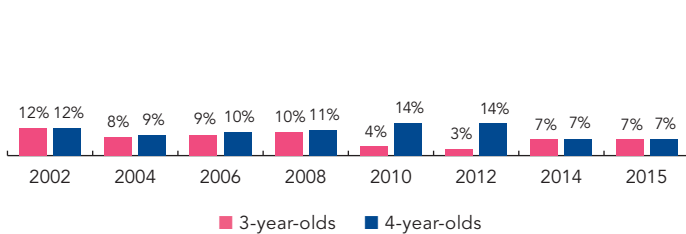
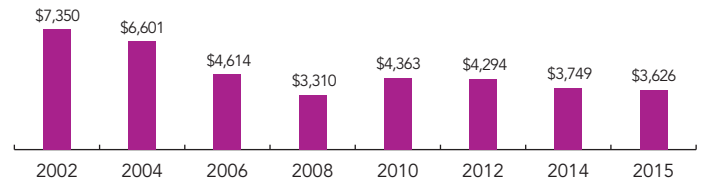


Massachusetts

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2015 DOLLARS)



The Massachusetts Department of Early Education and Care (EEC) was established in 2005 to improve quality, affordability, and access to preschool education services. The same year EEC was created, the state started its Universal Pre-Kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age. Public schools, private child-care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants if they offer full-day, full-year services. UPK is usually a competitive grant program, though renewal grants have been used in recent years during funding constraints. During the 2014-2015 program year, the state issued \$6.3 million in renewal grants for the existing 224 UPK grantees. Individual child eligibility is not based on income level, though programs must be willing to serve children from families with income levels at or below 85% of the state's median income (SMI). UPK was assessed for process quality during the 2008-2009 and 2009-2010 school years.

For the 2014-2015 program year, UPK programs were required to be, at a minimum, self-assessed at level 3 in EEC's Quality Rating and Improvement System (QRIS); to have an income-eligible contract and/or voucher agreement in place; and be willing to accept EEC-subsidized or low-income children. UPK programs were also required to be accredited by one of several eligible agencies (including NAEYC); to collect observational formative assessment data on all children in the UPK classroom(s); and to demonstrate preschool-to-third-grade alignment with the local school district. As part of the grant requirements, UPK programs must provide the state with: (1) child-level data using either a State Assigned Student Identification or program-specific child ID number and (2) staff information from EEC's Professional Qualifications (PQ) Registry. Massachusetts is performing a study to validate this QRIS as part of its Race to the Top—Early Learning Challenge award.

Massachusetts also offers the Inclusive Preschool Learning Environments (IPLE) Grant, or the Grant 391 program. The IPLE Grant is designed to support inclusive preschool learning environments serving preschool-age children with and without disabilities in high-quality, inclusive early education and care settings. This program has funded typically developing preschool-age children, since 1985. There is no income qualification for enrollment in this program. During the 2014-2015 program year, the state issued \$9.1 million in renewal grants for the existing 92 IPLE grantees. The FY 2015 grant priorities were to support program capacity to offer inclusive preschool learning environments in center-based programs and public school preschool programs, and to enhance program quality by continuing to require IPLE-funded programs to participate in QRIS.

The Massachusetts Board of Elementary and Secondary Education adopted new regulations in June 2012, which include a requirement that all incumbent core academic teachers of ELLs earn a Sheltered English Immersion Teacher Endorsement by July 1, 2016. Early childhood education teachers in all Massachusetts public schools, charter schools, and collaboratives are covered by these policies. In the 2014-2015 school year, a \$750,000 state appropriation for K1 classrooms will allow cities/towns, regional school districts and educational collaboratives to provide educational opportunities on a voluntary basis to 4-year-olds in the district by creating pre-kindergarten classrooms. Two grants will be funded: \$500,000 will be used for Preschool Access and Quality Grants and another \$250,000 will be used for Preschool Quality Enhancement Grants. In 2014, Massachusetts was awarded a competitive federal Preschool Development Grant for \$15 million. Massachusetts also provides \$8 million dollars for an additional 235 slots for eligible children in the federal Head Start program, as well as funding for before- and after-care services. State supplemental funding is also used for quality-improvement purposes within Head Start, including professional development opportunities for staff.

The UPK program does track the enrollment of DLL preschoolers, and requires materials for recruitment and enrollment be available in languages other than English. There is an endorsement for preschool teachers related to DLL.

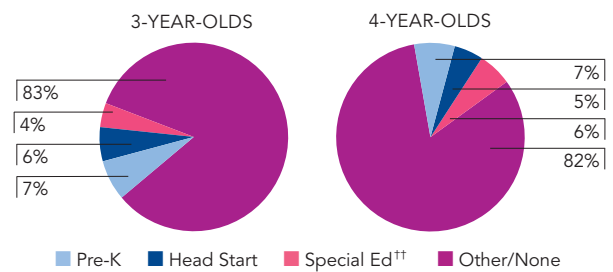
To document Massachusetts' contributions to pre-K, we first present a summary of the state's overall performance through enrollment and spending for both the UPK and Grant 391 programs. We then present additional details about the Grant 391 and UPK programs separately.

STATE OVERVIEW

ACCESS

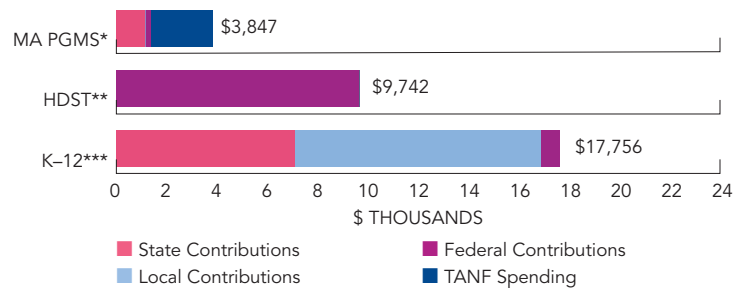
Total state program enrollment	13,397
Total state spending	\$48,580,094
State spending per child enrolled	\$3,626
All reported spending per child enrolled*	\$3,847

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



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

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 for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.
 *** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	13

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	30

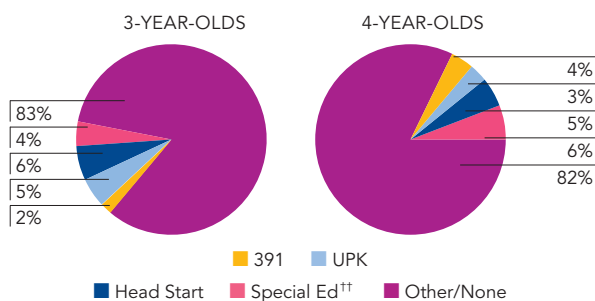
POLICIES TO SUPPORT	
DUAL LANGUAGE LEARNERS	WORKFORCE
+	✓

MASSACHUSETTS INCLUSIVE PRESCHOOL LEARNING ENVIRONMENT GRANT (IPLE) FUND CODE 391

ACCESS

Total state program enrollment	5,857
School districts that offer state program	34% (cities/towns)
Income requirement	None
Hours of operation	1 hour/day
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	10,135
Federally funded Head Start enrollment, ages 3 and 4	10,700
State-funded Head Start enrollment, ages 3 and 4	185

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); None (nonpublic) ¹	BA	<input type="checkbox"/>
Teacher specialized training	EC Teacher of Students with and without Disabilities (public); EEC Lead Teacher Certification for Preschool Age (nonpublic) ¹	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:7-10		
4-year-olds	1:7-10		
Screening/referral and support services	Vision; hearing; height/weight/BMI; immunizations; blood pressure; psychosocial/behavioral; developmental; full physical exam; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depends on length of program day ²	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

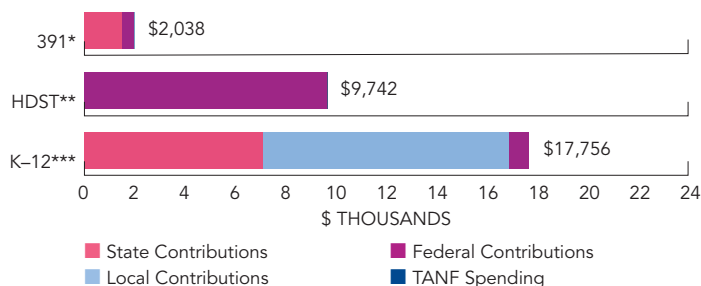
Total state pre-K spending	\$8,978,875
Local match required?	No
State Head Start spending	\$9,100,000
State spending per child enrolled	\$1,533
All reported spending per child enrolled*	\$2,038

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

** Head Start per-child spending for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ All teachers must have an Early Childhood Certification. For centers at level 2 in the QRIS, all members of the teaching staff must have a minimum of 3 credits in ECE or a related field, and 50% of classrooms must have an educator with a BA. For level 3 programs, 75% of classrooms must have an educator with a BA. For level 4 programs, 100% of classrooms must have an educator with a BA.

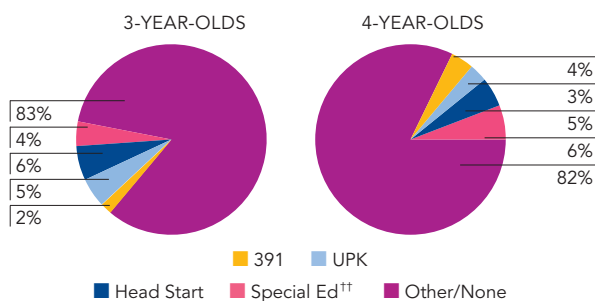
² Program operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours per day must schedule a meal in addition to a snack, while those operating more than 9 hours per day must schedule two meals and two snacks. Parents or providers may provide snacks.

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK)

ACCESS

Total state program enrollment	7,540
School districts that offer state program	25% (cities/towns)
Income requirement	None
Hours of operation	Determined locally
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	10,135
Federally funded Head Start enrollment, ages 3 and 4	10,700
State-funded Head Start enrollment, ages 3 and 4	185

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); None (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	EC Teacher of Students with and without Disabilities (public); EC Certificate (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Other ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours/year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:6-10		
4-year-olds	1:6-10		
Screening/referral and support services	Vision, hearing, developmental; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depends on length of program day ³	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

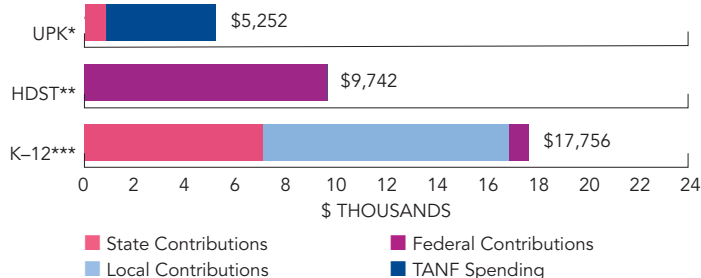
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$39,601,224
Local match required?	No
State Head Start spending	\$9,100,000
State spending per child enrolled	\$5,252
All reported spending per child enrolled*	\$5,252

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 for the 2014-2015 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '14-'15 school year, unless otherwise noted.

¹ All teachers must have an Early Childhood Certification. Public school teachers must have a pre-K to grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development.

² Assistant teachers in nonpublic settings must have a high school diploma or equivalent, be at least 18 years old, and complete a 3-credit college course in child growth and development. In private schools, assistant teachers must have a high school diploma and either an AA degree, 48 credit hours of higher education, or pass a paraprofessional exam.

³ Program operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours per day must schedule a meal in addition to a snack, while those operating more than 9 hours per day must schedule two meals and two snacks. Parents or providers may provide snacks.