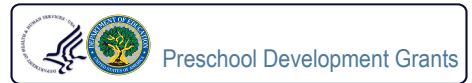
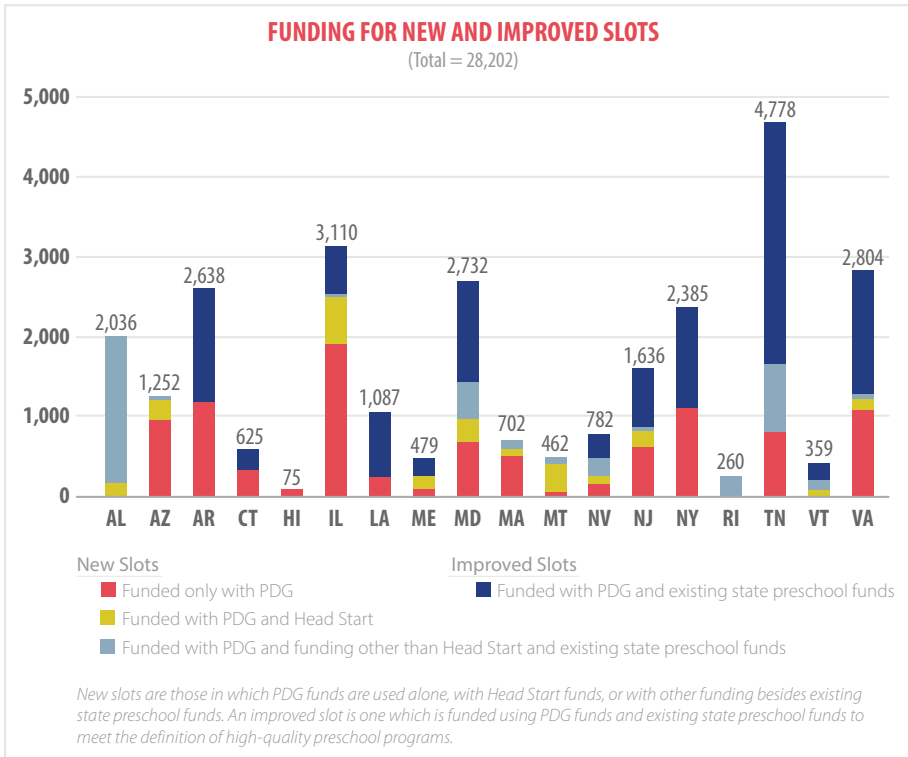


PRESCHOOL DEVELOPMENT GRANTS PROGRESS UPDATE



Through the Preschool Development Grants (PDG) program, 18 states are expanding access to high-quality programs for 4-year-olds from low- to moderate-income families in over 230 high-need communities. Data from all grantees and subgrantees, as reported in the Annual Performance Reports (APRs) covering January 1 to December 31 of 2015, found that over 28,000 additional children 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.



States met nearly 90 percent of their targets for the number of children served. Six states—Alabama, Louisiana, New Jersey, New York, Rhode Island, and Virginia—met or substantially exceeded their targets, reaching 1,387 more children than planned. The five Development Grants states—Alabama, Arizona, Hawaii, Montana, and Nevada—were just beginning to build or expand their preschool systems, yet still provided 4,607 children with high-quality preschool in this first year, even though they were not required to serve children until the second year.



RAISING THE BAR ON QUALITY

The 28,202 children served in the 2015-2016 school year, as reported in the states' APRs, benefited from quality environments, and teachers benefited from salaries that are comparable to elementary school teachers.

Programs were required to meet 12 high-quality standards:

- Staff with high-level qualifications
- High-quality professional development
- Child-staff ratios of 10:1
- Class sizes of no more than 20 children
- Full-day programs
- Inclusion of children with disabilities
- Individualized accommodations and supports for all children
- Developmentally appropriate, culturally and linguistically responsive instruction, and evidence-based curricula aligned to state early learning standards
- Comparable and equitable educator salaries
- Program evaluation for continuous improvement
- Comprehensive services to include screenings, family engagement, and nutrition
- Evidence-based health and safety standards

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, 2015.

ADVANCING EARLY LEARNING REFORMS

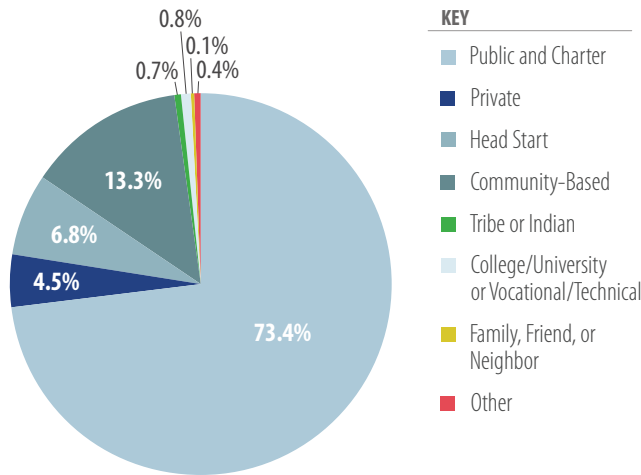
Using PDG grants and their own funds, states put in place promising practices and created new and improved early learning environments. While all states advanced the reforms below, these states made noteworthy progress as described in their APR.

Developing Highly Qualified Professionals	Building Birth-3rd Grade Connections	Strengthening Family Partnerships	Focusing on Aligned Standards, Curricula, and Practices
In Alabama, Virginia, Massachusetts, Louisiana, and Tennessee, teachers benefited from scholarship opportunities, on-site coaching and mentoring, professional development, and peer-to-peer learning exchanges.	Illinois, Maine, and Maryland established leadership initiatives that connect preschool through third grade educators to build a shared vision for the children in their communities.	Arkansas, Connecticut, and Hawaii developed and expanded family partnerships to create positive home-school connections.	New Jersey, Arizona, and Vermont aligned standards, curricula and practices across the birth through third grade continuum, creating seamless transitions for children and families.

MEETING THE NEEDS OF VULNERABLE CHILDREN AND FAMILIES

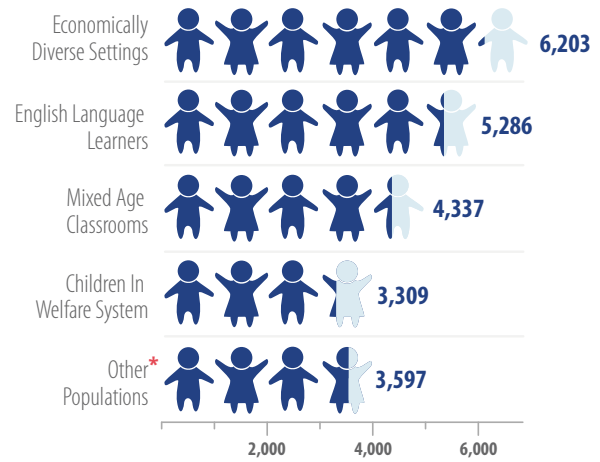
PERCENTAGE OF CLASSROOMS BY SETTING TYPE

PDG funds can be used to expand preschool in multiple settings, including public and private schools, Head Start centers, community- and faith-based settings, and on college campuses. The graph below depicts the breakdown of PDG funds spent on each type of setting.



CHILDREN REPORTED BY DEMOGRAPHIC CATEGORY

Nearly 20% of the students served were English Learners. Some children were served in mixed-age programs and in mixed socio-economic status programs. The graph below represents the diverse population served. However, some programs did not or were unable to report the background of all children and families.



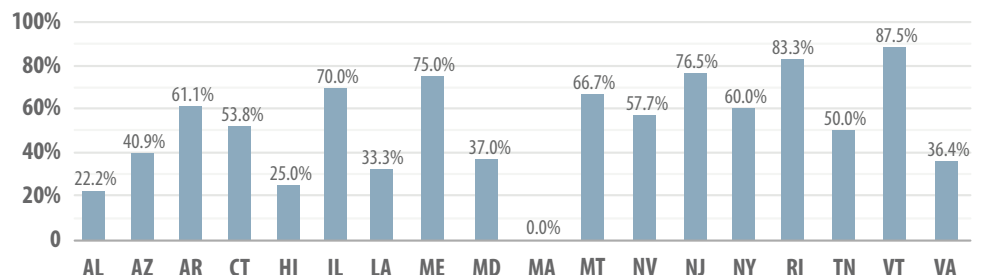
*Other populations reported include migrant families, military families, homeless families, those residing on Indian lands, and children with disabilities.

SUPPORTING CHILDREN WITH DISABILITIES

In their PDG applications, states committed to provide inclusive opportunities for children with disabilities. Across all the grantees, of the 28,202 children served, 2,391 (8.5%) were children with disabilities, above the national average of four-year-old children with disabilities in the United States (6.4%). Yet, based on the available data, not all subgrantees are meeting their targets for serving children with disabilities in inclusive settings.

Of the subgrantees that reported data, 194 of the 442 subgrantees (43.9%), met or exceeded the established state target to serve the state average of 4-year-old children with disabilities in the state or the national average, whichever is higher, 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.

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



* See Table 5 in Appendices for additional details on subgrantees. Please note that not all subgrantees reported data about serving children with disabilities.

Table 1: Total Slots for All Communities in the State

(Corresponds with Section C – NIA Part A.1 Tables: *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	Total Target New and Improved Slots	Percentage of Target Met
AL	0	152	1,884	2,036	0	2,036	1,620	125.7%
AZ	975	270	7	1,252	0	1,252	2,174	57.6%
AR	1,238	0	0	1,238	1,400	2,638	3,896	67.8%
CT	359	0	0	359	266	625	712	87.8%
HI	75	0	0	75	0	75	80	93.8%
IL	1,947	585	27	2,559	551	3,110	3,280	94.8%
LA	309	0	0	309	778	1,087	782	139.0%
ME	104	154	0	258	221	479	621	77.1%
MD	729	259	471	1,459	1,273	2,732	2,833	96.4%
MA	530	58	114	702	0	702	755	93.0%
MT	26	350	86	462	0	462	1,138	40.6%
NV	171	116	218	505	277	782	980	79.8%
NJ	664	173	46	883	753	1,636	1,186	137.9%
NY	1,123	0	0	1,123	1,262	2,385	2,348	101.6%
RI	0	0	260	260	0	260	202	128.7%
TN	860	0	848	1,708	3,070	4,778	4,808	99.4%
VT	0	31	145	176	183	359	1,293	27.8%
VA	1,046	161	23	1,230	1,574	2,804	2,683	104.5%
TOTAL	10,156	2,309	4,129	16,594	11,608	28,202	31,391	89.8%

Table 2: Program Settings

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

State	Public and Charter Schools	Private Schools (Faith and Non Faith-Based)	Head Start	Community-Based Provider (Faith and Non Faith-Based)	Tribe or Indian	College, University or Vocational/Technical School	Family, Friend or Neighbor Provider	Other	Total
AL	89	14	8	4	0	1	0	1	117
AZ	35	15	11	0	0	0	2	0	63
AR	205	0	10	0	0	9	0	0	224
CT	23	2	1	26	0	0	0	1	53
HI	4	0	0	0	0	0	0	0	4
IL	136	0	2	32	0	0	0	0	170
LA	1	0	0	17	0	0	0	0	18
ME	34	0	0	0	0	0	0	0	34
MD	100	3	11	25	0	2	0	0	141
MA	4	1	6	29	0	0	0	6	46
MT	14	0	16	0	12	0	0	0	42
NV	38	0	6	0	0	0	0	0	44
NJ	117	0	9	1	0	0	0	0	127
NY	70	43	13	51	0	0	0	0	177
RI	3	0	17	13	0	0	0	0	33
TN	203	0	0	39	0	0	0	0	242
VT	37	0	11	0	0	0	0	0	48
VA	196	2	0	0	0	2	0	0	200
TOTAL SETTINGS	1,309	80	121	237	12	14	2	8	1,783
PERCENTAGES	73.4%	4.5%	6.8%	13.3%	0.7%	0.8%	0.1%	0.4%	100%

Table 3: Student Demographic Information¹

(Corresponds with Section C – NIA Table A.1 Tables: *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
AL	102	NR	NR	87	NR	NR	NR	NR	NR
AZ	142	9	33	637	1	268	13	313	741
AR	277	NR	3	419	7	21	68	1,287	296
CT	68	0	2	102	20	7	6	274	274
HI	2	0	0	16	2	2	NR	14	14
IL	322	0	0	897	160	183	28	657	363
LA	12	NR	NR	NR	NR	NR	NR	NR	NR
ME	100	0	1	49	8	56	5	0	110
MD	216	0	18	202	47	230	6	358	417
MA	17	0	10	194	37	13	1	27	40
MT ²	65	167	1	7	17	16	7	89	413
NV	109	2	3	165	55	79	19	150	542
NJ	205	0	6	640	10	17	5	268	687
NY	222	0	54	414	189	2,385	26	18	10
RI ³	50	NR	NR	NR	NR	NR	NR	NR	NR
TN	283	NR	NR	944	60	16	11	699	1,002
VT	98	0	0	0	0	NR	NR	183	183
VA	101	0	3	513	56	16	30	0	1,111
TOTAL	2,391	178	134	5,286	669	3,309	225	4,337	6,203

¹ NR = Not Reported

² Montana – The data reported for children with disabilities was taken from Table A.3(c).

³ Rhode Island – The data reported for children with disabilities was taken from Table A.3(c). NR is listed for all other categories as data provided reflected student demographic information for all children served in RI State Pre-K, not just eligible children funded through this grant.

Table 4: Number of Eligible Children with Disabilities Served by High Quality Preschool Programs
 (Corresponds with Section C – NIA Part A.1 Tables: *Table A.3(c) Number of Eligible Children with Disabilities Served by High-Quality Preschool Programs funded by this Grant and Served by the Subgrantee*)

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	102	2,036	5.0%
AZ	142	1,252	11.3%
AR	277	2,638	10.5%
CT	68	625	10.9%
HI	2	75	2.7%
IL	322	3,110	10.4%
LA	12	1,087	1.1%
ME	100	479	20.9%
MD	216	2,732	7.9%
MA	17	702	2.4%
MT	65	462	14.1%
NV	109	782	13.9%
NJ	205	1,636	12.5%
NY	222	2,385	9.3%
RI	50	260	19.2%
TN	283	4,778	5.9%
VT	98	359	27.3%
VA	101	2,804	3.6%
TOTAL	2,391	28,202	8.5%

Table 5: 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 Tables: *Table A.3(c) Number of Eligible Children with Disabilities Served by the High-Quality Preschool Programs*)

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	117	26	91	22.2%
AZ ⁴	44	18	26	40.9%
AR ⁵	18	11	7	61.1%
CT ⁶	13	7	6	53.8%
HI	4	1	3	25.0%
IL ⁷	20	14	6	70.0%
LA	6	2	4	33.3%
ME ⁸	12	9	3	75.0%
MD ⁹	100	37	63	37.0%
MA ¹⁰	5	0	5	0.0%
MT	12	8	4	66.7%
NV ¹¹	26	15	11	57.7%
NJ	17	13	4	76.5%
NY ¹²	5	3	2	60.0%
RI ¹³	12	10	2	83.3%
TN	4	2	2	50.0%
VT ¹⁴	16	14	2	87.5%
VA	11	4	7	36.4%
TOTAL	442	194	248	52%

⁴ Arizona – Excludes 7 subgrantees due to no data provided: Rehoboth Children’s Learning Center, Southwest Human Development, Glendale Elementary District, Osborn School District, Kindertots, Peoria Unified School District, and Wesleyan Preschool and Childcare.

⁵ Arkansas – The Statewide Inclusion Rate of 7.85 percent was used rather than the national average of 6.4 percent.

⁶ Connecticut – The Statewide Inclusion Rate of 7.32 percent was used rather than the national average of 6.4 percent.

⁷ Illinois – Excludes 5 subgrantees due to no data provided: One Hope United, Children’s Home and Aid, Metro East PFA-Lighthouse Learning, City of Rockford – Department of Human Services (Head Start), and Metropolitan Family Services; The Statewide Inclusion Rate of 8.06 percent was used rather than the national average of 6.4 percent.

⁸ Maine – The Statewide Inclusion Rate of 9.25 percent was used rather than the national average of 6.4 percent.

⁹ Maryland – Excludes 6 subgrantees due to no data provided: Allegany County Public Schools, Baltimore County Public Schools, Carroll County Public Schools, Frederick County Public Schools, and St. Mary County Public Schools.

¹⁰ Massachusetts – The Statewide Inclusion Rate of 8.12 percent was used rather than the national average of 6.4 percent.

¹¹ Nevada – Excludes 1 subgrantee due to no data provided: Clark County School District (S. Atlantic); The Statewide Inclusion Rate of 8.33 percent was used rather than the national average of 6.4 percent.

¹² New York – The Statewide Inclusion Rate of 11.03 percent was used rather than the national average of 6.4 percent.

¹³ Rhode Island – The Statewide Inclusion Rate of 9.23 percent was used rather than the national average of 6.4 percent.

¹⁴ Vermont – The Statewide Inclusion Rate of 10.71 percent was used rather than the national average of 6.4 percent.

Table 6: Student Demographic Information – Ethnicity¹⁵

(Corresponds with Section C – NIA Table A.1 Tables: *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	11	21	6	1,179	128	643	48	2,036
AZ	75	12	9	163	710	218	65	1,252
AR ¹⁶	25	6	2	1,091	81	908	76	2,189
CT ¹⁷	5	14	7	152	177	210	71	636
HI	0	2	48	0	3	4	18	75
IL	7	37	2	1,308	1,381	285	90	3,110
LA	NR	NR	NR	NR	NR	NR	NR	NR
ME ¹⁸	4	4	0	67	25	326	8	434
MD ¹⁹	0	103	22	1,321	393	619	139	2,494
MA ²⁰	0	26	0	178	394	46	17	661
MT	177	1	0	3	23	237	21	462
NV ²¹	6	13	10	111	288	277	42	747
NJ	2	85	5	339	666	420	119	1,636
NY	6	183	4	485	1,466	391	34	2,385
RI	NR	NR	NR	NR	NR	NR	NR	NR
TN ²²	5	101	5	2,215	712	512	31	3,581
VT	NR	NR	NR	NR	NR	NR	NR	NR
VA ²³	7	66	8	1,758	492	308	67	2,706
TOTAL	330	674	128	10,370	6,939	5,404	846	24,404

¹⁵ NR = Not Reported

¹⁶ Arkansas – Data Note: 449 (other races not listed).

¹⁷ Connecticut – Data Note: Demographics were supplied directly by early learning providers through the PDG Provider Interim Reports. This data point exceeded the total number of children served by the grant in new and improved slots as of December 1, 2015 by 11 spaces. The OEC is currently working with providers to correct this data point as figures provided for race/ethnicity do not match enrollment forms for the same period (note: monthly enrollment forms do not capture race/ethnicity).

¹⁸ Maine – Data Note: 45 students no demographic data reported.

¹⁹ Maryland – Data Note: Not all families identified a race/ethnicity category.

²⁰ Massachusetts – Data Note: We are missing race and ethnicity information for 41 children.

²¹ Nevada – Data Note: 747 represents the number of parents that reported racial information regarding children. Some parents did not report this information.

²² Tennessee – Data Note: Total number of 3,581 is lower because some parents did not report racial information about child(ren).

²³ Virginia – Data Note: 98 not specified.