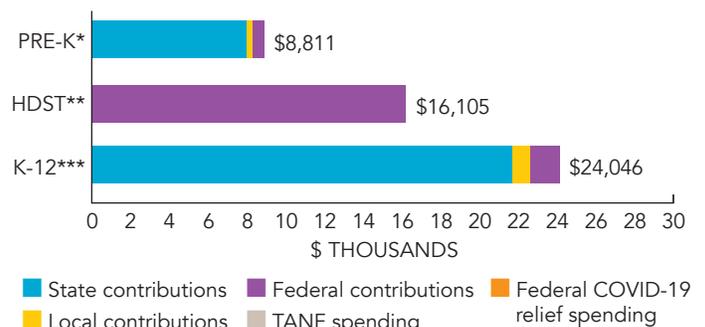
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

RESOURCES

Total state pre-K spending	\$52,259,825
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$7,925
All reported spending per child enrolled*	\$8,811

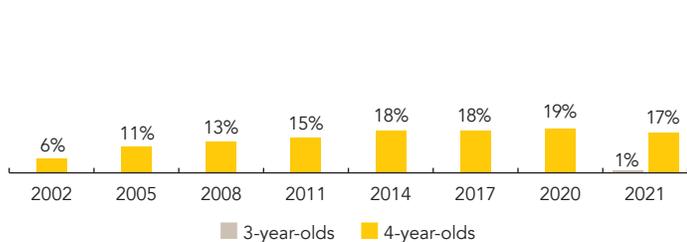
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

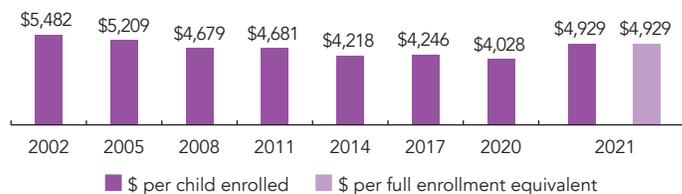


Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Virginia preschool enrolled 18,056 children, a decrease of 1,103 children from the prior year. State funding totaled \$72,405,681 with an additional \$16,600,000 in TANF funds, up \$11,834,461 (15%), adjusted for inflation, since last year. State spending per child equaled \$4,929 in 2020-2021, up \$901 from 2019-2020, adjusted for inflation. Virginia met 6 of 10 quality standards benchmarks.

WHAT'S NEW

There was a mix of in-person and remote instruction during the 2020-2021 school year due to the COVID-19 pandemic, but all programs were physically open in Fall 2021. Virginia did not utilize federal recovery dollars to support enrollment during the 2020-2021 school year but redistributed TANF funding to cover decreases in state funding. During the 2021-2022 school year, Virginia dedicated \$10 million in GEERS funding to support quality in early childhood programs.

Prior to the COVID-19 pandemic, Virginia had received an unprecedented commitment in state funds and state policy revisions for the Virginia Preschool Initiative (VPI). This increase in funds was more substantial than any before, and was intended to provide 1) an increased per pupil rate, 2) a community-provider add on of up to \$3,500 additional state dollars per child in a mixed delivery setting, 3) a pilot of 3-year-old pre-K, and 4) the ability to redistribute unused slots to divisions with waitlists. Despite cuts to state spending for the 2020-2021 school year, school divisions successfully implemented each of the changes except for increasing the per pupil rate.

The 2020-2021 school year included significant changes for early childhood governance in Virginia. As a result of legislation passed in 2020, the Commonwealth of Virginia unified early childhood oversight in 2021. As of July 2021, the Virginia Department of Education assumed oversight of all publicly-funded early childhood programs, including child care/family day homes, Head Start, and school-based preschool.

BACKGROUND

The Virginia Preschool Initiative (VPI) began in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. During the 2020-2021 school year, VPI programs operated in 97% of eligible school divisions. Programs are required to operate for a minimum of three hours per day, though 96% of children attend full-day programs throughout the school year. VPI is funded by an annual legislative appropriation of state general funds and a required local match based on the local composite index. The local match is capped at half the per-pupil amount. Funding for VPI is available to school divisions where there are at-risk 4-year-olds who are not served by Head Start.

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 unless a locality applies and is approved for a waiver to fill more than 15% of slots using local at-risk criteria.

Beginning in 2021-2022 some VPI programs will participate in the first practice year of the state's new required Unified Measurement and Improvement System. The new unified system will use measures of teacher-child interactions and curriculum implementation to support improvement across all publicly-funded birth-to-five program and will be required for all publicly-funded preschool programs by July 2023.

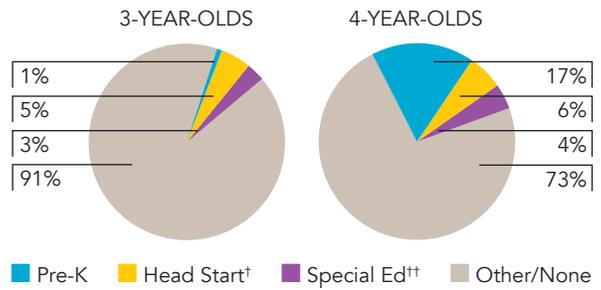
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
30	29	23	17	6

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state pre-K enrollment	18,056
School districts that offer state program	93% (school divisions)
Income requirement	200% FPL; 350% FPL for students with disabilities
Minimum hours of operation	3 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	9,150
Federally funded Head Start enrollment, ages 3 and 4	11,153
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	VA PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA (public); HSD (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, or CDA	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	15 clock hours/school year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more; Referrals not required	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

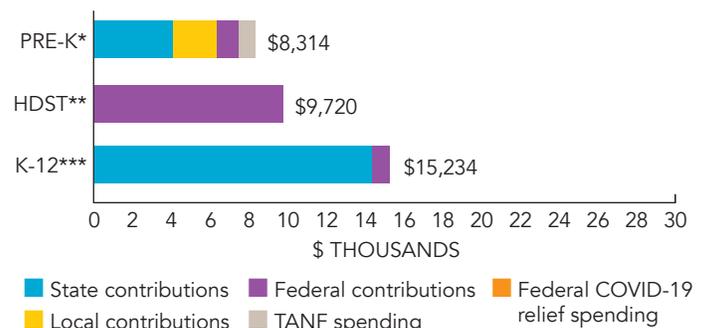
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RESOURCES

Total state pre-K spending	\$89,005,681
Local match required?	Yes
State Head Start spending	\$0
State spending per child enrolled	\$4,929
All reported spending per child enrolled*	\$8,314

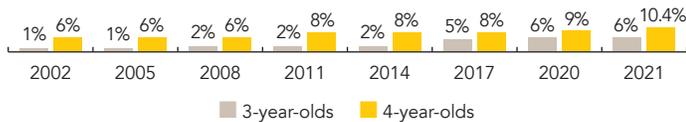
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Washington’s Department of Children, Youth, and Families (DCYF) enrolled 14,649 children in the Early Childhood Education and Assistance Program (ECEAP), an increase of 649 children from the prior year. State funding for ECEAP totaled \$141,535,000, up \$6,854,861 (5%), adjusted for inflation, since last year. State spending per child on ECEAP equaled \$9,662 in 2020-2021, up \$42 from 2019-2020, adjusted for inflation. Washington ECEAP met 9 of 10 quality standards benchmarks.

Washington’s Office of Superintendent of Public Instruction (OSPI) also served 856 children in a Transitional Kindergarten (TK) program. State spending for TK was \$8,910,678 and state spending per child was \$10,410. TK met 6 of 10 quality standards benchmarks.

WHAT’S NEW

ECEAP programs operated through a mix of in-person and remote instruction during the 2020-2021 school year. All programs planned to be open in Fall 2021 but some programs switched to remote learning due to COVID-19 cases and exposures. The state used CARES funding to provide a summer program during summer 2020 and received funding from a private donor for a summer program in 2021. Priority for the summer program was for children transitioning out of ECEAP into kindergarten.

ECEAP added 649 more slots during the 2020-2021 school year and another 428 for 2021-2022. The newly released 2020 ECEAP Performance Standards addressed requirements for both in-person and remote services. ECEAP also continued participation in the Partnership for Preschool Improvement initiative. Through this work the ECEAP team set quality strategies, outcomes, metrics and goals. The funding for this work ended in June 2021. The Tribal Pathway Workgroup provided recommendations to the legislature on meeting the needs of Tribal Sovereign Nations who provide ECEAP. In 2021-2022, the state’s Fair Start for Kids Act (FSFKA) legislation funded 34 Early ECEAP slots, in addition to the 144 slots funded through the Preschool Development Grant (PDG). This legislation also moved ECEAP entitlement to 2026-2027. Income eligibility was expanded to include children in families at or below 36% SMI beginning in the 2022-2023 school year. Other expanded eligibility categories include children currently experiencing homelessness, children who participated in high quality birth to three state or federally funded early learning programming, and tribal children at or below 100% SMI. Income eligibility categories will increase again in 2030-31. Additionally, FSFKA continued and expanded Complex Needs funding to support ECEAP and Early ECEAP contractors. This additional funding supports contractors in providing least restrictive and inclusive environments to children with developmental delays, disabilities behavioral needs or other unique needs.

Transitional Kindergarten (TK) is included in this report for the first time.

BACKGROUND

In 2018, the Washington Department of Early Learning merged into the new Department of Children, Youth, and Families (DCYF), which oversees early learning programs along with child protective services and foster care. DCYF 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 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 2026-2027.

ECEAP focuses on the whole child and provides comprehensive nutrition, health, education and family support services to Washington’s most at-risk young children. To be eligible for ECEAP currently, children must be 3- or 4-years-old and live in households with an income at or below 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.

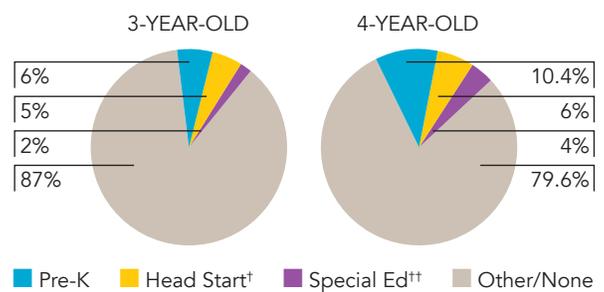
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WASHINGTON STATE OVERVIEW

ACCESS

Total state pre-K enrollment	15,505
Special education enrollment, ages 3 and 4	8,808
Federally funded Head Start enrollment, ages 3 and 4	9,894
State-funded Head Start enrollment, ages 3 and 4.....	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE

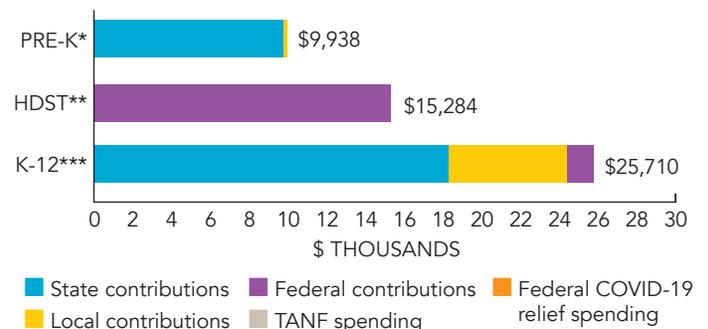


† Estimates children in Head Start not also enrolled in state pre-K.
 ** Estimates children in special education not also enrolled in state pre-K or Head Start.

RESOURCES

Total state pre-K spending	\$150,445,678
State Head Start spending	\$0
State spending per child enrolled	\$9,703
All reported spending per child enrolled*	\$9,938

SPENDING PER CHILD ENROLLED



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

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET	
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	ECEAP	TK
36	15	5	9	9	6

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

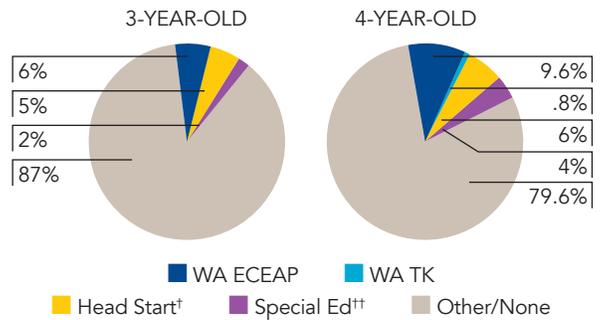
Washington's overall support for state-funded preschool is depicted in the first two pages of this state profile. The third page focuses on ECEAP and the fourth page on TK.

EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state pre-K enrollment	14,649
School districts that offer state program	95% (counties)
Income requirement	110% FPL
Minimum hours of operation	3 hours/day
Operating schedule	School year (part- & school day); Calendar year (working-day)

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	WA ECEAP REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or Initial or higher WA State ECE Certificate or equivalent (12 credits)	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	20 hours/year (teachers); 15 hours/year (assistants); PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	20 (3- & 4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

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RESOURCES

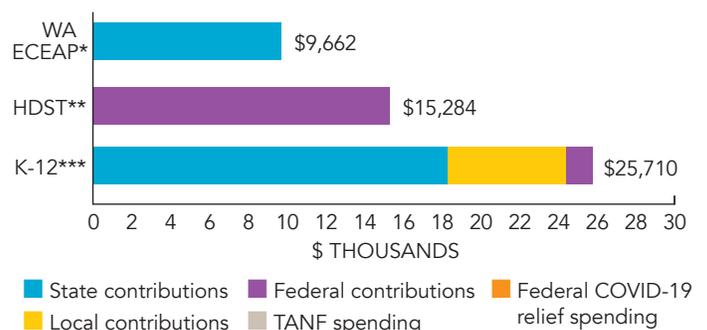
Total state pre-K spending	\$141,535,000
Local match required?	No
State spending per child enrolled	\$9,662
All reported spending per child enrolled*	\$9,662

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

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

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

SPENDING PER CHILD ENROLLED

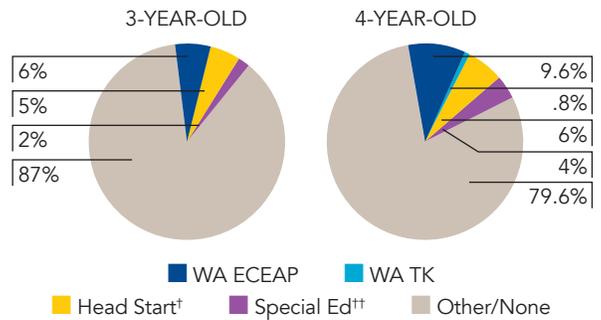


TRANSITIONAL KINDERGARTEN (TK)

ACCESS

Total state pre-K enrollment.....	856
School districts that offer state program.....	11%
Income requirement.....	No income requirement
Minimum hours of operation.....	27 hours, 45 minutes/week; 5 days/week
Operating schedule.....	School or academic year

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

POLICY	WA TK REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE, Elem. Ed., ECE SpEd, SpEd	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	100 hours/5 years; PD plans; Coaching	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input checked="" type="checkbox"/>
Maximum class size	No limit (4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	No limit (4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations; Data used for program improvement	Structured classroom observations; data used for program improvement	<input checked="" type="checkbox"/>

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

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RESOURCES

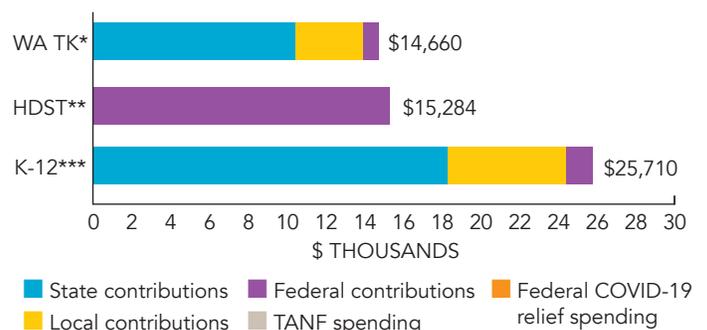
Total state pre-K spending	\$8,910,678
Local match required?.....	No
State spending per child enrolled	\$10,410
All reported spending per child enrolled*	\$14,660

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

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

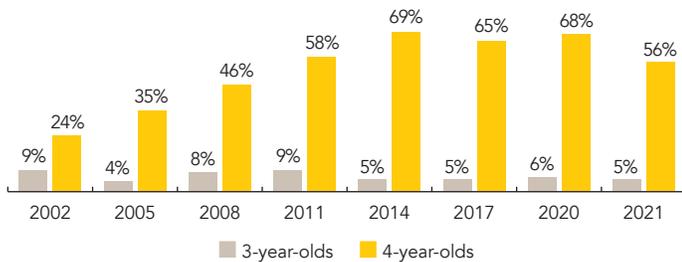
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED

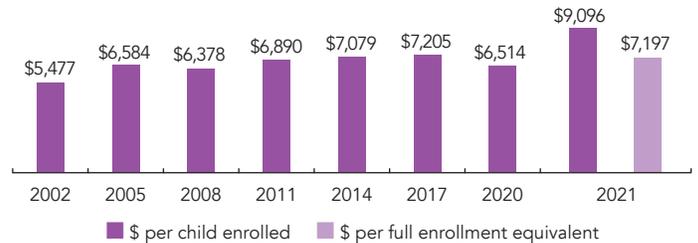


West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, West Virginia preschool enrolled 11,981 children, a decrease of 3,161 children from the prior year. State funding totaled \$102,661,605 with an additional \$5,941,335 in TANF funds and \$376,906 in federal recovery funds to support the program, up \$10,349,422 (10%), adjusted for inflation, since last year. State spending per child (including TANF and federal recovery funds) equaled \$9,096 in 2020-2021, up \$2,582 from 2019-2020, adjusted for inflation. West Virginia met 9 of 10 quality standards benchmarks.

WHAT'S NEW

The Governor delayed the start of the 2020-2021 school year until September 8, 2020 with a mix of in-person, blended, and remote instruction based on each county's re-entry plan and the School Re-entry Metrics and Protocols map. All state-funded preschool programs returned to in-person instruction by March 2021.

BACKGROUND

West Virginia introduced public preschool in 1983 for 3- and 4-year-olds through the Public School Early Childhood Education program. In 2002, legislation passed that required pre-K to be available to all 4-year-olds by 2012. Today, West Virginia's Universal Pre-K System provides pre-K programs in all 55 counties in the state, serving 4-year-olds, as well as some 3-year-olds with special needs, and some kindergarten-eligible children if it is determined that kindergarten placement is not in the child's best interest.

Public schools receive West Virginia Universal Pre-K funding directly, with half of all programs required to partner with child care centers, private pre-K, or Head Start agencies to meet demand. During the 2020-2021 school year, the collaboration rate was 82%. Programs are permitted to use additional funding from IDEA and federal Head Start.

As of July 2013, all new lead teachers in nonpublic settings are required to have at least a BA in ECE or a related field and, as of July 2014, all assistant teachers are required to apply for the Early Childhood Classroom Assistant Teacher Authorization, which requires a CDA or equivalent, as determined by the West Virginia Board of Education. West Virginia also increased instructional days per year and hours per week to at least 1,500 minutes (25 hours) of instruction per week and 48,000 minutes (800 hours) of instruction per year. Programs must operate no fewer than four days per week.

The West Virginia Universal Pre-K program is undergoing a multi-year 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.

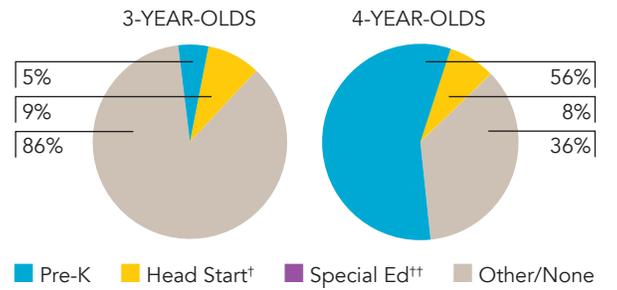
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
6	18	14	8	9

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state pre-K enrollment	11,981
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	2,315
Federally funded Head Start enrollment, ages 3 and 4	6,738
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

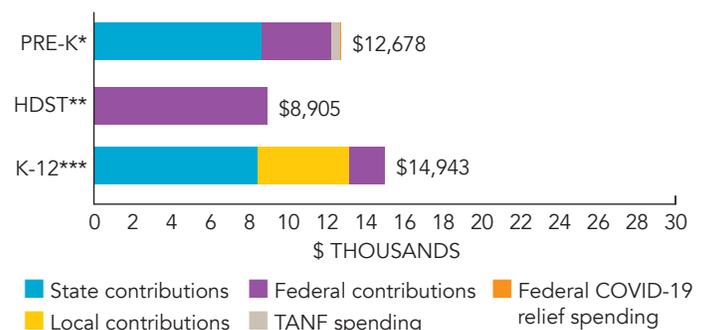
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RESOURCES

Total state pre-K spending	\$108,979,846
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$9,096
All reported spending per child enrolled*	\$12,678

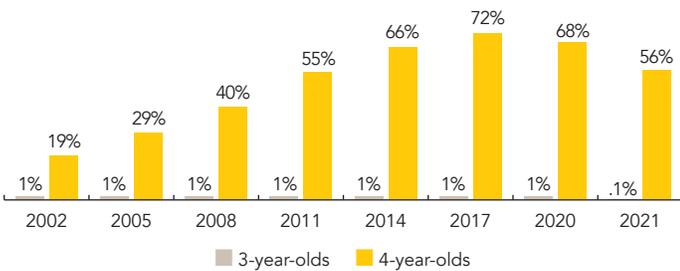
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending includes funding only for 3- and 4-year-olds.
 *** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, Wisconsin Four-Year Old Kindergarten (4K) enrolled 41,993 children, a decrease of 9,876 children from the prior year. State funding totaled \$148,612,432 and state spending per child was \$3,539. State spending per child is an average figure; funding for 4K is based on a formula which results in varied spending amounts per child. Wisconsin met 3 of 10 quality standards benchmarks.

WHAT'S NEW

The 2020-2021 program year brought a mix of remote and in-person learning across Wisconsin, with instructional decisions being made at the local level. Some districts also provided summer programming or enrichment activities, based on school board decisions. For the 2021-2022 school year, districts are required to provide instructional programming and family outreach (if applicable) similar to pre-COVID-19. The option to submit an application to waive educational requirements is no longer in place.

The final 2021-2023 biennial state budget did not increase educational funding at the state level, rather funds from the federal government (CARES, ESSER, etc.) have accounted for the increase in educational funding for the biennium for all grade levels.

BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer a Four-Year-Old Kindergarten program (4K), but if they do, it must be open to all age eligible children within the school district.

Funding for 4K is part of the overall school funding formula. For state aid purposes, 4K students are counted as either .5 or .6 full time equivalent (FTE), depending on the services the school provides. Districts provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach (for .5 FTE membership aid) or 437 hours of instruction and 87.5 hours of family outreach (for .6 FTE membership aid). Funds for 4K are distributed to public schools, which may subcontract and collaborate with community providers per guidance of public education funding and state requirements. Partners may include the following: private child-care centers, faith-based centers, family child care providers, or Head Start agencies. Operating schedules are locally determined with most programs operating part-day, four or five days per week and some operating full-day, two or three days per week.

The Wisconsin Head Start State Supplement Grant is a separate budgetary item that offers state funding, via an application, to federal Head Start grantees in Wisconsin. Funding is used to supplement the provision of comprehensive early childhood education services for children and families enrolled in Early Head Start and Head Start. Awarded grantees continue to follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels.

The Wisconsin Head Start State Supplement Grant data is not being reported for the 2020-2021 school year since supplemental funds do not substantially expand the number of children served, a requirement for the program to be considered a state preschool program.

¹ Spending per child is an average figure; funding for WI 4K is based on a formula which results in varying spending amounts per child.

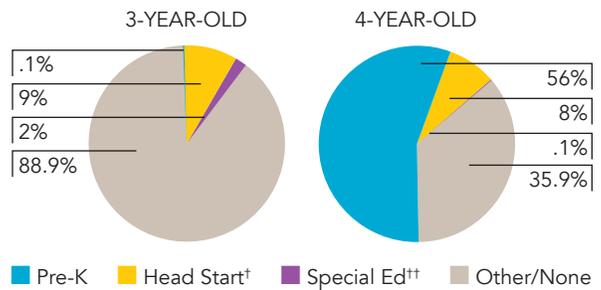
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
7	34	37	27	3

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

ACCESS

Total state pre-K enrollment	41,993
School districts that offer state program	99%
Income requirement	No income requirement
Minimum hours of operation	2.5 hours/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	7,194
Federally funded Head Start enrollment, ages 3 and 4	11,691
State-funded Head Start enrollment, ages 3 and 4	336

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

QUALITY STANDARDS CHECKLIST

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

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

3

RESOURCES

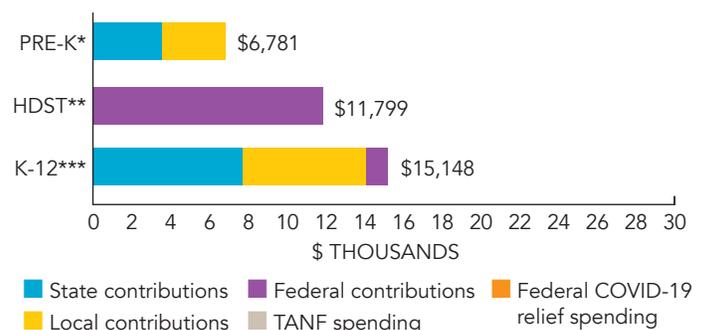
Total state pre-K spending	\$148,612,432
Local match required?	No
State Head Start spending	\$6,264,100
State spending per child enrolled	\$3,539 ¹
All reported spending per child enrolled*	\$6,781 ¹

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

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

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

SPENDING PER CHILD ENROLLED



Wyoming

NO PROGRAM

The state of Wyoming does not offer a state-funded preschool program according to definitions used in this report. However, the state does provide support for other early childhood education programs. Local school districts can use a portion of Title I funding for early childhood education. The Wyoming Department of Health (WDH) administers a statewide developmental preschool system to provide IDEA services for 3- to 5-year-olds, and Wyoming Department of Family Services (DFS) administers the TANF program through a competitive grant process which funds high-quality preschool services for children whose families qualify for TANF.

In 2021, the Wyoming Department of Education (WDE) distributed \$3 million to 14 preschools serving low-income children. DFS also licenses several programs through the University of Wyoming, community colleges, school districts, and private preschool and child care facilities to provide academic instruction. Both licensed and non-licensed programs are able to pursue accreditation through the NAEYC.

The Wyoming Early Childhood State Advisory Council was created in 2010 and is a collaboration of individuals across multiple disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. The Wyoming Advisory Panel for Students with Disabilities functions in the same capacity with a focus on students qualifying and receiving special education services.

In December 2020, Wyoming received a \$2,098,776 Preschool Development Grant Birth–Five award. The Funding 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. There are two programs providing support and COVID-19 relief to early childhood programs with CARES Act Child Care Development Block Grant funds, and a partnership between DFS and Wyoming Kids First.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

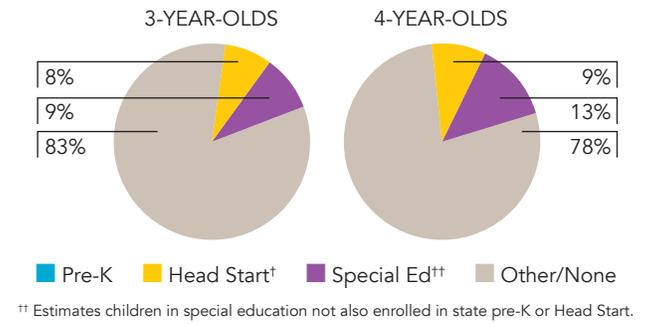
TOTAL BENCHMARKS MET
No Program

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	1,946
Federally funded Head Start enrollment, ages 3 and 4	1,244
State-funded Head Start enrollment, ages 3 and 4	0

PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

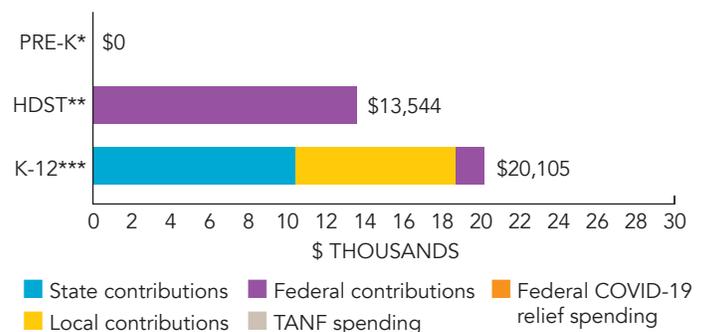
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

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

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

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

SPENDING PER CHILD ENROLLED



American Samoa

NO PROGRAM

American Samoa does not provide publicly funded preschool as defined in this report but does support early childhood education in several other ways. The Early Childhood Education/Head Start (ECE/HS) division is housed within the American Samoa Department of Education (ASDOE). The ASDOE and both elementary and secondary schools operate early childhood education centers.

The American Samoa Children's Cabinet serves as the territory's early childhood advisory council. The Cabinet operates under the Office of the Governor and includes representation from the ASDOE, the Department of Human and Social Services, and the Department of Health.

American Samoa's early learning guidelines, for children ages 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.

In 2021, in response to the COVID-19 pandemic, ASDOE received \$264 million in American Rescue Plan (ARP) funding from the U.S. Department of Education. A portion of this funding went to improve school facilities, including early childhood education (ECE) centers. First, funds were used to improve and develop outdoor play areas in ECE centers to support outdoor play, encourage social distancing, and ensure accessibility of playgrounds or outdoor play areas for children with special needs. Second, funding will be used to ensure that all ECE centers are equipped with mini libraries.

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	41
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

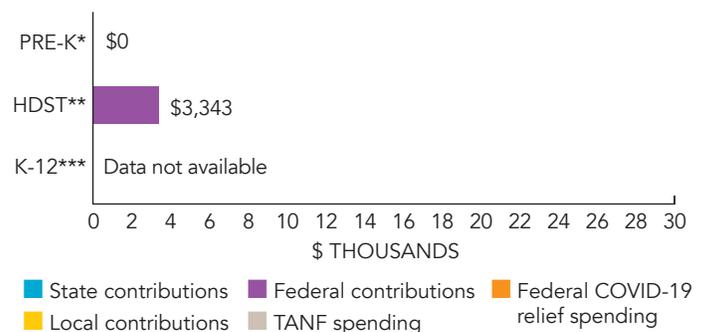
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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



NO PROGRAM

Although the Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded preschool as defined in this report, the territory does support early education in other ways. Since 1984, the CNMI Public School System has operated the Head Start program in ten centers across multiple islands, providing two center-based program options: double session (half-day) and full-day. During the 2017-2018 school year, there were 192 enrollment slots allocated to the half-day variation that offered services four days per week, 152 days per year, in both the morning and the afternoon. The remaining 204 slots operated a standard full-day with 6.5 hours of planned class operations, 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.

In December 2019, the CNMI was awarded \$2,125,989 under the Preschool Development Grant Birth through Five competition to support development, planning, and coordination of the territory's early learning system. The Department of Community and Cultural Affairs (DCCA) was named as the lead agency overseeing this award to coordinate and collaborate efforts across early childhood programs.

Since February 2015, the CNMI continues to be the lone grantee in the Outer Pacific to be awarded the Early Head Start- Child Care Partnership Grant. The program operates for eight hours a day, five days a week for the full calendar year (222 instructional days). In 2017-2018, the program served a total of 64 infants and toddlers, ages six weeks to three years old. Forty-eight of the enrolled slots are in grantee-operated classrooms, and the remaining 16 slots are allocated as partnership slots. The Northern Marianas International School is the lone partnership site that has two classrooms serving Early Head Start enrolled children.

CNMI has early learning guidelines for children birth through age five which address multiple domains, including logic and reasoning, social studies, physical development and health, language development, literacy, mathematics, science, English language development, social and emotional development, approaches to learning, and creative arts expression. The guidelines are aligned with the Head Start Child Development and Learning Framework.

CNMI is 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.

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	62
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

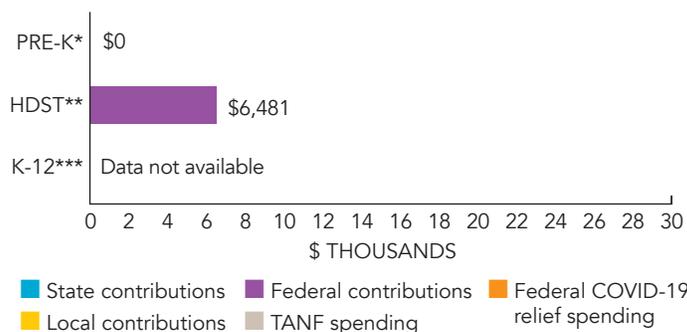
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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.

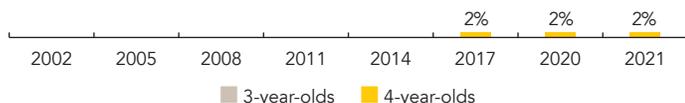
*** K-12 expenditures include capital spending as well as current operating expenditures.

SPENDING PER CHILD ENROLLED



Guam

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2021 DOLLARS)



OVERVIEW

During the 2020-2021 school year, as the COVID-19 pandemic continued, the Guam Department of Education Pilot Prekindergarten Program enrolled 50 children, a decrease of 21 children from the prior year. State funding totaled \$437,987, up \$45,315 (12%), adjusted for inflation, since last year. State spending per child equaled \$8,760 in 2020-2021, up \$3,229 from 2019-2020, adjusted for inflation. Guam met 6 of 10 quality standards benchmarks.

WHAT'S NEW

At the end of the 2020-2021 school year, preschool children were served through a mix of remote learning and physically open preschool buildings. Although the 2021-2022 school year started with a mixture of face-to-face and online learning, a COVID-19 spike caused the Governor to issue an Executive order temporarily moving instruction to remote learning for all children.

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

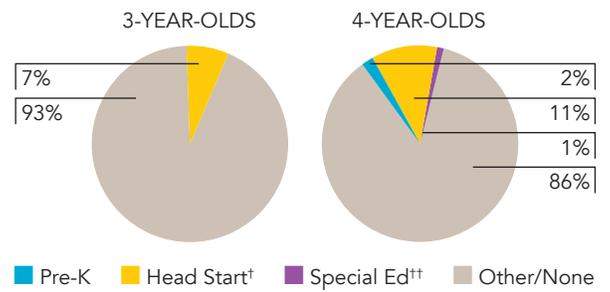
6

GUAM DEPARTMENT OF EDUCATION PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state pre-K enrollment	50
School districts that offer state program	100%
Income requirement	No income requirement
Minimum hours of operation	6 hours/day; 5 days/week
Operating schedule	School or academic year
Special education enrollment, ages 3 and 4	67
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 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	GUAM PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Staff professional development	30 hours/year (teachers only); PD plans (teachers only); Coaching (teachers only)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	18 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	1:9 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	None	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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

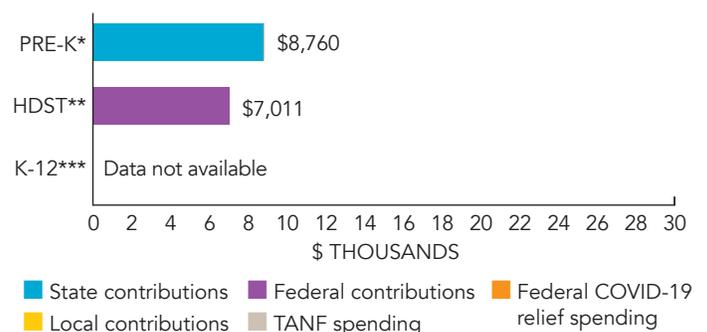
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RESOURCES

Total state pre-K spending	\$437,987
Local match required?	No
State Head Start spending	\$0
State spending per child enrolled	\$8,760
All reported spending per child enrolled*	\$8,760

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

SPENDING PER CHILD ENROLLED



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 3- to 5-year-olds throughout the Republic's 16 states in 2019-2020. 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 2019-2020, the Palau Ministry of Education continued to pilot two early childhood education programs serving 3- to 5-year-olds in the outlying states of Palau, specifically in Angaur and Kayangel states. These are areas that can only be accessed by boat and have populations of less than 10 preschool aged children.

The Palau Early Childhood Comprehensive System (PECCS) established a National Framework on Early Childhood Development for School Readiness which partners with families, communities and agencies to ensure the health and success of children in Palau.

The Ministry of Education has identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children," as a chief goal. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs, and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

PALAU

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	5
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

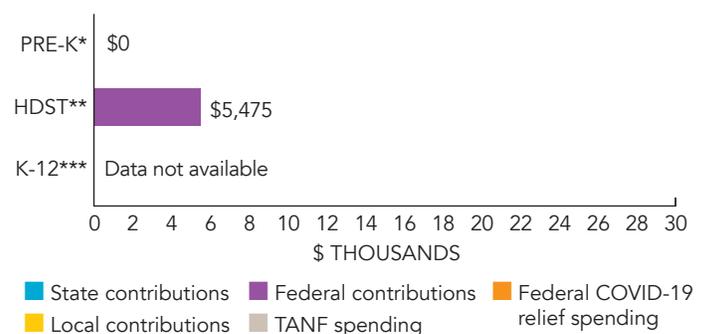
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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



NO PROGRAM

Puerto Rico has preschool education programs that are funded by grants from various areas. This description shows how Puerto Rico, which operates as a single school district, supports several early childhood education initiatives.

Early childhood preschool programs are administered by the Administration for Integral Child Care and Development (ACUDEN) and the Department of Education has authority over early childhood special education. There are seven levels of education in Puerto Rico, and level 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. It should be noted that Puerto Rico does not have a uniform transition for kindergarten, but this is currently an ongoing activity project of the Preschool Development Grant Birth to 5 (PDG B-5), in alliance with the Department of Education.

ACUDEN is responsible for administering Federal Head Start/Early Head Start, child care and PDG B-5. The agency guarantees the provision of and access to comprehensive care and development for the neediest children from their early formative stages, and encourages the participation of fathers, mothers, caregivers and relatives of the child in the educational and formative process.

Head Start operates through 11 delegate agencies. These delegate agencies are the municipalities of Aguadilla, San Sebastián, Juana Díaz, Peñuelas, Cayey, Fundación para el Desarrollo de Hogar Propio in Caguas, Sabana Grande, Vega Baja, Dorado, Fajardo and Yabucoa. These programs have an impact on 4,229 children, 3,849 of whom are in Head Start and 384 in Early Head Start. There is an active multi-sectoral regulatory council for Head Start, which has representation from various sectors and meets every two months.

Through child care, ACUDEN funds 84 service providers and over 175 centers serving over 3,000 children. However, COVID-19 has recently diminished the promotion and dissemination of these services.

Puerto Rico has not had an active Multisector Council for Early Childhood since 2016. Under the work of the PDG B-5 grant, attempts were made to have it appointed by the Executive Branch but were not successful.

In December 2019, Puerto Rico was awarded an initial PDG B-5 grant for the purpose of updating early childhood planning efforts in Puerto Rico. Puerto Rico received \$547,000 to support the development of planning and coordination of the early childhood development and education system. As part of this grant, a COVID-19 Pandemic Needs Assessment was conducted, which yielded important data on economic inequality among children in Puerto Rico, as well as mental health, access to services and system coordination. As a result of these findings, training was initiated for service providers in the area of mental health, specifically psychological recovery from trauma after disasters.

In December 2020, Puerto Rico was awarded a three-year PDG B-5 renewal grant in the amount of \$4.5 million. This grant will provide continuity to the activities designed to achieve an integrated system of early childhood services. Puerto Rico PDG B-5 is currently working on a strategic planning process and has the collaboration of more than 60 professionals representing all sectors involved in early childhood.

Puerto Rico does not currently have infant/toddler or preschool standards. However, through the PDG B-5, development standards were designed and created in collaboration with the state of Arkansas and early childhood professionals in Puerto Rico. These standards were submitted to the Department of Education and are currently under review.

Through an agreement established with the University of Puerto Rico, ACUDEN developed a pilot quality rating and improvement system (QRIS) called PASITOS in 2010, which was validated to serve as a self-assessment for participating public and private care centers. This instrument is currently under revision since it does not include several pertinent areas such as center administration and home visitation networks. Through the PDG B-5, DANDO PASITOS (Taking steps), will be developed and will contemplate all areas that imply a quality system, as well as support to reach quality levels.

ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
No Program		No Program		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	5,320
Federally funded Head Start enrollment, ages 3 and 4	22,275
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

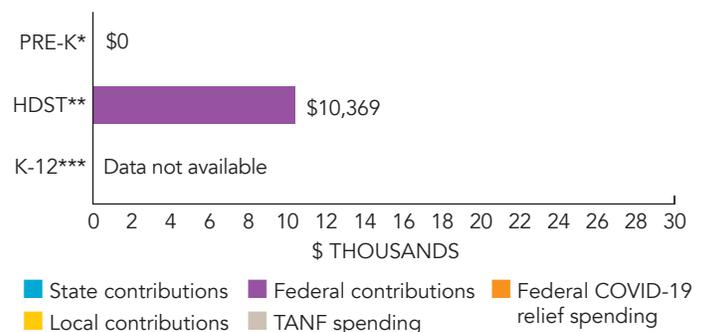
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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

Beginning in the 2018-2019 school year, the Virgin Islands Department of Education introduced a preschool program. Any child is eligible for the program once they meet the age requirement of four (4) by December 31st of the respective year. This program continues to date and is piloted in selected elementary schools in both districts. In addition to this, 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' primary intent is to have a structure that aids with the comprehension and conveys an array of expectations that are developmentally appropriate to include shared responsibility and accountability amongst stakeholders. These standards 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, as well as provide teachers and parents/families with important information relating to the early learning years of young children ages three (3) through five (5).

The Guidelines provide milestones for what children should know, understand, and be able to do by the time they reach kindergarten in the following domains, (a) language and literacy; (b) mathematical understanding; (c) approaches to learning; (d) social, emotional, and values development; (e) creativity and the arts; (f) science; (g) social studies; and (h) 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 apply to all children, including children with disabilities and or developmentally delayed, and reflect expectations of what all 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. These guidelines are inclusive of all young children in all settings (e.g. home, child care facility, Early Head Start classroom), crafted in a manner that is observable by an adult, and provide them with information on ways to support a child's development.

The U.S. Virgin Islands Department of Human Services was awarded \$725,112 under the Preschool Development Birth through Five (PDG B-5) grant in December 2018.

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

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

TOTAL BENCHMARKS MET
No Program

VIRGIN ISLANDS

ACCESS

Total state pre-K enrollment	0
School districts that offer state program	NA
Income requirement	NA
Minimum hours of operation	NA
Operating schedule	NA
Special education enrollment, ages 3 and 4	78
Federally funded Head Start enrollment, ages 3 and 4	794
State-funded Head Start enrollment, ages 3 and 4	0

QUALITY STANDARDS CHECKLIST

NO PROGRAM

RESOURCES

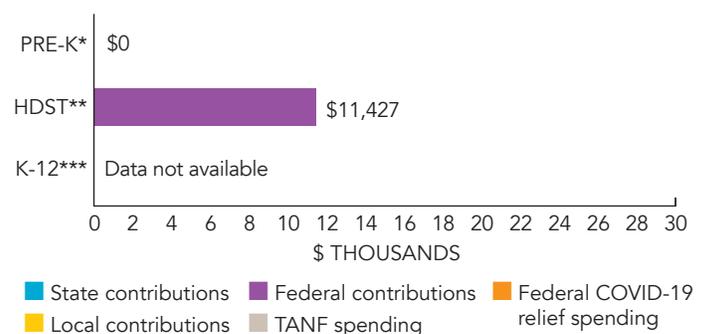
Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

* 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 with the exception of Florida. Information on Florida was obtained through a direct search of public records and/or based on survey responses from 2019-2020. 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 25. This report covers the same initiatives as the 2020 report with the following exceptions:

- the Hawaii Charter Schools program is being reported as a separate program for the first time, in addition to the Executive Office on Early Learning Public Prekindergarten program
- information about the Kansas Preschool Pilot and Kansas Preschool-Age At-Risk programs are being reported together as one program since their program standards are nearly identical
- the Michigan Developmental Kindergarten program is included for the first time
- the Massachusetts UPK program has changed its funding stream and structure (but has the same name)
- the Washington Transitional Kindergarten program is included for the first time
- the Wisconsin Head Start State Supplement program is no longer included in the report

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. This year the survey also included questions about the ongoing impacts of the COVID-19 pandemic on state-funded preschool during the 2020-2021 school year and at the start of the 2021-2022 school year.

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 2020-2021 school year were calculated by NIEER based on data from the National Education Association’s report, *Rankings of the States 2020* and *Estimates of School Statistics 2021*. 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 2020 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 2020-2021 program year. States were asked about state supplements to Head Start as part of the main survey this year. 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 2020 for the 2020-2021 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 2020-2021 program year. These data are provided in Appendix D.

In the 2021 *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-four 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 six states were unable to report special education enrollment numbers, and, therefore, estimates were used based on the average percent of special education students in state preschool and enrollment numbers for each program. Information from the PIR regarding special education students was used for one state Head Start programs (See Table 4).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2020-2021 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 2020-2021, 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. Fourteen programs reported that children were dually enrolled in Head Start and state preschool but could not report the number of children. And ten programs reported that it was unknown if children were dually enrolled. In these states, the number of children in state preschool and Head Start may be an overestimate.

Determination of State Rankings

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking–4-Year-Olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking–3-Year-Olds), state spending per child enrolled (Resources Ranking–State Spending), and all reported spending per child enrolled (Resources Ranking–All Reported Spending). The measures of access for 3- and 4-year-olds were calculated, as described 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 and federal COVID-19 relief funding directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state and federal spending by enrollment. Due to the COVID-19 pandemic's negative impact on pre-K enrollment in nearly all states, new state and all reported spending per child amounts were calculated based on estimates of what enrollment would have been if the program was fully enrolled. The two spending per child rankings are based on this calculation. Beginning with the 2014-2015 report, we also provide an indicator of whether the state was able to report local and/or federal resources.

All states (and DC) that provided data were ranked, starting with "1" for the state with the highest percentage of its children enrolled in the state preschool education program or the state program that spent the most per child. Guam is not included in the state rankings. States that did not serve children at age 3 receive notations of "None Served" on the ranking of access for 3-year-olds. Throughout this report, the District of Columbia is referred to by the term "state," creating a list of 45 states for rankings. The six states that did not fund a preschool initiative during the 2020-2021 school year are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

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[Appendix B: Head Start Data](#)

[Appendix C: U.S. Census Population Data](#)

[Appendix D: Pre-K Special Education Enrollment Data](#)

TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES, VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK

*** COMING SOON ***