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 2016 (which corresponds to the 2015-2016 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2004, 2006, 2008, 2010, 2012, 2014, 2015, and 2016. Most of the data used for comparison purposes come from NIEER's previous Yearbooks, although spending figures are adjusted for inflation and represent 2016 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of children enrolled is calculated using Census estimates of 3- and 4-year-old children in each state.

Following the bar graphs is a brief narrative providing information on the main features of the state's program(s). This includes details such as the program's history, the types of settings in which state-funded preschool can be offered, enrollment eligibility criteria, and evaluations (if conducted). In many cases, the narrative also describes unique or particularly interesting aspects of the state's program(s) that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2015-2016 school year and expected changes for the 2016-2017 school year. Some descriptive information in the narratives was originally based on information found in the reports Seeds of Success from the Children's Defense Fund and Quality Counts 2002 from Education Week.

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

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

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

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

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

State profile pages are also given for the seven states that did not fund preschool education programs in the 2015-2016 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 US territories that do not offer "state-funded" preschool (American Samoa, Northern Mariana Islands, Palau, Puerto Rico, and the Virgin Islands). For these five territories, a narrative is provided but none fund preschool programs for which we could report on access, quality standards, and resources.

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 2015-2016 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 programs. The final item in the table reports how many children ages 3 and 4 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 number of children served in the state. The special education percentage in the pie chart represents children who are in special education but not enrolled in Head Start or state preschool programs. For the second time, in the 2016 report, we also calculated an unduplicated count for Head Start enrollment in order to avoid double counting Head Start children enrolled in state-funded preschool. For the states that were able to report this information, the Head Start percentage does not include children also enrolled in state-funded preschool.

QUALITY

State policies in critical areas related to quality are shown in the Quality Standards Checklist table. This year we continue with the same 10 policies and also introduce a new set of quality standards benchmarks. Both sets are presented together in the Quality Standards Checklist table on the profile pages. For each policy area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. The first column in the Quality Standards Checklist table lists the policy that is being evaluated. The second column presents information about each state program's requirements regarding each policy. The third column lists the current benchmark for each policy—that is, the rigor of the state requirement needed to meet the benchmark. The fourth column depicts whether or not the state preschool program's requirements met the current benchmark. The fifth column lists the new benchmark for each policy and the sixth column indicates whether or not the state's policy met the new benchmark. Boxes at the bottom of the fourth and sixth columns display the total number of current and new benchmarks met by the state program.

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

The limitations of the research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. When originally establishing the quality standards benchmarks we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high, but the benchmarks were still conceived as minimum standards.

Based on advances in research over the nearly decade and a half since establishing the current set of quality standards benchmarks, we have created a new set of quality standards. These shift the focus somewhat from policies related to classroom structure toward policies better able to shape the classroom processes associated with positive child developmental outcomes.[3] Specifically, we introduce one new quality standards benchmark and make substantial changes or enhancements to three others. These changes are described in the paragraphs that follow.

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four (on both the current and new checklists) involve teacher qualifications or training. State preschool policies are evaluated based on whether programs require teachers in all classroom to have at least a bachelor's degree,[4] whether they require teachers to have specialization in preschool education,[4] and whether they require assistant teachers in all classrooms to have at least a Child Development Associate (CDA) or equivalent credential based on coursework.[5] The current fourth standard related to teacher training is whether state policies require teachers to have at least 15 hours of annual in-service training.[6] In the new set of benchmarks, the bar has been raised with regard to staff professional development. We now assess state policies as to whether both teachers *and* assistant teachers are required to have at least 15 hours of annual in-service training and individualized professional development plans. To meet the new quality standards benchmark, state policies must also require that all classrooms receive coaching, or ongoing-classroom embedded support.[7] Teacher qualifications and support receive this emphasis in our checklist because of their relationships to teaching quality. Better education and training, including ongoing support, for teachers can improve the interactions between children and teachers, which in turn affects children's learning.[8]

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 children at the most,[9,10] and have no more than 10 children per staff member.[9,10] With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention, resulting in better outcomes.

[3] Minervino, J. (2014) *Lessons from research and the classroom: Implementing high-quality pre-k that makes a difference for young children*. Seattle, WA: Bill and Melinda Gates Foundation. Weiland (2016). Yoshikawa, H., Weiland, C., Brooks-Gunn, J., Burchinal, M., Espinosa, L. M., Gormley, W. T., … Zaslow, M. (2013). *Investing in our future: The evidence base on preschool education*. Ann Arbor, MI: Society for Research in Child Development.

[4] Based on a review of the evidence, a committee of the Institute of Medicine and National Research Council of the National Academy of Science, recommended that preschool teachers have a BA with specialized knowledge and training in early childhood education. Institute of Medicine and National Research Council (2015). *Transforming the workforce for children, youth through age 8*. Washington, D.C.: The National Academies Press. Other research support comes from: Barnett, W. S. (2003). Better teachers, better preschoolers: Student achievement linked to teacher qualifications. *Preschool Policy Matters, 2*. New Brunswick, NJ: NIEER. Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M. R., Cryer, D., Clifford, R. M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science, 6,* 2-11. Minervino (2014). Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America*. (Final report on the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

[5] Preschool classrooms typically are taught by a team of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Barnett (2003). Bowman, Donovan, & Burns (2001). Burchinal, Cryer, Clifford, & Howes (2002). Whitebook, Howes, & Phillips (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S. L., & Cohen, N. E. (1997). *Not by chance: Creating an early care and education system for America's children [Abridged report]*. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

[6] Good teachers are actively engaged in their continuing professional development. Bowman, Donovan, & Burns (2001). Frede, E. C. (1998). Preschool program quality in programs for children in poverty. In W.S. Barnett & S.S. Boocock (Eds.). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77-98). Albany, NY: SUNY Press. Whitebook, Howes, & Phillips (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.

[7] Research suggests that professional learning and continuous coaching are instrumental for supporting teaching practices related to high quality experiences for children. Clements, D. H., & Sarama, J. (2008). Experimental evaluation of the effects of a research-based preschool mathematics curriculum. *American Educational Research Journal*, *45*, 443-494. Hawley, W. & Valli, L. (1999). The essentials of effective professional development: A new consensus in L. Darling-Hammond & G. Sykes (Eds.). *Teaching as the Learning Profession. Handbook of Policy and Practice,* Jossey-Bass Publishers, San Francisco. Institute of Medicine and National Research Council (2015). Minervino (2014). Phillips, D. A., Lipsey, M. W., Dodge, K. A., Haskins, R., Bassok, D., Burchinal, M. R.,…Weiland, C. (2017). *Puzzling it out: The current state of scientific knowledge on pre-kindergarten effects: A consensus statement*. Brookings and Duke Center for Child and Family Policy. Pianta, R. C., Mashburn, A. J., Downer, J. T., Hamre, B. K., & Justice, L. (2008). Effects of web-mediated professional development resources on teacher–child interactions in pre-kindergarten classrooms. *Early Childhood Research Quarterly, 23,* 431-451. Weber, R. & Trauten, M. (2008). *A review of the research literature: Effective investments in child care and early education profession*. Oregon State University, Family Policy Program, Oregon Childcare Research Partnership. Whitebook, M., & Bellm, D. (2013). *Supporting teachers as learners: A guide for mentors and coaches in early care and education*. Washington, DC: American Federation of Teachers. Weiland (2016). Yoshikawa et al. (2013).

[8] Pianta, R., Downer, J., & Hamre, B. (2016). Quality in early education classrooms: Definitions, gaps, and systems. *Future of Children, 26,* 119-137. Weiland (2016). Yoshikawa et al. (2013).

[9] A large body of literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 allows more children per teacher than in programs that have demonstrated large gains in disadvantaged children and is the lowest (fewest number of children per teacher) generally accepted by professional opinion. Barnett (1998). Long-term effects on cognitive development and school success. In W.S. Barnett & S.S. Boocock (Eds.). *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11-44). Albany, NY: SUNY Press. Bowman, Donovan, & Burns (2001). Frede (1998). NICHD Early Child Care Research Network (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health, 89,* 1072-1077. National Association for the Education of Young Children (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author. A recent meta-analysis suggests positive impacts of low class sizes and low child-to-teacher ratios: Bowne, J., Magnuson, K. A., Schindler, H. S, Duncan, G. J., & Yoshikawa, H. (2017). A meta-analysis of class sizes and ratios in early childhood education programs: Are thresholds of quality associated with greater impacts on cognitive, achievement, and socioemotional outcomes? *Education Evaluation and Policy Analysis*.

[10] Early education programs that have been evaluated and found to be effective all limit class sizes to less than 20 with teacher to child ratios of 1 to 10 or better, including Boston's Public School Prekindergarten Program, New Jersey's Abbott Preschool Program, and Oklahoma's Early Childhood Four-Year-Old Program.

Early learning and development standards (ELDS) are also critical to quality, as they offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development.[11] States should have comprehensive ELDS covering all areas identified as fundamental by the National Education Goals Panel[12]—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development. The ELDS benchmark was enhanced in the new set of standards. States should have ELDS, that in addition to being comprehensive, are vertically aligned with the state's infant and toddler standards and either K–3 or college and career ready standards,[13] as well as horizontally aligned with child assessments.[14] The state should have supports in place for the ELDS such as professional development and resources,[14] and the ELDS should be sensitive to children's diverse cultural and language backgrounds.[15]

Curriculum supports are included in the new Quality Standards Checklist. To meet this new benchmark, state policies are not required to mandate the use of specific curriculum models, but rather must provide guidance for or have a process for approving the use of curricula as well as provide support for curriculum implementation, such as training or ongoing technical assistance. Research has demonstrated that the use of domain general and specific curricula, when implementation is supported, has positive effects on children's learning.[16]

The Quality Standards Checklist also addresses the comprehensive services that preschool education programs should be expected to offer. Programs should provide at least one meal.[17] While nutritious meals are important for children's growth and development, this requirement has been removed from the new set of quality benchmark standards because whether or not a program meet the requirement was largely determined by operating schedule. Programs should also provide vision, hearing, and health screenings and referrals[18] as well as other support services, such as parent education, parent conferences and/or home visits, or referrals for such services.[19] In the new set of quality standards benchmarks, states are no longer required to provide support services; however, this change does not diminish the importance of these services for children and families. These various services are included because children's overall well-being and success in school involves not only their cognitive development but also their physical and social/emotional health.[20]

It is important to note that the Quality Standards Checklist (both the current and new) focuses on state preschool policy requirements rather than actual practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state minimum standards. While evaluating implementation of standards is outside the scope of this report, the current checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ascertaining that individual preschool programs meet those standards.[21] Therefore, programs should require that all sites are visited for program quality at least once every five years to enforce standards and to ensure high-quality education in state-funded preschool programs.

In the new set of standards, the monitoring benchmark is changed to focus on state requirements regarding a continuous quality improvement system (CQIS). Beyond monitoring programs, CQIS requires that each classroom receives an annual structured observation of classroom quality in order to gauge quality on a valid and reliable measure, and critically, information from the observation is used to help teachers improve their classroom practices. While we do not rate programs based on the results of the classroom observations, research suggests the CQIS can improve classroom practices related to high-quality experiences for children.[22]

[11] Clear and appropriate expectations for learning and development across all domains are essential to educationally effective preschool programs. Bowman, Donovan, & Burns (2001). Bornfreund, L. A., McCann, C., Williams, C., & Guernsey, L. (2014). *Beyond subprime learning: Accelerating progress in early education.* Washington, DC: New America Foundation. Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).

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

[13] Institute of Medicine and National Research Council (2015). Kauerz, K., & Coffman, J. (2013). *Framework for planning, implementing, and evaluating preK-3rd grade approaches.* Seattle: University of Washington, College of Education. Minervino (2014). Tout, K., Halle, T., Daily, S., Albertson-Junkans, L., & Moodie, S. (2013). *The research base for a birth through age eight state policy framework.* Washington, DC: Alliance for Early Success and Child Trends.

[14] Institute of Medicine and National Research Council (2015). Minervino (2014).

[15] Espinosa, L. M. (2010). *Getting it right for young children from diverse backgrounds: Applying research to improve practice.* Upper Saddle River, NJ: Pearson Education, Inc.

[16] Clements & Sarama (2008). Minervino (2014). Phillips et al. (2017). Weiland (2016). Yoshikawa et al. (2013).

[17] Good nutrition contributes to healthy brain development and children's learning. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development.* Washington, DC: National Academy Press.

[18] For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.). *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press. Tout et al. (2013).

[19] Families are the primary source of support for child development, and the most effective programs have partnered with parents. Bowman, Donovan, & Burns (2001). Frede (1998). Yoshikawa et al. (2013).

[20] Blair, C. (2002). School readiness: Integrating cognition and emotion in a neurobiological conceptualization of children's functioning at school entry. *American Psychologist, 57,* 111-127. Janus, M., & Duku, E. (2010). The school entry gap: Socioeconomic, family, and health factors associated with children's school readiness to learn. *Early Education and Development, 18,* 375-403.

[21] Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman, Donovan, & Burns (2001).

[22] Barnett & Frede (2017). Derrick-Mills, T., Sandstrom, H., Pettijohn, S., Fyffe, S., & Koulish, J. (2014). *Data use for continuous quality improvement: What the head start field can learn from other disciplines, a literature review and conceptual framework (OPRE Report 2014-77).* Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families. U.S. Department of Health and Human Services. Institute of Medicine and National Research Council (2015). Minervino (2014). Weiland (2016).

RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool program; whether a local match, monetary or in-kind, is required; amount of state Head Start spending; state spending per child enrolled in the program; and all reported (local, state, and federal) spending per child enrolled in the program. These measures show various views of the resources dedicated to state preschool programs, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending may appear low, but may prove to be high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state preschool education by using local funding sources or by leveraging federal funding sources. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local and locally allocated federal spending is available. In 2015-2016, several states also utilized federal Preschool Development grant (PDG) dollars which is reflected in the all reported spending number.

The bar chart in the Resources section compares per-child spending in state-funded preschool programs to federal Head Start and K–12 per-child spending. Head Start per-child spending for the 2015-2016 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 few years). Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds that a state directs toward its preschool initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to preschool education, as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

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

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

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

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

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

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

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

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

QUALITY STANDARDS CHECKLIST

POLICY — STATE PRE-K REQUIREMENT

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

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

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

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

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

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

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

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

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

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

Monitoring/Continuous quality improvement system ..... ***Current:*** Site visits must be used to demonstrate ongoing adherence to state program standards
New: Annual structured observations of classroom quality and information collected is used for classroom/program improvement

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

GLOSSARY OF ABBREVIATIONS

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