

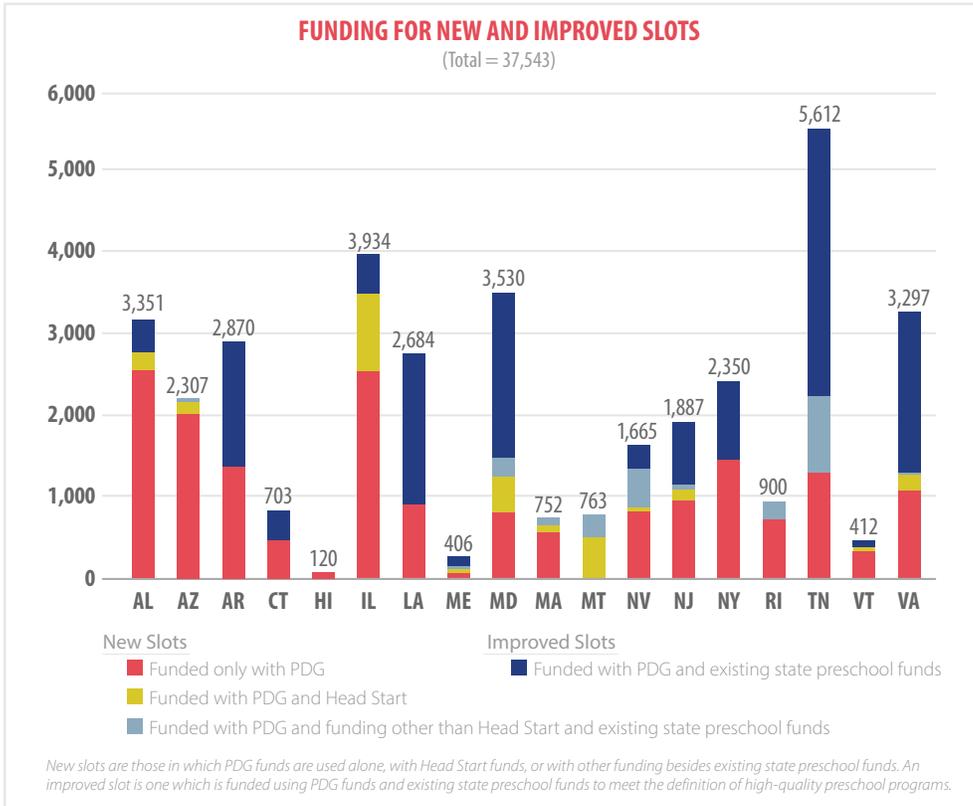
# PRESCHOOL DEVELOPMENT GRANTS PROGRESS UPDATE



Through the Preschool Development Grants (PDG) program, 18 states have increased access to high-quality programs for 4-year-olds from low to moderate income families from 230 to 250 high-need communities. Data from all grantees and subgrantees, as reported in the Annual Performance Reports (APRs) covering January 1 to December 31 of 2016, identified 6,100 additional children receiving services, increasing from 28,200 to over 34,000 additional children who benefited from high-quality preschool in their local communities because of these grants. Details about how these preschool programs are funded can be seen in the graph below.

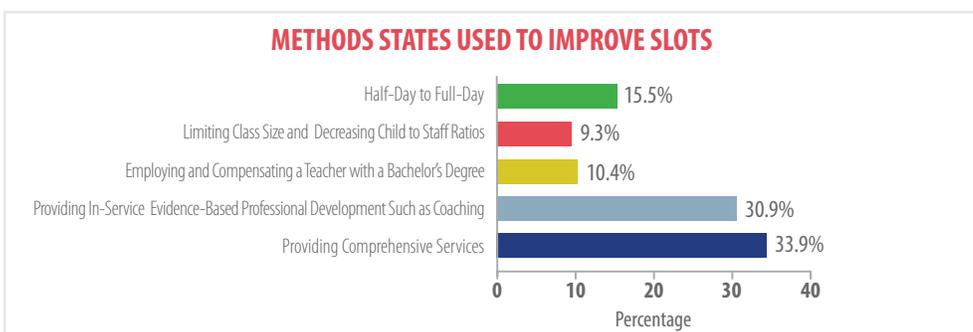


The 18 States reported serving nearly 90% of the children targeted for services. **New Jersey** exceeded their expectations by 40 percent and **Maryland** served 18 percent more children than originally expected for year two. Targets were also exceeded in two additional states, **Illinois** and **Virginia**, allowing a total of 2,370 additional children and their families to benefit from services.



## METHODS STATES USED TO IMPROVE SLOTS

States reported improving 36,819 slots in the 2016 APR reporting period. States used multiple strategies to improve slots. **Tennessee** was active in providing evidenced-based professional development and expanding comprehensive services along with other states. Increasing hours, lowering adult-child ratios, and compensation were the other three areas reported by the PDG grantees.



## RAISING THE BAR ON QUALITY

The 34,305 children reported in the 2016 Annual Performance Reports benefited from multiple quality initiatives including staff with high-level qualifications, access to comprehensive services, quality environments, smaller class sizes, and teachers with equitable salaries comparable to elementary school teachers.

*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, 2016.*

## ADVANCING EARLY LEARNING REFORMS

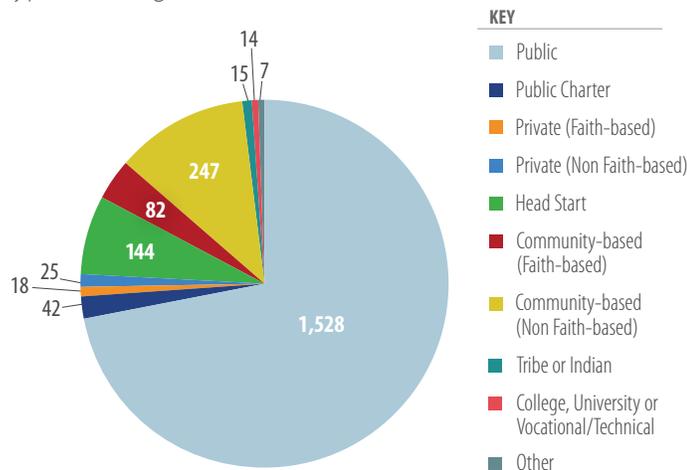
States have created unique and innovative promising practices using PDG and state and local funds to support children and families. All states engaged in a variety of early learning reforms with many making noteworthy progress as described below:

Building Strong Public-Private Partnerships	Strengthened Comprehensive Professional Development Approaches	Enhanced Family Engagement Strategies	Creating High-Quality Classroom Environments
In Connecticut, Massachusetts, Vermont and Montana, local communities are facilitating the ongoing engagement of stakeholders with children and families.	Alabama, Arizona, Virginia, and Illinois supported the development of initiatives that increased the number of highly qualified early learning professionals and administrators working in preschool settings.	Maryland, Arkansas, and Hawaii programs facilitated intentional activities that supported local community's active engagement activities that integrated families in ongoing involvement with their children's learning.	New York, Maine, and Nevada have encouraged programs to participate in their state's respective Quality Rating and Improvement Systems, raising the quality of early learning for all and/or ensuring all programs meet the 12 high quality standards.

## MEETING THE NEEDS OF VULNERABLE CHILDREN AND FAMILIES

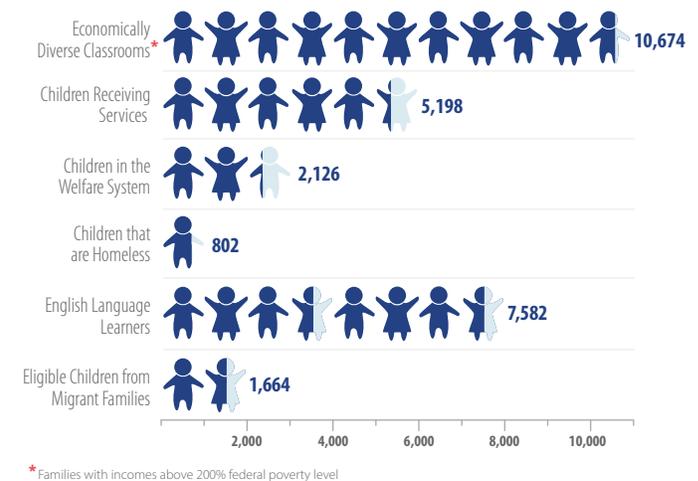
### NUMBER OF CLASSROOMS BY SETTING TYPE

PDG funds can be 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 breakdown of PDG funds spent on each type of setting.



### CHILDREN REPORTED BY DEMOGRAPHIC CATEGORY

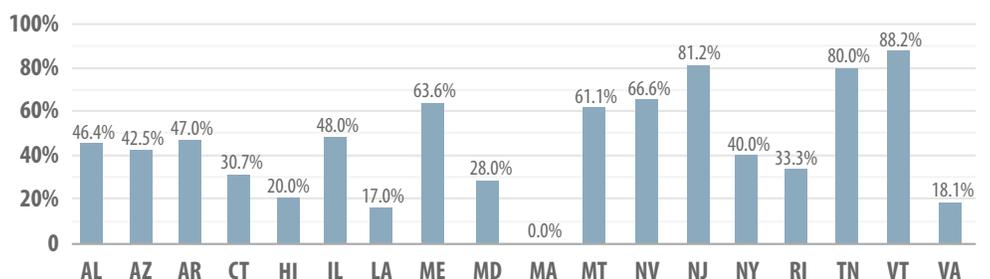
Over 20 percent of the students served were English Learners. A sizeable number of children (46%) were served across mixed age group and socio-economic status programs. The graph below reflects a diverse population of children having access to high quality programs.



## SUPPORTING CHILDREN WITH DISABILITIES

Across all grantees 2,801 children with disabilities (8.0%) were served in PDG funded program out of the 34,305 children enrolled. This reflects that many states were serving above the national average of four-year children with disabilities in the United States (6.4%). An examination of the data reported by the Subgrantees indicate that programs are demonstrating challenges meeting the targets for serving children with disabilities in inclusive settings. 158 of the 352 Subgrantees (44.9%) reported data reflecting they met or exceeded their respective required state target to serve children with disabilities in inclusive classrooms. Many states and programs used the ED and HHS "Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs" to guide their efforts in improving inclusive practices benefitting all children. Rhode Island used an Inclusion Profile strategy to expand inclusion information efforts within communities.

### 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	Funded Only with PDG	Funded with PDG and Head Start	Funded with PDG and Funding other than Head Start and Existing State Preschool Funds	Total New Slots	Improved Slots Funded with PDG and Existing State Preschool Funds	Total New and Improved Slots
AL	2,674	236	0	2,910	441	3,351
AZ <sup>1</sup>	2,047	208	52	2,307	0	2,307
AR	1,364	0	0	1,364	1,506	2,870
CT	424	0	0	424	279	703
HI <sup>2</sup>	120	0	0	120	0	120
IL	2,577	920	0	3,497	437	3,934
LA <sup>3</sup>	898	0	0	898	1,786	2,684
ME <sup>4</sup>	103	74	28	205	201	406
MD	704	427	196	1,327	2,203	3,530
MA	554	76	122	752	0	752
MT	0	492	271	763	0	763
NV	782	40	492	1,314	351	1,665
NJ	865	180	75	1,120	767	1,887
NY	1,402	0	0	1,402	948	2,350
RI <sup>5</sup>	711	0	189	900	0	900
TN <sup>6</sup>	1,320	0	912	2,232	3,380	5,612
VT	290	42	0	335	77	412
VA	1,210	182	14	1,406	1,891	3,297
<b>TOTAL</b>	<b>18,045</b>	<b>2,877</b>	<b>2,351</b>	<b>23,276</b>	<b>14,267</b>	<b>37,543</b>

<sup>1</sup> Arizona – Arizona does not have a state preschool program.

<sup>2</sup> Hawaii – While there were 200 slots created, 10 slots were not filled.

<sup>3</sup> Louisiana – The 1,786 are additional seats that were improved in conjunction with the new seats.

<sup>4</sup> Maine – Sanford School Department was not serving PDG children as of 12/1/2016.

<sup>5</sup> Rhode Island – Column P represents the state funds attributed to these sites. They are new slots funded through state funding formula funds.

<sup>6</sup> Tennessee – MNPS is serving close to 100% in expansion classrooms, but the numbers are lower in the enhanced classrooms because they are striving to serve an economically diverse population in those classrooms and they are providing professional development and teacher coaching districtwide funded by PDG to increase quality.

**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
AL <sup>7</sup>	0	0	441	441	441
AZ					
AR	1,506	1,506	1,506	1,506	1,506
CT	117	0	279	279	279
HI	N/A	N/A	N/A	N/A	N/A
IL	437				437
LA				1,786	1,786
ME	201	201	201	201	201
MD	1,258				945
MA <sup>8</sup>	0	0	0	0	0
MT	763	763	763	763	763
NV	351	351	303	351	315
NJ	73	573	258	767	692
NY	915	0	0	0	0
RI	0	0	0	0	0
TN <sup>9</sup>				3,380	3,380
VT <sup>10</sup>	57	0	69	73	73
VA <sup>11</sup>	52	20		1,835	1,655
<b>TOTAL</b>	<b>5,730</b>	<b>3,414</b>	<b>3,820</b>	<b>11,382</b>	<b>12,473</b>

<sup>7</sup> Alabama – The classrooms were funded with “enhancement grants”. These slots were in 46 classrooms statewide. Additional existing classrooms that received enhancement funds will be captured in the next report as we further develop our data management system.

<sup>8</sup> Massachusetts did not have any improved slots; all were expansion.

<sup>9</sup> Tennessee – All programs are full day, and class size is limited to 20 with a 1 to 10 ratio for all 4 year old classrooms. All teachers hold at least a bachelor’s degree and are compensated accordingly.

<sup>10</sup> Vermont – ED and AEM communicated to the AOE this the A (2) table data is based on the table A (1) (b) data. 73 slots were determined to be improved slots. The 73 improved slots were improved in more than one way. For example, one improved slot was improved by expanding from half to full-day, providing evidence based professional development, and providing comprehensive services. Therefore, each improvement category may have a maximum of 73 (total improved slots).

<sup>11</sup> Virginia – VDOE asks subgrantees in their annual plans in which approved ways will they use PDG funds to improve VPI classrooms.

**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	Library	Museum	College, University or Vocational/Technical School	Family, Friend or Neighbor Provider	Other	Total
AL <sup>12</sup>	168	NA	9	12	13	NA	3	NA	NA	NA	0	NA	1	206
AZ <sup>13</sup>	31	0	3	0	2	1	3	0	0	0	0	0	0	40
AR	159	2	0	0	5	0	0	0	0	0	6	0	0	172
CT <sup>14</sup>	27	0	0	2	1	1	24	0	0	0	0	0	0	55
HI <sup>15</sup>	N/A	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	6
IL <sup>16</sup>	200	0	0	0	2	0	33	0	0	0	1	0	0	236
LA	20	3	1	0	2	0	25	0	0	0	0	0	0	51
ME	32	-	-	-	-	-	-	-	-	-	-	-	-	32
MD	89	1	2	1	23	2	32	0	0	0	1	0	0	151
MA <sup>17</sup>	4	N/A	N/A	1	6	N/A	31	N/A	N/A	N/A	N/A	N/A	6	48
MT	20	0	0	0	22	0	0	15	0	0	0	0	0	57
NV	69	11	3	1	9	N/A	5	N/A	N/A	N/A	N/A	N/A	N/A	98
NJ	130	0	0	0	15	0	0	0	0	0	0	0	0	145
NY	82	0	0	0	16	44	68	0	0	0	0	0	0	210
RI <sup>18</sup>	15	0	0	0	17	0	16	0	0	0	0	0	0	48
TN	241	19	N/A	3	N/A	33	N/A	N/A	N/A	N/A	4	N/A	N/A	300
VT	27	0	0	0	11	0	7	0	0	0	0	0	0	45
VA <sup>19</sup>	214	N/A	N/A	5	N/A	N/A	N/A	N/A	N/A	N/A	2	N/A	N/A	221
<b>TOTAL</b>	<b>1,528</b>	<b>42</b>	<b>18</b>	<b>25</b>	<b>144</b>	<b>81</b>	<b>247</b>	<b>15</b>	<b>-</b>	<b>-</b>	<b>14</b>	<b>-</b>	<b>7</b>	<b>2,121</b>

<sup>12</sup> Alabama – Private School Faith-Based = Lady of Lourdes was counted here; Other = Military.

<sup>13</sup> Arizona – 59 Providers within the High Need Communities, but only 40 providers with highly qualified teachers.

<sup>14</sup> Connecticut – As reported by providers via interim reports.

<sup>15</sup> Hawaii – Only charter schools were served by this grant.

<sup>16</sup> Illinois – Number of classrooms was determined by enrollment. The classrooms in City of Chicago SD 299 are blending and braiding fund sources to improve access and quality.

<sup>17</sup> Massachusetts – 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.

<sup>18</sup> Rhode Island – Head Start: 5 are solely state funded (actual total 22 with state funded); Community-based Provider (Non Faith-based): 3 are solely state funded so with this total, the number is 19; We actually have a total of 56 classrooms with the state funded sources.

<sup>19</sup> Virginia – 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 (Families with Incomes Above 200% Federal Poverty Level)
AL <sup>20</sup>	210	NA	NA	100	28	26	13	0	552
AZ	194 <sup>21</sup>	6	58	887	36	818	54	310	577
AR	342	0	6	492	6	24	79	2,499	219
CT	39	0	22	170	24	8	6	228	228
HI	3	0	0	1	0	Not known	0	9	9
IL <sup>22</sup>	401	0	0	1,330	197	130	17	47	25
LA	31	0	0	116	11	46	12	0	10
ME	53	0	1	52	4	4	2	59	148
MD	191	0	1,517	267	38	662	6	117	703
MA <sup>23</sup>	20	0	26	176	19	65	4	40	40
MT	99	303	4	0	30	5	3	337	400
NV	173	22	27	385	171	101	17	77	403
NJ	265	0	1	625	35	14	16	307	1,317
NY <sup>24</sup>	200	0	0	1,154	134	12	13	96	2,066
RI	62	0	0	159	2	115	17	0	711
TN <sup>25</sup>	297	NA	0	1,009	29	27	19	772	3,189
VT	113	N/A	1	32	13	69	7	241	N/A
VA <sup>26</sup>	108	0	1	627	53	26	91	59	77
<b>TOTAL</b>	<b>2,801</b>	<b>331</b>	<b>1,664</b>	<b>7,582</b>	<b>802</b>	<b>2,126</b>	<b>376</b>	<b>5,198</b>	<b>10,674</b>

<sup>20</sup> Alabama – Military families is likely an underestimate as only children served in a program on a military base are included due to limitations in the data system. Data for children in the child welfare system is based on population estimates from AL Kids Count for children birth to age 18 as applied to the number served by PDG. Data for homeless children provided by AL State Dept. of Education.

<sup>21</sup> Arizona – 204 is reported; however 10 children with disabilities are in classrooms that do not have a qualified teacher so these children have been excluded from the total.

<sup>22</sup> Illinois – Mixed Age classrooms and children who are served in economically diverse classrooms are self reported from subgrantee. Annual updates for migrant data are received from the Federal New Generation Systems - Migrant Education (NGS) database and SIS is only updated by the data received from NGS.

<sup>23</sup> Massachusetts – Subgrantees were allowed to use their standard procedures for identifying English Language Learners, so the procedures differed. In two communities a screener was used, in the other three classification was based on parent report.

<sup>24</sup> New York – English learners: In NYS the number provided indicates the number of children who understand a language other than English.

<sup>25</sup> Tennessee – The Number in “who are English Learners” column are students who’s home language is something other than English. EL is not collected in pre-k. The number would vary greatly because many students speak more than one language.

<sup>26</sup> Virginia – Most data points are already collected by Virginia public school divisions and reported to VDOE via the Student Record Collection (SRC). At the point of PreK registration, our subgrantees collect additional data points that are not included in the SRC.

**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
AL	210	3,351	6.3%
AZ	194 <sup>27</sup>	2,307	8.8%
AR	342	2,691	12.7%
CT	39	703	5.5%
HI	3	115	2.6%
IL <sup>28</sup>	401	3,934	10.2%
LA	31	898	3.5%
ME	53	406	13.1%
MD	191	3,530	5.4%
MA	20	752	2.7%
MT	99	763	13.0%
NV	173	1,665	10.4%
NJ	265	1,887	14.0%
NY	200	2,350	8.5%
RI	62	711	8.7%
TN	297	4,533	6.6%
VT	113	412	27.4%
VA <sup>29</sup>	108	3,297	3.3%
<b>TOTAL</b>	<b>2,801</b>	<b>34,305</b>	

<sup>27</sup> Arizona – 204 is reported; however 10 children with disabilities are in classrooms that do not have a qualified teacher so these children have been excluded from the total.  
<sup>28</sup> Illinois – Due to state budget issues, school districts have not had enough funding to be able to support special education personnel in the PDG-EG full-day programs located in community-based organization. Children with IEPs are receiving services at their local school district and are enrolled by the school district. Illinois is aware of this issue and we are working on possible solutions so that children are able to receive special education services in PDG-EG programs in CBOs.  
<sup>29</sup> Virginia – The VDOE continues to work closely with Subgrantees to help them increase their services to preschool children with disabilities.

**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
AL	71	33	38	46.4%
AZ	40	17	23	42.5%
AR	17	8	9	47%
CT	13	4	9	30.7%
HI	6	1	5	20%
IL	25	12	13	48%
LA	12	2	10	17%
ME	11	7	4	63.6%
MD	50	14	36	28%
MA	5	0	5	0%
MT	18	11	6	61.1%
NV	9	6	3	66.6%
NJ	16	13	3	81.2%
NY	5	2	3	40%
RI	21	7	14	33.3%
TN	5	4	1	80%
VT	17	15	2	88.2%
VA	11	2	9	18.1%
<b>TOTAL</b>	<b>352</b>	<b>158</b>	<b>193</b>	<b>45.1%</b>

**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
AL <sup>30</sup>	40	33	9	1,837	130	903	116	3068
AZ	51	27	47	218	1569	304	91	2307
AR	18	54	44	1123	549	814	89	2691
CT <sup>31</sup>	1	21	0	173	163	237	98	693
HI	1	8	40	1	5	9	51	115
IL	7	62	16	1,681	1,784	265	119	3,934
LA	0	11	3	589	97	168	30	898
ME	2	2	0	52	16	318	16	406
MD	9	89	10	2,061	410	647	304	3,530
MA <sup>32</sup>	0	65	0	211	397	46	20	739
MT	347	2	1	3	29	361	20	763
NV <sup>33</sup>	54	62	N/A	254	611	469	72	1,522
NJ	0	120	1	368	737	503	158	1,887
NY	9	138	3	383	1,441	331	45	2,350
RI	41	28	7	91	176	273	95	711
TN <sup>34</sup>	4	97	2	2,863	836	586	117	4,505
VT	3	12	0	17	10	344	26	412
VA <sup>35</sup>	9	107	8	1,890	642	499	103	3,258
<b>TOTAL</b>	<b>596</b>	<b>938</b>	<b>191</b>	<b>13,815</b>	<b>9,602</b>	<b>7,077</b>	<b>1,570</b>	<b>33,789</b>

<sup>30</sup> Alabama – 283 Children with No Race Identified.

<sup>31</sup> Connecticut – The total calculated is not equal the Actual Number of Eligible Children Served. There is a difference of 24 children. Actual number of eligible children served is based on enrollment data for the time period October 31-November 25, 2016. Demographic data is a point in time reported by subgrantees as of December 1—which could account for some of the difference as we did not specify a date range. Additionally, we have an “other” category that we could not account for in the APR data workbook—this category has an additional 14 children, bringing the total up to 693. The remaining difference of 10 children may be due to point-in-time counts related to when data was reported vs. enrollment data for a specified time period.

<sup>32</sup> Massachusetts – Data on race/ethnicity is missing for 13 children.

<sup>33</sup> Nevada – 45 Individuals chose not to answer this question, and another 98 selected the response “other”. We will remove the “other” response in next year’s enrollment paperwork.

<sup>34</sup> Tennessee – 28 students listed as “other” in Shelby County.

<sup>35</sup> Virginia – 39 children did not have race/ethnicity specified.