

PRESCHOOL DEVELOPMENT GRANTS



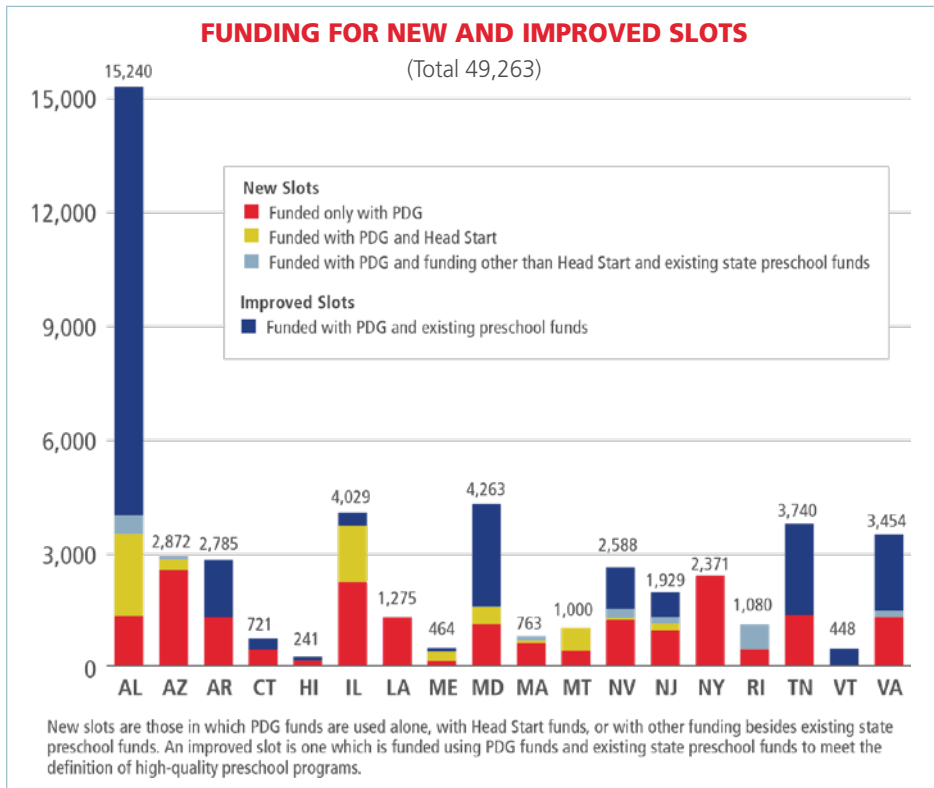
PROGRESS UPDATE

Eighteen Preschool Development Grant (PDG) states have used funding to substantially expand and increase access to high-quality programs for 4 year-olds from low to moderate income families. Data from grantees, covering the period January 1 to December 31 of 2017, indicated over 14,000 additional eligible children received services. This increased the total number of children served and benefiting from high-quality preschool programs from approximately 34,000 in 2016 to over 49,000 children in 2017. In addition, 70 high-need communities were added to the previous total increasing from 250 to 320 communities working with children and families. These additional children were served through a variety of methods identified in the graph below.



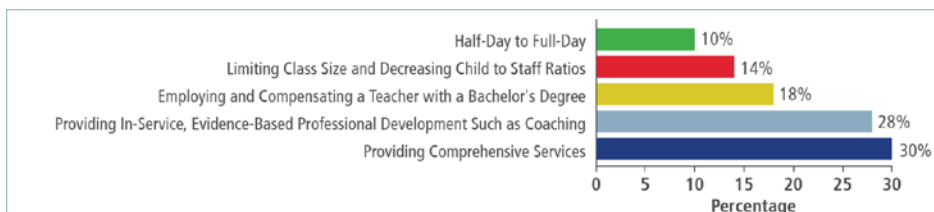
MEETING TARGET LEVELS

States reported serving a significant number of children targeted for services, with recruitment an element that local communities continue to address. **New Jersey** exceeded expectations for serving children by almost 40%. Additional state examples where targets were exceeded are **Illinois**, **Massachusetts** and **Virginia**, with a combined total of 8,246 additional children and families benefiting from services.



METHODS STATES USED TO IMPROVE PRESCHOOL SERVICES

States reported using multiple strategies to improve 22,938 slots in 2017. As one example, **Maryland** added 2,700 improved slots through strengthening professional development, sharing curriculums and practices and establishing strong partnerships. Other strategies used by states included: increasing hours to support full day, reducing teacher-child ratios, and strengthening compensation. The chart below reflects the main strategies used by states.



RAISING THE BAR ON QUALITY

49,263 additional children benefited from quality initiatives through a variety of strategies used by grantees. All states have instituted practices in keeping with well-established ECE quality standards including full day services, evidence-based curricula, teachers receiving comparable and equitable salaries to local K-12 staff, comprehensive services for children, community partnerships, and the inclusion of children with disabilities.

The Preschool Development Grants (PDG) program is a discretionary grant program jointly administered by the U.S. Departments of Education (ED) and Health and Human Services (HHS). Eighteen states were awarded funding through a competitive grants process including five Development Grants states (Alabama, Arizona, Hawaii, Montana, and Nevada) and thirteen Expansion Grants States (Arkansas, Connecticut, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, Vermont, and Virginia). Data for this Progress Update is as of December 1, 2017.

STATE GRANTEES ARE ADVANCING EARLY LEARNING REFORMS

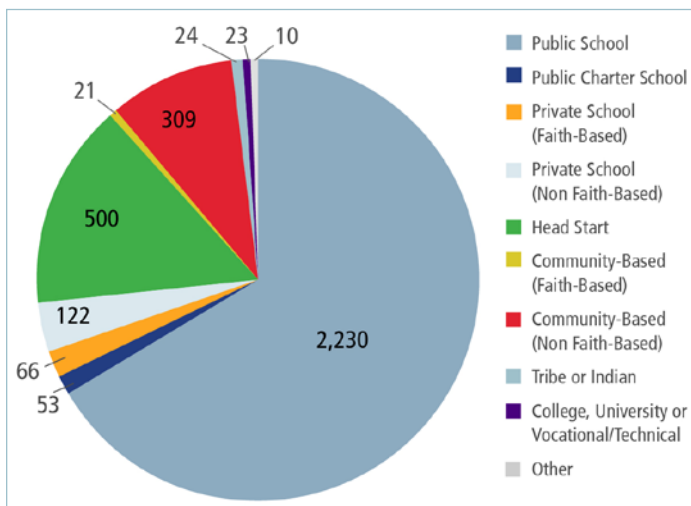
States have established unique and innovative practices using PDG, state and local funds to strengthen and sustain their PDG services. States are merging PDG funds with a multitude of funding sources to create initiatives to build stronger systems to support children and families. A table summarizing several key reforms in these areas is presented below.

Expanding State Infrastructures	Community Collaborations and Partnerships	Workforce Development	Birth to Grade 3 Alignment
Connecticut, Louisiana and Virginia have used funds to explore, develop and implement system-levels policies and strategies to build and enhance state and local systems.	Montana and Arkansas are building collaborations and partnerships to create strong relationships that bring together cross-sector stakeholders to design aligned systems.	Hawaii, Rhode Island, Vermont, and Arizona have established creative and supportive solutions and partnerships to strengthen and support the availability of a strong and capable workforce.	Tennessee, New York, Maine, and Alabama are bringing together early childhood and early elementary programs to align standards, curricula and assessments to build stronger and more coherent systems of learning.

MEETING THE NEEDS OF A DIVERSE GROUP OF CHILDREN AND FAMILIES

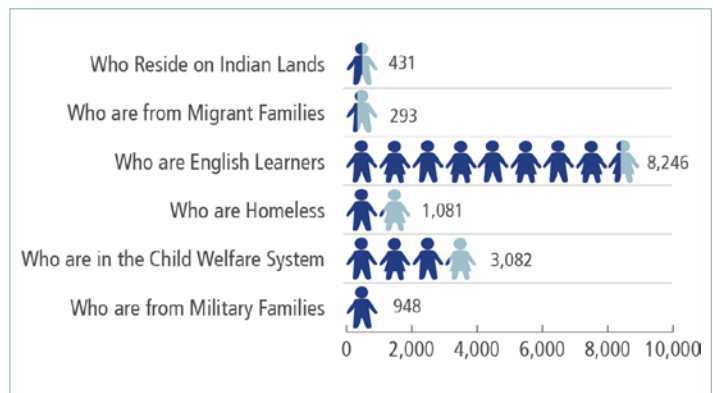
STATE GRANTEES DISTRIBUTION OF FUNDS TO EXPAND PRESCHOOL IN MULTIPLE SETTINGS

PDG funds are being used to expand preschools in multiple settings, including public and private schools, Head Start centers, community and faith-based settings. The graph below depicts the number of classroom settings being used in local PDG sites.



STATE GRANTEES ARE SERVING MULTIPLE CRITICAL POPULATIONS

8,246 (17%) of the children served in the states were English Learners. Many children (5,008) were served across mixed age group and socio-economic status classrooms. 2,968 (6%) of the children were identified as a part of the Child Welfare System. The graph below reflects the diverse population of children having access to high quality programs. The data reflects children that may fit into several categories.



ADDRESSING INCLUSION TO SUPPORT CHILDREN WITH DISABILITIES

The data from state subgrantees shows programs are strengthening their capacity to support children with disabilities. 303 of the 606 Subgrantees (49.8%) reported they met or exceeded their respective required state target to serve children with disabilities in inclusive settings. One example, Nevada, is supporting inclusion through coordinated communication at the state level, intensive technical assistance to subgrantees, and guidance from the Early Childhood Technical Assistance Center. The rates for each grantee are presented in the table.

PERCENTAGE OF SUBGRANTEES MEETING OR EXCEEDING THE HIGHER OF THE NATIONAL OR STATE AVERAGE FOR INCLUSION

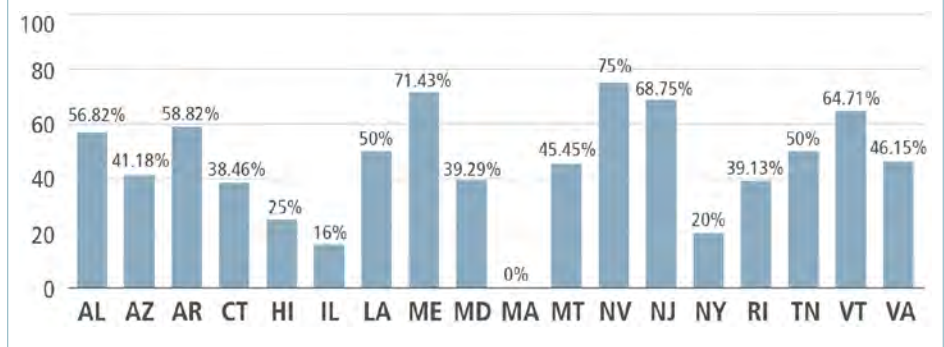


Table 1: Total Slots for All Communities in the State(Corresponds with Section C – NIA Part A.1: *Table A(1)(b) Total Slots for All Communities in the State*)

State	New Slots Funded Only with PDG Funds	New Slots Funded with PDG and Head Start Funds	New Slots Funded with PDG and Other Funds (not Head Start)	Total New Slots	Improved Slots Funded with PDG and Existing Preschool Funds	Total New and Improved Slots
Alabama	1,309	2,156	489	3,954	11,286	15,240
Arizona	2,520	276	76	2,872	0	2,872
Arkansas	1,274	0	0	1,274	1,511	2,785
Connecticut	428	0	0	428	293	721
Hawaii ¹	137	0	0	137	104	241
Illinois ²	2,198	1,487	0	3,685	344	4,029
Louisiana	1,275	0	0	1,275	0	1,275
Maine	131	241	0	372	92	464
Maryland	1,099	438	25	1,562	2,701	4,263
Massachusetts ³	594	71	98	763	0	763
Montana	387	613	0	1,000	0	1,000
Nevada	1,213	41	243	1,497	1,091	2,588
New Jersey	930	185	165	1,280	649	1,929
New York	2,371	0	0	2,371	0	2,371
Rhode Island	432	0	648	1,080	0	1,080
Tennessee	1,330	0	0	1,330	2,410	3,740
Vermont	0	0	0	0	448	448
Virginia	1,276	4	165	1,445	2,009	3,454
Total	18,904	5,512	1,909	26,325	22,938	49,263

1 120 began with PDG in 2015 & 2016

2 Data quality will improve for next reporting period. The State has revised the Student Information System (SIS) data elements.

3 MA is not funding any improved slots. All slots are new.

Table 2: Method for Improved State Preschool Program Slots(Corresponds with Section C – NIA Part A.1: *Table A(2) Method for Improved State Preschool Slots*)

State	Half-Day to Full-Day	Limiting Class Size and Decreasing Child to Staff Ratios	Employing and Compensating a Teacher with a Bachelor's Degree	Providing In-Service, Evidence-Based Professional Development Such as Coaching	Providing Comprehensive Services
Alabama ⁴	0	0	940	940	940
Arizona	-	-	-	-	-
Arkansas	1,509	1,509	1,509	1,509	1,509
Connecticut ⁵	113	N/A	721	721	721
Hawaii	N/A	N/A	N/A	N/A	N/A
Illinois	344	-	-	-	344
Louisiana	-	-	-	2,029	2,029
Maine	92	-	-	-	-
Maryland	1,474	25	36	65	1101
Massachusetts ⁶	0	0	0	0	0
Montana	1,000	1,000	1,000	1,000	1,000
Nevada	1,091	2,588	2,564	2,588	2,078
New Jersey	55	483	160	527	620
New York	0	2,371	2,371	2,371	2,371
Rhode Island ⁷	0	0	0	0	0
Tennessee	-	-	-	2,403	2,403
Vermont	331	254	398	388	423
Virginia	-	27	-	1,743	2,017
TOTAL	6,009	8,257	9,699	16,284	17,556

4 Funds are braided and awarded per classroom and not through slots with all classrooms receiving PD/coaching/pay parity and comprehensive services. Classrooms are funded at different levels.

5 Figures based on actual enrollment as of December 1, 2017. Limiting class size and decreasing child to staff ratio is already a state requirement with class sizes no larger than 18 and ratios of 9:1, so PDG funds were technically not used to improve any classrooms in this way.

6 The PDG program in MA does not have any improved slots. However, in classrooms with blended funding, funds were used to extend the length of the day and year (Head Start) and provide coaching, fund additional educator compensation and add comprehensive services.

7 All of our slots are new, none are improved according to the PDG definition.

Table 3: Program Settings(Corresponds with Section C – NIA Part A.1: *Table A(4) Program Settings*)

State	Public School	Public Charter School	Private School (Faith-Based)	Private School (Non Faith-Based)	Head Start	Community-Based Provider (Faith-Based)	Community-Based Provider (Non Faith-Based)	Tribe or Indian	College, University or Vocational/ Technical School	Other	Total
Alabama ⁸	687	N/A	28	74	118	N/A	21	N/A	9	3	940
Arizona ⁹	71	0	3	29	220	0	0	0	0	2	325
Arkansas	178	2	0	0	2	0	0	0	5	0	187
Connecticut	30	0	0	0	3	1	21	0	0	0	55
Hawaii	-	18	-	-	-	-	-	-	-	-	18
Illinois ¹⁰	195	0	0	6	2	3	-	-	1	-	207
Louisiana	26	4	0	1	3	0	27	-	-	-	61
Maine	35	2	0	0	0	0	0	0	0	-	37
Maryland	138	2	2	1	23	5	56	N/A	2	-	229
Massachusetts ¹¹	3	N/A	N/A	1	7	N/A	32	N/A	N/A	5	48
Montana	26	0	0	0	26	0	0	24	0	0	76
Nevada	119	15	3	-	12	-	7	-	1	-	157
New Jersey	146	0	0	0	18	0	0	0	0	0	164
New York	78	0	30	2	27	12	84	0	0	-	233
Rhode Island	17	N/A	N/A	N/A	22	N/A	21	N/A	N/A	0	60
Tennessee	226	10	NA	3	N/A	N/A	27	N/A	3	N/A	269
Vermont	30	0	0	0	17	0	13	0	0	0	60
Virginia ¹²	225	N/A	N/A	5	N/A	N/A	N/A	N/A	2	N/A	232
TOTAL	2,230	53	66	122	500	21	309	24	23	10	3,358

8 Private School (Faith-based) = Faith-based; Private School (Non Faith-based) = Private School, Private Child Care; Other = Military.

9 Public School = Number of PDG school-level sites (not necessarily individual classrooms); Private School (Faith-based) = Number of PDG school-level sites (not necessarily individual classrooms); Private School (Non Faith-based) = Number of PDG school-level sites (not necessarily individual classrooms); Head Start = Number of PDG school-level sites (not necessarily individual classrooms); Other = Home-Based Provider; Number of PDG school-level sites (not necessarily individual classrooms).

10 Public School = Number of classrooms was determined by enrollment. Also, the classrooms in City of Chicago SD 299 are blending and braiding fund sources to improve access and quality.

11 Public School = One classroom in Holyoke moved out of a public school classroom into a Head Start program in the fall of 2017; Head Start = One classroom in Holyoke moved out of a public school classroom into a Head Start program in the fall of 2017; Community-based Provider (Non Faith-based) = One classroom in Springfield moved out of the public school run early childhood center into a community-based site in the fall of 2017; Other = Springfield Public Schools manages a city-owned site that it leases to multiple community-based ECE providers. This site also contains some Springfield Public Schools Prekindergarten classrooms. One classroom in Springfield moved out of the public school run early childhood center into a community-based site in the fall of 2017.

12 Private School (Non Faith-based) = Fairfax (2), Richmond (3); College, University, or Vocational/Technical School = Norfolk (1), Richmond (1).

Table 4: Student Demographic Information(Corresponds with Section C – NIA Part A.1: *Table A(3)(a) Demographic Information*)

State	With Disabilities	Who Reside on Indian Lands	Who are from Migrant Families	Who are English Learners	Who are Homeless	Who are in the Child Welfare System	Who are from Military Families	Who are Served in Mixed Age Classrooms	Who are Served in Economically Diverse Classrooms (<i>Families with Incomes Above 200% Federal Poverty Level</i>)
Alabama ¹³	1,097	0	38	962	130	114	374	0	794
Arizona	260	43	49	1,092	41	1194	38	589	852
Arkansas	445	0	0	439	47	51	137	-	410
Connecticut ¹⁴	51	0	38	153	21	13	6	2	239
Hawaii ¹⁵	5	0	0	54	12	3	7	67	67
Illinois	529	0	0	1,231	194	174	18	483	49
Louisiana	49	-	9	102	33	147	13	-	40
Maine	68	0	0	47	8	-	10	0	307
Maryland	268	0	8	293	69	592	9	348	1,466
Massachusetts	18	0	41	238	27	32	2	179	29
Montana	70	379	0	2	29	15	9	488	302
Nevada	342	9	102	476	137	438	102	1,662	2,476
New Jersey	263	0	0	505	27	15	12	321	987
New York ¹⁶	224	0	1	540	167	60	55	108	1,734
Rhode Island ¹⁷	95	0	4	153	14	86	18	0	267
Tennessee	253	N/A	N/A	1,012	58	54	11	511	1,042
Vermont	106	0	3	33	23	77	7	175	210
Virginia	177	N/A	0	914	44	17	120	75	230
TOTAL	4,320	431	293	8,246	1,081	3,082	948	5,008	11,501

13 English learner is defined by any home language that was not equal to English. Welfare system was any child in TANF, WIC, SNAP, Medicaid or Free Lunch.

14 Figures based on actual enrollment as of December 1, 2017. Number of Children with disabilities only represents number of PDG eligible children with disabilities. Additionally, there are 20 non-eligible children in our mixed-age, mixed income classrooms who also have disabilities. This brings our total percent of children in PDG classrooms with disabilities to 10%.

15 The number of children identified with disabilities is a mid-year reflection of the data. This number has increased since 12/1/17.

16 The communities of New York City and Yonkers have additional prekindergarten funding from NYS allowing their communities to create classrooms that are economically diverse.

17 Rhode Island does a lottery based system, although through recruitment works to ensure we have applications from the neediest children and families.

Table 5: Number of Eligible Children with Disabilities Served by High Quality Preschool Programs
 (Corresponds with Section C – NIA Part A.1: *Table A(3)(c) Eligible Children with Disabilities Served by the Grant*)

State	Number of Eligible Children with Disabilities Served by the High-Quality Preschool Programs funded by this grant and served by Subgrantee	Number of Eligible Children served in the High-Quality Preschool Programs funded by this grant and served by Subgrantee	Percent of Eligible Children with Disabilities Served in the High-Quality Preschool Programs funded by this grant and served by Subgrantee
Alabama	1,097	15,240	7.2%
Arizona	260	2,872	9.1%
Arkansas	445	2,785	16.0%
Connecticut	51	721	7.1%
Hawaii	5	241	2.1%
Illinois	529	4,029	13.1%
Louisiana	49	1,275	3.8%
Maine	68	464	14.7%
Maryland	268	4,263	6.3%
Massachusetts	18	763	2.4%
Montana	70	1,000	7.0%
Nevada	342	2,588	13.2%
New Jersey	263	1,929	13.6%
New York	224	2,371	9.4%
Rhode Island	95	1,080	8.8%
Tennessee	253	3,740	6.8%
Vermont	106	448	23.7%
Virginia	177	3,454	5.1%
Total	4,320	49,263	-

Table 6: Number and Percentage of Subgrantees Reported as Meeting and/or Exceeding the Higher of the National or State Average for Inclusion
 (Corresponds with Section C – NIA Part A.1: *Table A(3)(c) Eligible Children with Disabilities Served by the Grant and Subgrantee*)

State	Number of Subgrantees Reporting Data Serving Children with Disabilities	Number of Subgrantees Reported as Meeting and/or Exceeding the higher of the National or State Average for Including Children with Disabilities	Number of Subgrantees Reported as not Meeting and/or Exceeding the Higher of the National or State Average for Including Children with Disabilities	Percentage of Subgrantees Reported as Meeting and/or Exceeding the National or State Average
Alabama	264	150	114	56.80%
Arizona	68	28	40	41.20%
Arkansas	17	10	7	58.80%
Connecticut	13	5	8	38.50%
Hawaii	12	3	9	25.00%
Illinois	25	4	21	16%
Louisiana	16	8	8	50.00%
Maine	14	10	4	71.40%
Maryland	56	22	34	39.30%
Massachusetts	5	0	0	0.00%
Montana	22	10	12	45.50%
Nevada	16	12	4	75.00%
New Jersey	16	11	7	68.80%
New York	5	1	4	20.00%
Rhode Island	23	11	12	47.80%
Tennessee	4	2	2	50.00%
Vermont	17	11	7	64.70%
Virginia	13	6	7	46.10%
Total	606	304	300	45.27%

Table 7: Student Demographic Information – Ethnicity(Corresponds with Section C – NIA Table A.1: *Table A(3)(b) Demographic Information - Ethnicity*)

State	American Indian or Alaska Native	Asian	Native Hawaiian/Other Pacific Islander	Black or African American	Hispanic/Latino	White, Not Hispanic	Two or More Races	Total
Alabama ¹⁸	68	117	10	6,770	887	6,387	794	15,033
Arizona	99	46	11	268	1811	482	155	2872
Arkansas	18	100	81	1,083	549	820	134	2785
Connecticut	0	32	1	141	256	206	85	721
Hawaii	2	26	109	6	49	30	30	252
Illinois	11	74	14	1,812	1,730	275	113	4,029
Louisiana	4	17	1	719	117	321	96	1,275
Maine	7	4	0	49	15	-	389	464
Maryland ¹⁹	36	105	7	1,859	1,217	698	350	4,272
Massachusetts ²⁰	0	74	1	173	435	46	20	749
Montana	420	4	1	7	36	501	31	1,000
Nevada	40	56	34	340	1,024	761	333	2,588
New Jersey	2	121	3	371	760	503	169	1,929
New York	-	12	195	6	420	1,400	310	2,343
Rhode Island	5	59	3	160	366	377	110	1,080
Tennessee	12	97	5	2,262	774	504	86	3,740
Vermont	2	21	0	17	9	382	17	448
Virginia ²¹	-	9	113	8	1,915	832	465	3,342
TOTAL	726	974	589	16,051	12,370	14,525	3,687	48,922

18 We had 231 who declined to answer this question.

19 The 9 slots that will not show for Worcester County, Berlin Education Station would make the A(3)(b) comparison number 4,272.

20 Data is missing on 14 children so the numbers do not equal the total number of children enrolled.

21 Student race/ethnicity not specified for 2 students.