



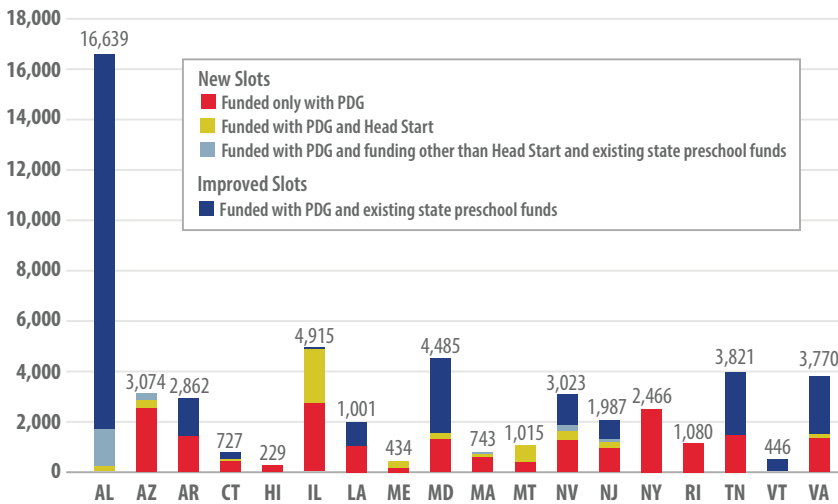
## PROGRESS UPDATE

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 2018, indicates over 2,700 additional eligible children received services. This increased the total number of children served and benefiting from high quality preschool programs from 34,000 in 2015 to 52,717 children in 2018 in 319 high-need communities. A total of 2,179 providers served children through a variety of strategies identified in the graph below.



### FUNDING FOR NEW AND IMPROVED SLOTS

(Total 52,717)



New slots are those in which PDG funds are used alone, with Head Start funds, or with other funding besides existing state preschool funds. An improved slot is one which is funded using PDG funds and existing state preschool funds to meet the definition of high-quality preschool programs.

### MEETING TARGET LEVELS

States reported serving a significant number of children targeted for services, with an emphasis on recruitment in the local communities.

**Maryland** exceeded its targets for overall slots in all four years of the grant. **Virginia** served a total of 3,770 children, an increase of 20 percent above Virginia's original goal of 3,139 new and improved preschool slots. Overall, more than 25% of the states exceeded their targets to serve an additional 2,917 children.

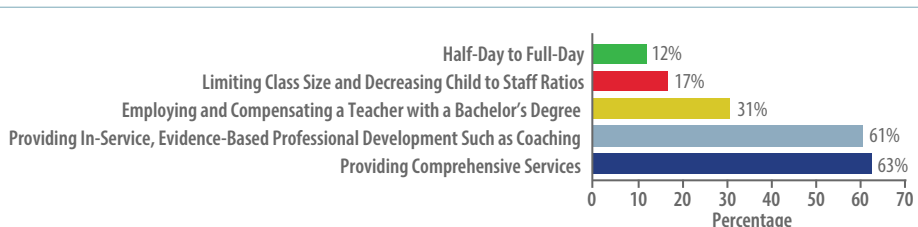
### METHODS STATES USED TO IMPROVE PRESCHOOL SERVICES

States reported using multiple strategies to improve **27,848 slots in 2018**. **Louisiana**, for example, improved their slots through job-embedded coaching, access to comprehensive services, and other improvements aligned with the state's quality rating and improvement system. **Nevada** improved its 3023 seats by expanding hours to full day, limiting class size and reducing child to staff ratio, employing and compensating a teacher with a bachelor's degree, providing in-service, evidence based professional development and providing comprehensive wrap around services. *The chart below reflects the main strategies used by states.*



### RAISING THE BAR ON QUALITY

52,717 additional children benefited from quality initiatives through a variety of strategies used by grantees. All states have instituted practices keeping with well-established Early Childhood Education (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, 2018.

## STATE GRANTEES ARE ADVANCING EARLY LEARNING REFORMS

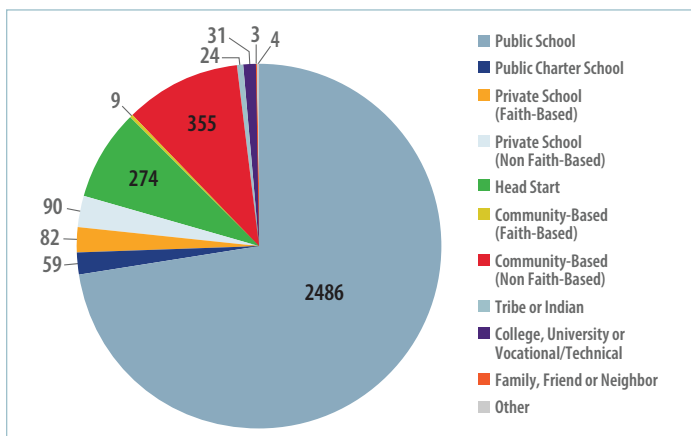
States have established unique and innovative practices using PDG, state and local funds to strengthen and sustain their PDG services. States are merging PDG funds with a multitude of funding sources to create initiatives to build stronger systems to support children and families. A table summarizing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

Expanding State Infrastructures	Workforce Development	Birth to Grade 3 Alignment	Partnerships with Families
Illinois and Tennessee used funds to explore, develop and implement statewide policies and strategies to build and enhance state and local systems.	Alabama, Arizona, and Hawaii have established creative and supportive solutions and partnerships to strengthen and support the availability of a strong and capable workforce.	New York, Maine, and New Jersey are bringing together early childhood and early elementary programs to align standards, curricula and assessments to build stronger and more coherent systems of learning.	Connecticut, Montana, and Arkansas have designed family engagement processes to support families' well-being and connections to school.

## MEETING THE NEEDS OF A DIVERSE GROUP OF CHILDREN AND FAMILIES

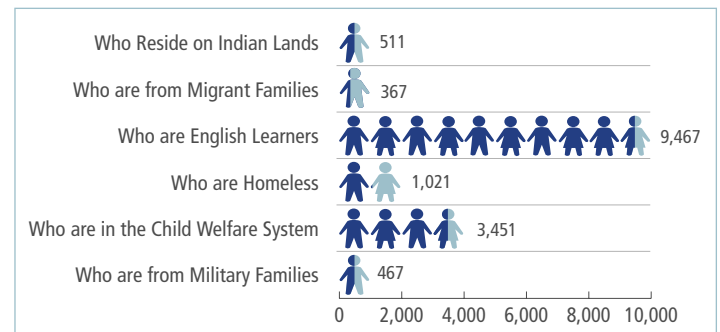
### STATE GRANTEES DISTRIBUTION OF FUNDS TO EXPAND PRESCHOOL IN MULTIPLE SETTINGS

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 settings being used in local PDG sites.



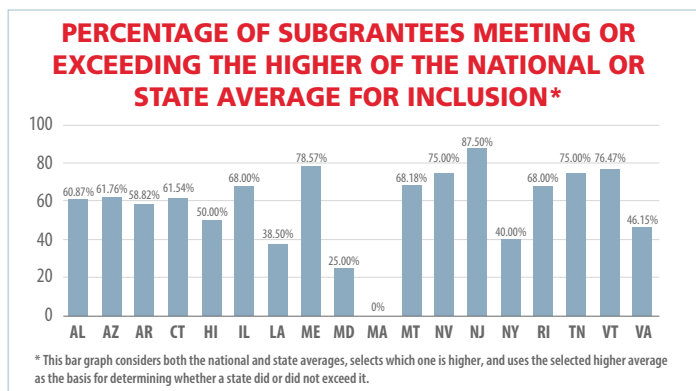
### STATE GRANTEES ARE SERVING MULTIPLE CRITICAL POPULATIONS

The graph below reflects the diverse population of children that have access to high quality preschool programs. 9,467 (18%) of the children served in PDG states were English Language Learners. 8,024 children or 15% were served in mixed age classrooms; 12,333 (43%) children were served in economically-diverse classrooms. (The data reflects children that may fit in multiple categories).



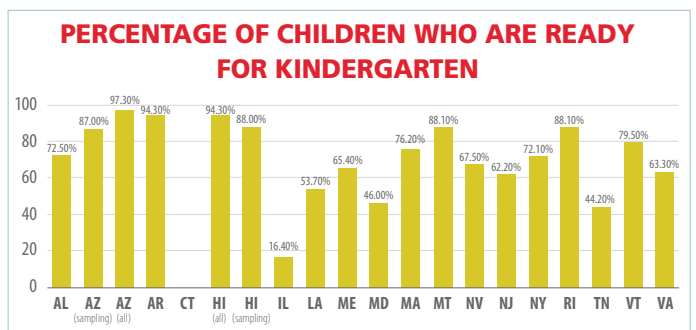
## ADDRESSING INCLUSION TO SUPPORT CHILDREN WITH DISABILITIES

The data from state subgrantees show programs continued to strengthen their capacity to support children with disabilities. 344 or 58% of the subgrantees reported that they met or exceeded their respected required state target to serve children with disabilities in inclusive setting, an increase of nearly 10% from 2017. Vermont's inclusion practices contributes to approximately 21% of the children in their PDG classrooms identified with a disability. Rhode Island created a report that tracks initial screening to IEP implementation date to provide needed services at a faster rate. The rate of inclusion for each grantee is presented in the table to the right.



## SUPPORTING CHILDREN'S SCHOOL READINESS

State grantees used Kindergarten Entry Assessments to determine children's readiness for kindergarten. Nine states used a sampling to determine readiness; eight states assessed all of their children in PDG classrooms. (One state is field testing a new assessment and did not report). The overall average of children who are ready for kindergarten is 71.37%. Massachusetts' analysis indicates a literacy achievement gap of 15 points has been closed in PDG classrooms.



**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	0	123	1,555	1,678	14,961	16,639
Arizona	2,540	284	250	3,074	0	3,074
Arkansas	1,381	0	0	1,381	1,481	2,862
Connecticut	419	18	0	437	290	727
Hawaii	229	0	0	229	0	229
Illinois	2,745	2,129	0	4,874	41	4,915
Louisiana	992	0	0	992	992	1,001
Maine	149	262	0	411	0	434
Maryland	1,265	244	0	1,509	2,976	4,485
Massachusetts	561	95	87	743	0	743
Montana	352	663	0	1,015	0	1,015
Nevada	1,247	341	208	1,796	1,227	3,023
New Jersey	921	222	152	1,295	692	1,987
New York	2,466	0	0	2,466	0	2,466
Rhode Island	1,080	0	0	1,080	0	1,080
Tennessee	1,440	0	0	1,364	2,457	3,821
Vermont	0	0	0	0	446	446
Virginia	1,323	162	0	1,485	2,285	3,770
<b>Total</b>	<b>19,110</b>	<b>4,543</b>	<b>2,252</b>	<b>25,829</b>	<b>27,848</b>	<b>52,717</b>

**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	0	0	4,518	16,639	16,639
Arizona <sup>1</sup>	–	–	–	–	–
Arkansas	1,481	1,481	1,481	1,481	1,481
Connecticut	113	N/A	709	727	727
Hawaii	0	360	360	360	3,600
Illinois	41	0	0	0	41
Louisiana	–	–	–	3,107	3,107
Maine	0	0	0	0	0
Maryland	1,710	36	42	68	1120
Massachusetts <sup>2</sup>	0	0	0	0	0
Montana	1,015	1,015	1,015	1,015	1,015
Nevada	1,776	3,023	2,942	3,023	3,023
New Jersey	131	532	312	687	617
New York	–	2,466	2,466	2,466	2,466
Rhode Island <sup>1</sup>	–	–	–	–	–
Tennessee	0	0	3,392	3,112	3,392
Vermont	0	256	350	336	424
Virginia	–	21	–	2,285	2,221
<b>TOTAL</b>	<b>6,267</b>	<b>9,190</b>	<b>17,587</b>	<b>35,306</b>	<b>39,873</b>

1 Arizona and Rhode Island: All slots are new; none are improved according to the PDG definition.

2 Massachusetts: 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.

**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	Family, Friend or Neighbor Provider	Other	Total
Alabama <sup>3</sup>	805	–	32	69	102	–	24	–	11	–	2	1,045
Arizona	132	6	6	N/A	11	1	21	1	N/A	3	N/A	181
Arkansas	186	2	0	0	2	0	0	0	5	0	0	195
Connecticut	31	–	–	–	2	–	22	–	–	–	–	55
Hawaii	–	18	–	–	–	–	–	–	–	–	–	18
Illinois <sup>4</sup>	205	–	–	5	2	–	2	–	4	–	2	220
Louisiana	34	4	–	–	4	–	30	–	–	–	–	72
Maine	35	2	–	–	–	–	0	–	–	–	–	37
Maryland	145	2	2	0	25	5	65	0	0	0	–	244
Massachusetts <sup>5</sup>	3	N/A	N/A	1	6	N/A	32	N/A	N/A	N/A	5	47
Montana	26	0	0	0	26	0	0	24	0	0	0	76
Nevada	114	13	5	7	23	–	7	–	3	–	–	172
New Jersey	155	0	0	0	19	0	9	0	0	0	0	183
New York	95	–	–	1	20	2	89	–	4	–	–	248
Rhode Island	17	N/A	N/A	N/A	22	N/A	21	N/A	N/A	N/A	N/A	60
Tennessee	220	12	0	3	0	1	23	0	2	0	0	261
Vermont	38	0	0	0	10	0	10	0	0	0	0	58
Virginia <sup>6</sup>	245	N/A	0	4	N/A	N/A	N/A	N/A	2	N/A	N/A	251
<b>TOTAL</b>	<b>2,486</b>	<b>59</b>	<b>45</b>	<b>90</b>	<b>274</b>	<b>9</b>	<b>355</b>	<b>25</b>	<b>31</b>	<b>3</b>	<b>9</b>	<b>3,423</b>

3 Other = Military child development.

4 Public School = 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. Other - Regional Office of Education.

5 Public School = One classroom in Holyoke moved out of a public school classroom into a Head Start program in the fall of 2017. HeadStart - One classroom in Holyoke moved out of a public school classroom into a Head Start program in the fall of 2017. Two smaller classrooms at a Head Start were consolidated into one larger one in the fall of 2018. 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.

6 Private School (Non Faith-based) = Fairfax (2), Richmond (2); 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 <sup>7</sup>	1,138	0	–	921	142	188	36	0	1,454
Arizona	356	87	133	1,307	26	1,195	15	737	811
Arkansas	313	0	13	645	10	19	13	778	734
Connecticut	69	0	22	178	12	44	3	240	240
Hawaii	13	0	0	12	15	3	0	14	14
Illinois	560	0	0	1,447	189	93	26	786	303
Louisiana	81	0	9	102	33	146	13	0	39
Maine	62	0	3	31	4	5	2	0	402
Maryland	223	0	11	186	55	551	18	133	1,589
Massachusetts	12	0	12	241	30	32	4	198	28
Montana	108	393	3	6	51	30	5	512	307
Nevada <sup>8</sup>	341	31	146	719	194	736	109	2,847	1,065
New Jersey	303	0	0	607	27	16	8	600	1,349
New York	200	0	0	871	93	120	55	78	1,876
Rhode Island <sup>9</sup>	125	0	7	214	10	90	7	0	312
Tennessee	222	0	0	940	52	107	8	463	1,426
Vermont	94	0	1	27	16	56	17	202	208
Virginia	239	NA	7	1,013	62	20	128	436	176
<b>TOTAL</b>	<b>4,459</b>	<b>511</b>	<b>367</b>	<b>9,467</b>	<b>1,021</b>	<b>3,451</b>	<b>467</b>	<b>8,024</b>	<b>12,333</b>

7 ELL = any home language that is not equal to English. Child Welfare system equals children in foster care. Unable to report migrant at this time.

8 1) 25 children were missing demographics data. 2) English learners are based on the primary language other than English. 3) 13 children with unknown disabilities. Students served in the Mixed Age classroom are calculated based on the presence any child in the classroom who were age 3 or 5. Economically Diverse number is based on PDG children that are enrolled in classrooms that have braided funding.

9 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	1,138	16,639	6.8%
Arizona	356	3,074	11.6%
Arkansas	313	2,862	10.9%
Connecticut	68	727	9.4%
Hawaii	13	229	5.7%
Illinois	560	4,915	11.4%
Louisiana	81	1,001	8.1%
Maine	79	434	18.2%
Maryland	223	4,485	5.0%
Massachusetts	12	743	1.6%
Montana	108	1,015	10.6%
Nevada	341	3,023	11.3%
New Jersey	303	1,987	15.2%
New York	200	2,466	8.1%
Rhode Island	125	1,080	11.6%
Tennessee	222	3,821	5.8%
Vermont	94	446	21.1%
Virginia	239	3,770	6.3%
<b>Total</b>	<b>4,475</b>	<b>52,717</b>	

**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	254	123	131	48.43%
Arizona	68	42	26	61.76%
Arkansas	17	7	10	41.18%
Connecticut	13	8	5	61.54%
Hawaii	12	2	10	16.67%
Illinois	25	17	8	68.00%
Louisiana <sup>10</sup>	16	4	12	25.00%
Maine	14	11	3	78.57%
Maryland	56	14	42	25.00%
Massachusetts	5	0	5	0.00%
Montana	22	12	10	54.55%
Nevada	16	12	4	75.00%
New Jersey	16	14	2	87.50%
New York	5	2	3	40.00%
Rhode Island	23	14	9	60.87%
Tennessee	4	2	2	50.00%
Vermont	17	13	4	76.47%
Virginia	13	5	8	38.46%
<b>Total</b>	<b>596</b>	<b>302</b>	<b>294</b>	<b>50.67%</b>

<sup>10</sup> Not all subgrantees in Louisiana reported.



**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 <sup>11</sup>	100	108	8	6,833	1,206	7,146	787	16,188
Arizona	154	48	31	268	1,896	508	169	3,074
Arkansas <sup>12</sup>	27	70	75	1,493	646	933	149	3,393
Connecticut	6	23	5	169	219	193	112	727
Hawaii	2	18	106	4	44	26	29	229
Illinois	19	109	6	2,146	2,244	293	98	4,915
Louisiana	4	17	1	718	117	320	96	1,273
Maine	–	3	2	47	7	361	14	434
Maryland	35	99	11	1,919	1,279	754	388	4,485
Massachusetts <sup>13</sup>	2	52	0	178	444	35	14	725
Montana	419	1	1	1	43	514	36	1,015
Nevada <sup>14</sup>	58	43	45	506	1,216	695	434	2,997
New Jersey	5	108	3	477	802	455	137	1,987
New York	41	212	12	474	1,233	418	76	2,466
Rhode Island	4	47	8	169	399	368	85	1,080
Tennessee	9	103	2	2,273	722	562	150	3,821
Vermont	1	12	0	18	11	380	24	446
Virginia	12	118	9	1,988	1,015	509	119	3,770
<b>TOTAL</b>	<b>898</b>	<b>1,191</b>	<b>325</b>	<b>19,681</b>	<b>13,543</b>	<b>14,470</b>	<b>2,917</b>	<b>53,025</b>

11 451 did not report.

12 The current data management system allows families to select more than one race/ethnicity.

13 Data is missing on 18 children so the numbers do not equal the total number of children enrolled..

14 26 student with unknown races.

**Table 8: Supporting Children’s School Readiness**(Corresponds to GPRA 1(c) *Percentage of Children Ready for Kindergarten*)

State	Actual Number of Children Served by the Grant	Number of Children Served by the Grant that are Ready for Kindergarten	Percent of Children Served by the Grant that are Ready for Kindergarten	Number of Children Sampled by the Grant	Number of Children Sampled by the Grant that are Ready for Kindergarten	Percent of Children Sampled by the Grant that are Ready for Kindergarten
Alabama <sup>15</sup>	15,240	9,621	63.1%	0	0	0.0%
Arizona	2,872	2,364	82.3%	305	266	87.0%
Arkansas	2,785	2,785	100.0%	2,785	0	–
Connecticut <sup>16</sup>	721	0	0.0%	0	0	0.0%
Hawaii	241	216	89.6%	258	227	88.0%
Illinois	4,029	804	20.0%	4,029	0	–
Louisiana	1,275	0	0.0%	525	282	53.7%
Maine	464	284	–	–	–	–
Maryland <sup>17</sup>	4,263	0	–	1,676	771	46.0%
Massachusetts	763	–	–	488	372	76.2%
Montana	1,000	0	–	783	583	74.5%
Nevada <sup>18</sup>	2,588	0	–	2,711	1,829	67.5%
New Jersey	1,929	1,236	64.1%	0	0	–
New York <sup>19</sup>	2,371	0	–	1,991	1,435	72.1%
Rhode Island <sup>20</sup>	1,080	952	88.1%	–	–	–
Tennessee <sup>21</sup>	3,740	1,689	45.2%	3,740	0	–
Vermont	448	–	–	283	225	79.5%
Virginia	3,454	0	–	1,398	885	63.3%
<b>TOTAL</b>	<b>49,263</b>	<b>19,951</b>	<b>78.96%<sup>22</sup></b>	<b>10,418</b>	<b>6,875</b>	<b>70.78%<sup>23</sup></b>

15 Alabama does not use sampled data.

16 CSDE has not field tested the new KEA; therefore there is no data available. Evaluation data will be collected to rectify this problem under a contract with PEER @ Yale.

17 Due to legislation in Maryland regarding assessments, LEA’s now have the option to assess all kindergarten students using the KRA or a representative sample. Therefore not all of the PDG students were given the KRA. In year two, 8 out of 24 school districts chose to assess all kindergarten students using the KRA. In year three, 12 out of 24 school districts chose to assess all kindergarten students. In year four, 14 out of 24 school districts chose to assess all kindergarten students.

18 We are braiding funding and are unable to pull out kids that are receiving only PDG funds. The Kindergarten entry scores are incomplete, so the PreK post scores were used to determine the Kindergarten readiness.

19 NY state does not currently mandate a State’s Kindergarten Entry Assessment, therefore K readiness was determined by which child met or exceeded the 4 year old benchmarks for each domain.

20 We don’t have a way to extrapolate school readiness data for just PDG children, rather the percentages are based on the State pre-k Kids across these providers/subgrantees. This data is reported for the Spring of 2018.

21 All students in kindergarten students in PDG districts participated in the KEI implementation and no sample was used.

22 Average in states where all PDG children were assessed.

23 Average in states where a sampling was used.