

# LINC Commission Meeting

May 18, 2015



¡Día del  
niño!  
Day of the Child

The Independence community comes together to celebrate its heritage with culture, dance and foods from around the world at the first annual Día del Niño on May 2, 2015. LINC sponsored the event along with the City of Independence and the Independence Ethnic Council.



# Local Investment Commission (LINC) Vision

## Our Shared Vision

A caring community that builds on its strengths to provide meaningful opportunities for children, families and individuals to achieve self-sufficiency, attain their highest potential, and contribute to the public good.

## Our Mission

To provide leadership and influence to engage the Kansas City Community in creating the best service delivery system to support and strengthen children, families and individuals, holding that system accountable, and changing public attitudes towards the system.

## Our Guiding Principles

1. **COMPREHENSIVENESS:** Provide ready access to a full array of effective services.
2. **PREVENTION:** Emphasize “front-end” services that enhance development and prevent problems, rather than “back-end” crisis intervention.
3. **OUTCOMES:** Measure system performance by improved outcomes for children and families, not simply by the number and kind of services delivered.
4. **INTENSITY:** Offering services to the needed degree and in the appropriate time.
5. **PARTICIPANT INVOLVEMENT:** Use the needs, concerns, and opinions of individuals who use the service delivery system to drive improvements in the operation of the system.
6. **NEIGHBORHOODS:** Decentralize services to the places where people live, wherever appropriate, and utilize services to strengthen neighborhood capacity.
7. **FLEXIBILITY AND RESPONSIVENESS:** Create a delivery system, including programs and reimbursement mechanisms, that are sufficiently flexible and adaptable to respond to the full spectrum of child, family and individual needs.
8. **COLLABORATION:** Connect public, private and community resources to create an integrated service delivery system.
9. **STRONG FAMILIES:** Work to strengthen families, especially the capacity of parents to support and nurture the development of their children.
10. **RESPECT AND DIGNITY:** Treat families, and the staff who work with them, in a respectful and dignified manner.
11. **INTERDEPENDENCE/MUTUAL RESPONSIBILITY:** Balance the need for individuals to be accountable and responsible with the obligation of community to enhance the welfare of all citizens.
12. **CULTURAL COMPETENCY:** Demonstrate the belief that diversity in the historical, cultural, religious and spiritual values of different groups is a source of great strength.
13. **CREATIVITY:** Encourage and allow participants and staff to think and act innovatively, to take risks, and to learn from their experiences and mistakes.
14. **COMPASSION:** Display an unconditional regard and a caring, non-judgmental attitude toward participants that recognizes their strengths and empowers them to meet their own needs.
15. **HONESTY:** Encourage and allow honesty among all people in the system.



Monday, May 18, 2015 | 4 – 6 pm  
Kauffman Foundation  
4801 Rockhill Rd.  
Kansas City, Mo. 64110

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## Agenda

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- I. Welcome and Announcements
- II. Approvals
  - a. April minutes (motion)
- III. Superintendents' Reports
- IV. Education Policy Fellowship Program
  - a. Gayden Carruth and Bob Bartman
- V. New LINC Data Systems
- VI. Reports
  - a. Employee Recognition
  - b. LINC book distribution
- VII. Other
  - a. Celebration of the Child video
  - b. KC Dads Read to Kids
- VIII. Adjournment



## THE LOCAL INVESTMENT COMMISSION – APRIL 20, 2015

The Local Investment Commission met at the Kauffman Foundation, 4801 Rockhill Rd., Kansas City, Mo. Co-chair **Jack Craft** presided. Commissioners attending were:

Bert Berkley	Rosemary Lowe
Sharon Cheers	Mary Kay McPhee
Aaron Deacon	Richard Morris
Steve Dunn	David Rock
Herb Freeman	David Ross
Anita Gorman	Landon Rowland
Tom Lewin	Bailus Tate

Craft made the following announcements:

The Missouri Children's Division, led by **Tim Decker**, recently received national reaccreditation.

**Phyllis Becker** was recently appointed director of the Division of Youth Services.

**Bob Bartman** and **Gayden Carruth** are in Washington, D.C., this week for the Education Policy Fellowship Program national seminars.

**Gayle Hobbs** is absent because of a delayed flight.

*A motion to approve the Feb. 23, 2015, and March 18, 2015, LINC Commission meeting minutes was passed unanimously.*

Craft introduced **Dr. Bridget McCandless** of the Health Foundation of Greater Kansas City. A Kansas City Fox 4 News story on a free health clinic for the uninsured, held on April 18 at Bartle Hall, was shown.

McCandless gave a presentation on regional health issues, including challenges and opportunities presented by the Affordable Care Act of 2010, the prospects of Medicaid expansion in Kansas and Missouri, and community issues such as decreasing resources for mental health care and the health impacts of proposed reductions in TANF and SNAP benefits. Discussion followed.

### Superintendents' Report

- **David Leone** (Superintendent, Center School District) introduced **Sharon Nibbelink**, who will succeed Leone as superintendent following his retirement at the end of the school year, and thanked LINC for its partnership with the district.
- **Paul Fregeau** (Assistant Superintendent, North Kansas City School District) reported MAP testing begins today. On March 21, North Kansas City High School hosted the LINC Spring Chess tournament.
- **John Tramel** (Director of Family Services, Independence School District) reported Independence voters approved a district operational levy increase, and the district has begun hiring teachers; the district will also replace roofs and upgrade HVAC equipment. Students are now enrolling in summer school. LINC coordinators are planning a community-wide Día del Niño celebration for May 2.

- **Carl Skinner** (Assistant Superintendent, Hickman Mills School District) reported LINC recently gave a presentation to the school board and is sharing a monthly report on LINC activities in the district. MAP testing has started in the district.
- **Kenny Rodriquez** (Assistant Superintendent, Grandview School District) reported MAP testing is underway and the district is planning for next year, which will bring new dual-credit opportunities for high school students.
- **Mark Enderle** (Superintendent, Fort Osage School District) reported MAP testing began this week, and students are enrolling in summer school. LINC will provide a summer camp following the end of summer school.
- **Kevin Foster** (Executive Director, Genesis Promise Academy) reported the school will celebrate the first anniversary of the playground. Genesis will hold a “Slamming and Jamming” event on May 8-9 which will be supported by a video produced by LINC. The LINC chess program began at Genesis in January.
- **Mark C. Tolbert** (Chairman, Lee A. Tolbert Community Academy) introduced Superintendent **Vivian Roper**, who reported LINC will be providing before and after school care in support of summer school at Tolbert school. The Tolbert middle school debate team won the recent tournament at UMKC, with six Tolbert students placing in the top 20.

LINC Deputy Director-Operations **Robin Gierer** reported LINC will provide a summer school program at 17 sites in the Kansas City Public Schools, representing a significant operational and financial investment. A video on the effort was shown.

LINC Deputy Director-Community Engagement **Brent Schondelmeyer** gave an overview of the development of the LINC chess program. A panel of LINC staff, coaches, and participants reported on the ways that chess has made a significant difference in students’ learning and development. Panelists included:

- **Carl Wade**, LINC site coordinator
- **Tom Woods**, LINC chess coach
- **Trenton Walters**, LINC chess instructor
- **Marvin Francois**, parent of two LINC chess participants
- **Jayden Francois**, chess participant
- **Ken Lingelbach**, LINC chess director

A video created by students at Martin City K-8 for Afterschool Works!, a contest sponsored by the Missouri After School Network, was shown. LINC site coordinator **Melissa Paige** introduced **Jasmyn Hill**, one of several LINC students who helped write and performed in the video, and **Isha Williams**, the University of Missouri-Extension 4-H coordinator who produced the video.

The meeting was adjourned.



# Commission Meeting Information Services Update

May 18, 2015

## Agenda

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- Background
- FY2014 & 2015 Accomplishments
- Data System
  - Overview
  - Evaluation Process
  - Solution
  - Implementation Timing
- Time & Labor, Payroll & Human Resources Implementations

# Background

- LINC has continued to evolve their processes, systems and technologies to support expanding needs internally and with the partner community.
- The Information Services (IS) function has focused their efforts on five key areas the last few years to support these needs:
  - Data & Reporting
  - Infrastructure
  - Process Improvement
  - Partner Support
  - Capacity Building

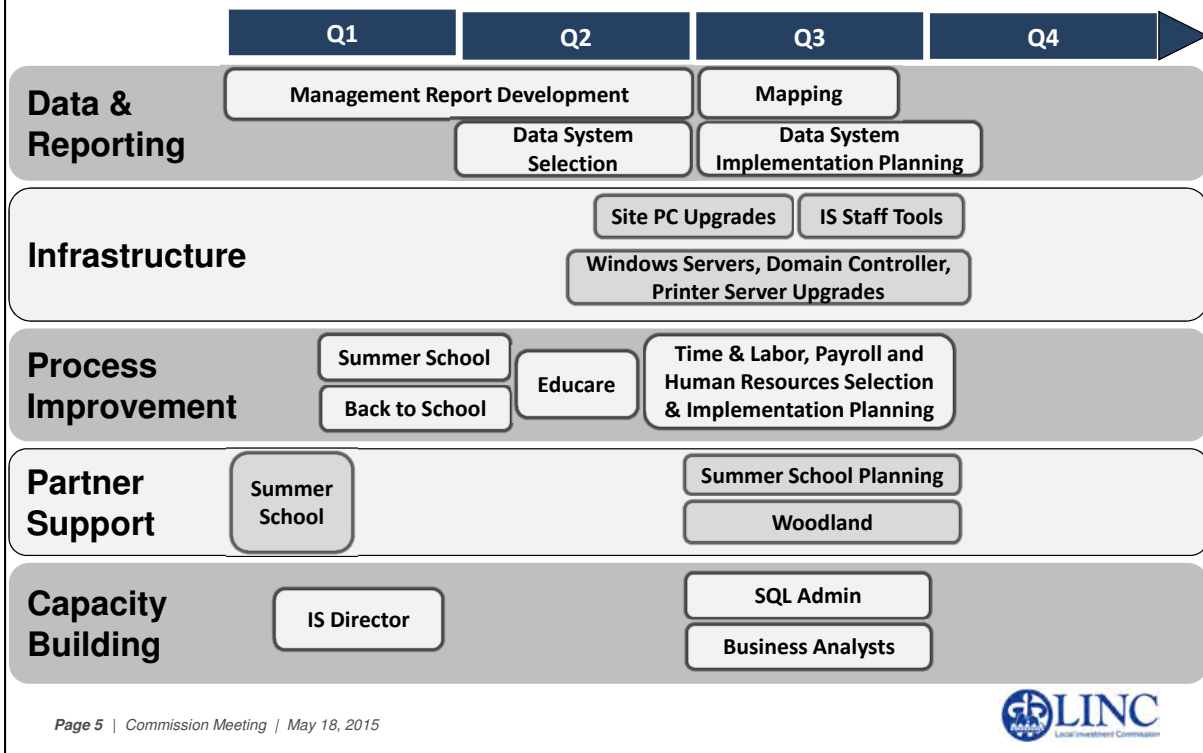


# FY 2014 Accomplishments

	Q1	Q2	Q3	Q4
<b>Data &amp; Reporting</b>	Data System Selection	Mgt Reporting Assessment	Management Report Development	Maintenance Parent Portal
<b>Infrastructure</b>		Disaster Recovery Planning Network / Security Enhancements	New Backup/Recovery Solution Win XP Migration	ISD NPASS Server Migration
<b>Process Improvement</b>	LincWorks	Educare, Billing, 21 <sup>st</sup> Century & Specialized Systems		Human Resources & Financial Reporting
<b>Partner Support</b>	FACT & Partner Data System Collaboration		St. Joseph NPASS FSD Scanner	Mississippi County School Dist IT
<b>Capacity Building</b>		IS Planning Cross Training	21 <sup>st</sup> Century Coord Results / Outcome Reporting Role	SQL Admin IS Director Search



# FY 2015 Accomplishments



## Data System Overview

- NPASS was deployed in 2001 and is the system supporting most LINC programs
- NPASS is also used by the Office of Early Childhood, FACT and some community partners
- Adequate for current operating needs, but limited future prospects



# Data System Overview

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- Inadequate to support comprehensive and future needs:
  - Improved usability
  - Enhanced features
  - Hosted web-based solution
  - Improved reporting
  - Support for performance measurement
  - Enhanced data exchange opportunities
- Initiated a project to evaluate and select a new system

# Evaluation Process

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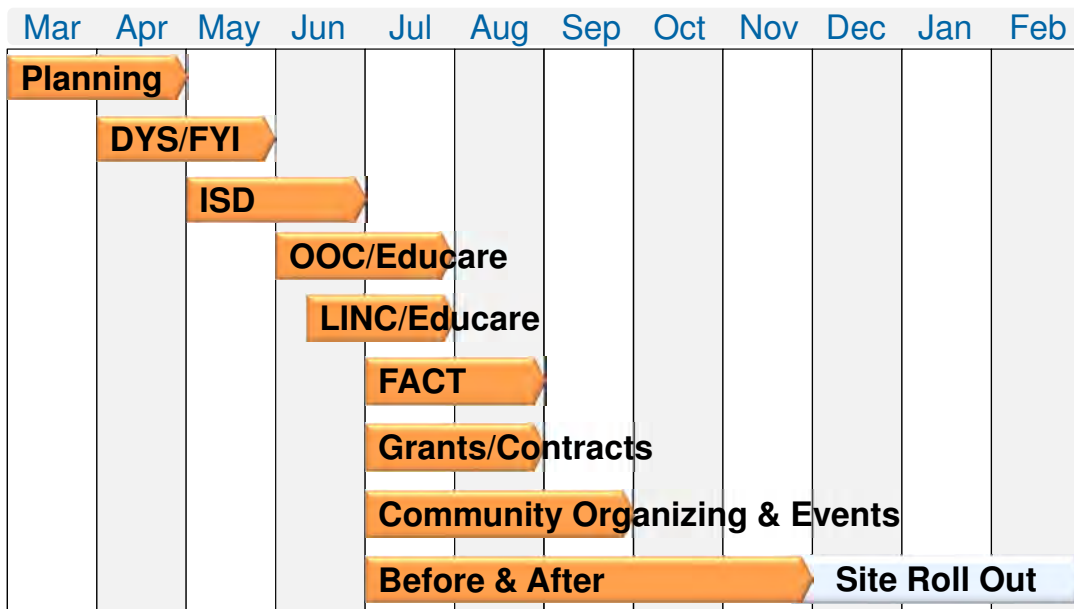
- Conducted marketplace scan and national partner consultations
- Evaluated two primary options:
  - Social Solutions ETO
  - CTK Apricot
- Conducted due diligence:
  - Business requirements and gap analysis with LINC management, staff and partners
  - Scripted demonstrations
  - Reference checks
  - Cost analysis

# Solution

- Selected CTK Apricot
  - Founded by nonprofit executives and sole focus in nonprofits
  - 18,000+ organizations
  - 15+ year history
  - Hosted web-based solution
  - Highly configurable to LINC's current and future needs



# Implementation Timing



*Approximately a 12 month implementation project*





*Education Policy Fellowship Program*

**Kansas City Educational Policy Fellowship  
Program Participants (2014-15)**

**Mike Bartig**

Currently Director of Curriculum, Assessment and Research at Kearney School District. Will be Smithville High School principal starting in 2015-16.

**Jessica Bassett**

Principal at Crispus Attucks Elementary in Kansas City Public Schools.

**Jim Dunn**

Administrator for the Missouri Star School for adjudicated youth. LINC program.

**Christy Harrison**

Principal at Trailwoods Elementary in Kansas City Public Schools

**David Oehler**

Dean of Instruction at Metropolitan Community College

**Andrea O'Neal**

LINC Deputy Director for LINCWorks. LINC program

**Torree Pederson**

President for Alliance for Early Childhood Education (ACE)

**Bob Poisal**

Assistant Superintendent of Finance in the Belton School District

**Gurbhushah Singh**

Associate Dean of Instruction, Metropolitan Community College, Longview Campus

**Dawn Smith**

Principal, Hickman Mills Freshman Center. Will be high school principal in 2015-16

**Hayet Wood**

Principal, Smith Hale Middle School, Hickman Mills School District

# Missouri-Kansas Education Policy Fellowship Program

2015-2016 Application Form

Leadership is the  
capacity to translate  
vision into reality.

— Warren Bennis

One who adapts his policy  
to the times prospers, and  
likewise one whose policy  
clashes with the demands of  
the times does not.

— Niccolo Machiavelli



## EPFP Fellows:

- Develop a broadened understanding of the policy process and how it applies to practice
- Enhance their communication and decision making skills
- Refine their potential for leadership
- Expand their network of professional colleagues

**EPFP**™ POLICY  
LEADERSHIP  
NETWORKING

*Education Policy Fellowship Program*



COOPERATING SCHOOL DISTRICTS  
OF GREATER KANSAS CITY



# Missouri-Kansas Education Policy Fellowship Program

The Education Policy Fellowship Program (EPFP) is a professional development program for individuals whose work record reflects strong leadership abilities and a concern for issues important to children and education.

Participants in the Fellowship Program hold full-time positions in diverse organizations at the local, state, and national levels.

The program is available in Missouri-Kansas through the Local Investment Commission (LINC) and Cooperating School Districts of Greater Kansas City. The nationally recognized EPFP was established more than 45 years ago by the Institute for Educational Leadership (IEL) in Washington, D.C. IEL continues to support the program in the District of Columbia and through its network of state affiliates.

## How is the EPFP different from other professional development programs?

EPFP is supported by a national and state network of resource people and peers who have a track record of accomplishment in research, policy development, and effective practice in education, child development, and human services.

The EPFP provides a comprehensive approach to knowledge and skill-building with nine monthly seminars in Kansas City and one national policy seminar during a ten-month period.



The Missouri-Kansas Education Policy Fellowship Program is sponsored by:

Local Investment Commission (LINC)  
3100 Broadway, Suite 1100  
Kansas City, MO 64111  
(816) 889-5050  
[www.kclinc.org](http://www.kclinc.org)

Cooperating School Districts of Greater Kansas City  
3444 Broadway, Suite 401  
Kansas City, MO 64111  
(816) 753-7275  
[www.csdgkc.org](http://www.csdgkc.org)

In collaboration with:

Institute for Educational Leadership  
4301 Connecticut Ave NW, Suite 100  
Washington, DC 20008-2304  
(202) 822-8405  
[www.iel.org](http://www.iel.org)

For more information and to request additional applications, please contact:

Dr. Robert Bartman  
(816) 410-8402

Dr. Gayden Carruth  
(816) 753-7275

Enrollment is limited.



Cooperating School Districts  
of Greater Kansas City





## *Education Policy Fellowship Program*

The Education Policy Fellowship Program brings together a diverse cohort of professionals from education, government, military, human services, business, and community organizations.

### **You are invited to apply if you have:**

- A commitment to personal and professional development on behalf of children and youth
- A track record of making things happen — inside and across agencies/organizations
- A full-time professional position and substantive work experience
- A bachelor's degree or its equivalent
- The endorsement and financial support of your employing organization

### **What is my commitment if I am accepted as an EPFP Fellow?**

- Attend and participate in all leadership forums and a national policy seminar
- Share your experience and knowledge with other Fellows through presentations, class discussion, and class projects.

### **How will my organization benefit from my participation in the EPFP?**

Employers gain:

- Access to a professional development program with a proven track record
- Better informed, more skillful employees
- Employees who are ready to assume more leadership responsibilities
- Expanded networks that enhance the organization's ability to access key leaders and decision makers who shape policy on behalf of children and education.

### **What is my employer's commitment in supporting my participation?**

- Provide release time for your participation in the Kansas City seminars and the national seminar
- Pay a tuition fee of \$2,500 plus all travel-related costs for the Kansas City and national seminars

# Meeting Dates and Tentative Topics

All sessions will be held in the LINC Conference Room, 3100 Broadway, Suite 1100, unless otherwise noted.

## Session Dates for 2015-2016:

- September 15–Policy Fellows and Alumni Reception, 6:00 to 8:00 p.m. (location TBD)
- September 16–8:30 to 4:30
- October 21
- November 18
- December 16
- January 20
- February 17
- March 9
- April 12-16 – Washington, D.C., Policy Seminar
- May 11
- June 15



There are three main strands for EPPF programs:

- Public Policy Processes, Issues, and Key Participants
- Leadership and Skill Development
- Networking

All of the sessions will focus on an aspect of public policy processes, issues, key participants, leadership, and skill development. Networking is interwoven into all of the sessions.

## Session Topics will include the following:

- Assessing Leadership Styles
- Leadership Development and Strategic Thinking (with the US Army Command and General Staff College at Fort Leavenworth)
- Policy Development – How and Why?
- Leadership and Local Policy Making
- Leadership and State Policy Making
- Leadership and Federal Policy Making
- Observing Local and State Boards of Education
- Major Policy Issues related to children’s success in schools
- Working Together for Children and Families
- Health and Mental Health Policies and Strategies
- Higher Education Policy
- Communication
- Race Relations and Public Policy





# The State of Preschool 2014



**STATE PRESCHOOL YEARBOOK**

The National Institute for Early Education Research

**RUTGERS**  
Graduate School of Education

# Executive Summary



## STATE PRE-K: A RETURN TO GROWTH?

The 2013-2014 school year offered hope of a recovery for state-funded pre-K after the dismal effects of the recession. State funding for pre-K increased by nearly \$120 million in 2013-2014, adjusted for inflation. This is the second year in a row that state pre-K has seen a real funding increase, though programs have yet to fully recover from the impacts of half a billion dollars in cuts in 2011-2012.

Enrollment growth also resumed in 2013-2014, albeit modestly. Total enrollment increased by 8,535, and nearly half this increase was required to recoup the loss of 4,000 seats in 2012-2013.

State pre-K quality standards improved notably in 2013-2014. Three programs – Oregon, Pennsylvania HSSAP, and Wisconsin Head Start – now meet the requirement that assistant teachers have at least a Child Development Associate credential thanks to the increased requirements of the Head Start program, which apply to these programs. Two Pennsylvania programs that had previously lost benchmarks regained them this year as temporary moratoria on professional development were lifted. In two additional changes, West Virginia met the benchmark for lead teacher Bachelor degree after a gradual phase in of increased requirements, and Michigan met the benchmark for site visits.

## WHAT'S NEW?

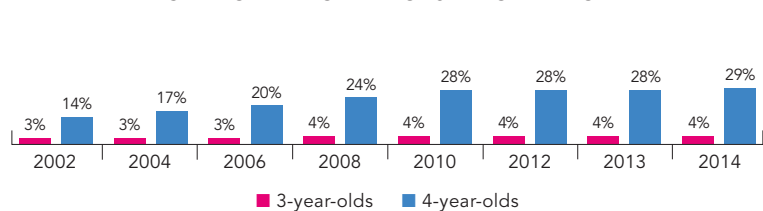
- Total state funding for pre-K programs increased by more than \$116 million across the 40 states plus D.C. that offered pre-K for the full 2013-2014 year, a 1 percent increase in real dollars.

- State pre-K funding per child increased by \$61 (inflation-adjusted) from the previous year to \$4,125.

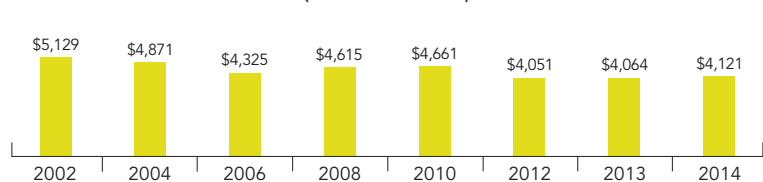
- In January 2014, Mississippi became the first state in four years not yet funding pre-K statewide to create a new program. It spent \$3 million to enroll 1,774 children, and met all 10 of NIEER's quality standards benchmarks. While not included in the rankings because the program did not operate for the first half the school year, it is a noteworthy addition.

- State funding per child for pre-K increased by at least one percent in 19 of the 41 states with programs, when adjusted for inflation. In 20 states, per-child funding fell by at least 1 percent, adjusted for inflation. Among these states, some fared much worse or better than others. In five states per-child spending fell by 10 percent or more from the previous year; in 5 states, per-child spending increased by the same margin.
- Only 15 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only 13 percent of the children enrolled in state-funded pre-K attend those programs, the vast majority of children served in state-funded pre-K are in programs where funding per child may be inadequate to provide a quality education.
- More than 1.3 million children attended state-funded pre-K, 1.1 million at age 4.
- Enrollment increased by 8,535 children. Four percent of 3-year-olds and 29 percent of 4-year-olds were served in state-funded pre-K, representing a slight increase in percent of 4-year-olds served.
- Combining general and special education enrollments, 32.4 percent of 4-year-olds and 7.4 percent of 3-year-olds are served by public pre-K. When including Head Start programs as well, 41.5 percent of 4-year-olds and 14.5 percent of 3-year-olds are served in these publicly funded programs. These percentages are similar to last year, indicating that enrollment in publicly-funded programs more generally has stagnated. These figures are not completely unduplicated. We have tried to unduplicate special education. Some Head Start children are also part of state pre-K, which can lead to overstating the number of children served. Comparison with the current population survey preschool enrollment estimates indicates that our national totals are reasonable. Individual state totals may be more problematic, especially for states with universal programs that largely incorporate special education and Head Start.
- Seventeen states increased enrollment, with increases ranging from 1 percent in Nevada to 63 percent in Rhode Island. Sixteen states reduced enrollment, from 1 percent in Arkansas, Illinois, Louisiana, Kentucky and Texas, to 16 percent in Alaska.
- An unprecedented seven programs improved their quality standards and gained against NIEER's Quality Standards Benchmarks checklist.
- Five states (now including Mississippi) plus one of Louisiana's three programs continue to meet all 10 benchmarks for state pre-K quality standards. Seventeen states met eight or more.
- More than half a million children, or 40 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED  
(2013 DOLLARS)

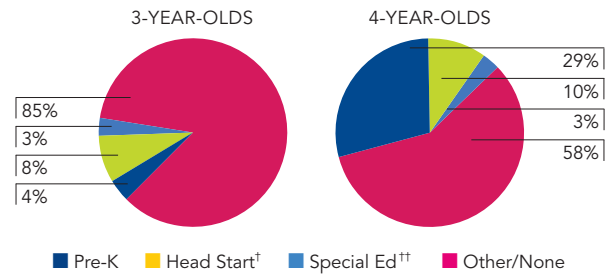


<sup>1</sup> For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, there is a total of 41 states providing state-funded pre-K.

## NATIONAL ACCESS

Total state preschool enrollment, all ages .....	1,347,072
State-funded preschool programs .....	53 programs in 40 states and D.C. <sup>1</sup>
Income requirement .....	29 state programs have an income requirement
Minimum hours of operation .....	16 part-day; 14 school-day; 1 extended-day; 22 determined locally <sup>2</sup>
Operating schedule.....	39 academic year, 14 determined locally
Special education enrollment, ages 3 & 4 .....	425,445
Federal Head Start enrollment, ages 3 & 4.....	719,731 <sup>3</sup>
Total federal Head Start enrollment, all ages .....	768,478 <sup>3</sup>
State-funded Head Start enrollment, ages 3 & 4 .....	53,393 <sup>4</sup>

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



<sup>†</sup> Some Head Start children may also be counted in state pre-K.  
<sup>††</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

## NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 53 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards .....	Comprehensive .....	53
Teacher degree .....	BA .....	30
Teacher specialized training .....	Specializing in pre-K .....	45
Assistant teacher degree .....	CDA or equivalent .....	18
Teacher in-service .....	At least 15 hours/year .....	43
Maximum class size .....	20 or lower .....	45
3-year-olds		
4-year-olds		
Staff-child ratio .....	1:10 or better .....	46
3-year-olds		
4-year-olds		
Screening/referral .....	Vision, hearing, health; and .....	35
and support services	at least 1 support service	
Meals .....	At least 1/day .....	25
Monitoring .....	Site visits at least every five years .....	32

## NATIONAL RESOURCES

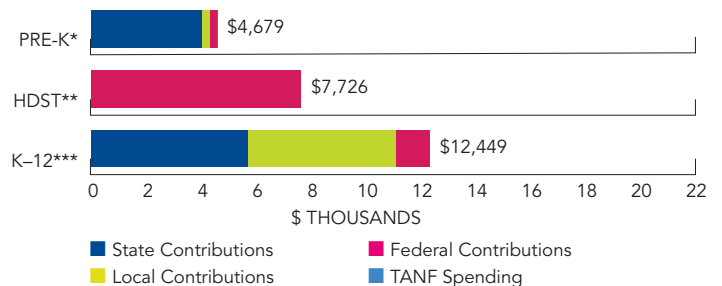
Total state preschool spending .....	\$5,556,840,884 <sup>6</sup>
Local match required?.....	13 state programs require a local match
State Head Start spending .....	\$156,140,148
State spending per child enrolled.....	\$4,125
All reported spending per child enrolled* .....	\$4,679

\* 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '12-'13 school year, unless otherwise noted.

## SPENDING PER CHILD ENROLLED



<sup>1</sup> Throughout this report, the District of Columbia is included like a state for the first time. Figures indicating change over time have been adjusted to reflect 50 state plus D.C. totals. D.C. is also included in rankings as a "state," creating a list of 41 states for rankings. In January, Mississippi began offering a state-funded pre-K program enrolling 1,774 children. Because it was not operating for the full year, these children are not included in the enrollment total.

<sup>2</sup> NIEER's definitions of hours of operations are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours but fewer than 8 hours per day; and extended-day programs serve children for 8 or more hours per day. Some pre-K initiatives offer multiple hours of operation, such as a combination of part-day and school-day programs, but only the minimum one offered is listed here.

<sup>3</sup> The enrollment figure for federal Head Start, ages 3 and 4, includes children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant and American Indian/Alaskan Native programs. Past

years did not include the enrollment of children in the territories. The enrollment figure for total federal Head Start, all ages, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

<sup>4</sup> This figure includes children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

<sup>5</sup> In January, Mississippi began offering a state-funded pre-K program with all 10 of NIEER's quality standards benchmarks. Because it was not operating for the full year, this program is not reflected in the quality standards benchmarks.

<sup>6</sup> This figure includes federal TANF funds directed toward preschool at states' discretion. In January, Mississippi began offering a state-funded pre-K program with \$3 million in state funding. Because it was not operating for the full year, these funds are not reflected in the funding total.

**TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS**

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	32	None served	19	13	10
Alaska	39	None served	9	14	10
Arizona	34	22	41	41	5
Arkansas	12	5	13	21	9
California	26	8	18	22	4
Colorado	22	9	35	31	6
Connecticut	29	12	3	3	6
Delaware	35	None served	7	10	8
District of Columbia	1	1	1	1	8
Florida	3	None served	36	37	3
Georgia	7	None served	23	29	8
Illinois	20	3	31	30	8
Iowa	8	17	32	34	6.9
Kansas	25	None served	38	38	6
Kentucky	17	10	30	11	9
Louisiana	15	None served	16	23	8
Maine	14	None served	33	15	5
Maryland	13	16	17	24	8
Massachusetts	28	18	25	27	6
Michigan	21	None served	12	19	8
Minnesota	41	24	6	7	9
Missouri	38	20	39	39	7
Nebraska	16	6	37	36	6
Nevada	37	None served	34	35	7
New Jersey	18	4	2	2	8.8
New Mexico	19	None served	28	32	8
New York	10	26	22	28	7
North Carolina	24	None served	14	9	10
Ohio	36	21	21	26	4
Oklahoma	4	None served	26	8	8
Oregon	31	14	4	6	9
Pennsylvania	30	15	10	18	6.5
Rhode Island	40	None served	5	4	10
South Carolina	11	11	40	40	5.6
Tennessee	23	25	15	16	9
Texas	9	13	29	33	2
Vermont	2	2	20	25	4
Virginia	27	None served	24	17	6
Washington	33	19	8	12	9
West Virginia	5	7	11	5	9
Wisconsin	6	23	27	20	5.1
Hawaii	No program	No program	No program	No program	No program
Idaho	No program	No program	No program	No program	No program
Indiana	No program	No program	No program	No program	No program
Mississippi	No program	No program	No program	No program	No program
Montana	No program	No program	No program	No program	No program
New Hampshire	No program	No program	No program	No program	No program
North Dakota	No program	No program	No program	No program	No program
South Dakota	No program	No program	No program	No program	No program
Utah	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

# Executive Summary (continued)

## ENROLLMENT INCREASES

State-funded pre-K served 1,347,272 children in 2013-2014. State pre-K continues to be largely a program for 4-year-olds, with 4s accounting for more than 1.1 million, or about 86 percent, of the children enrolled.

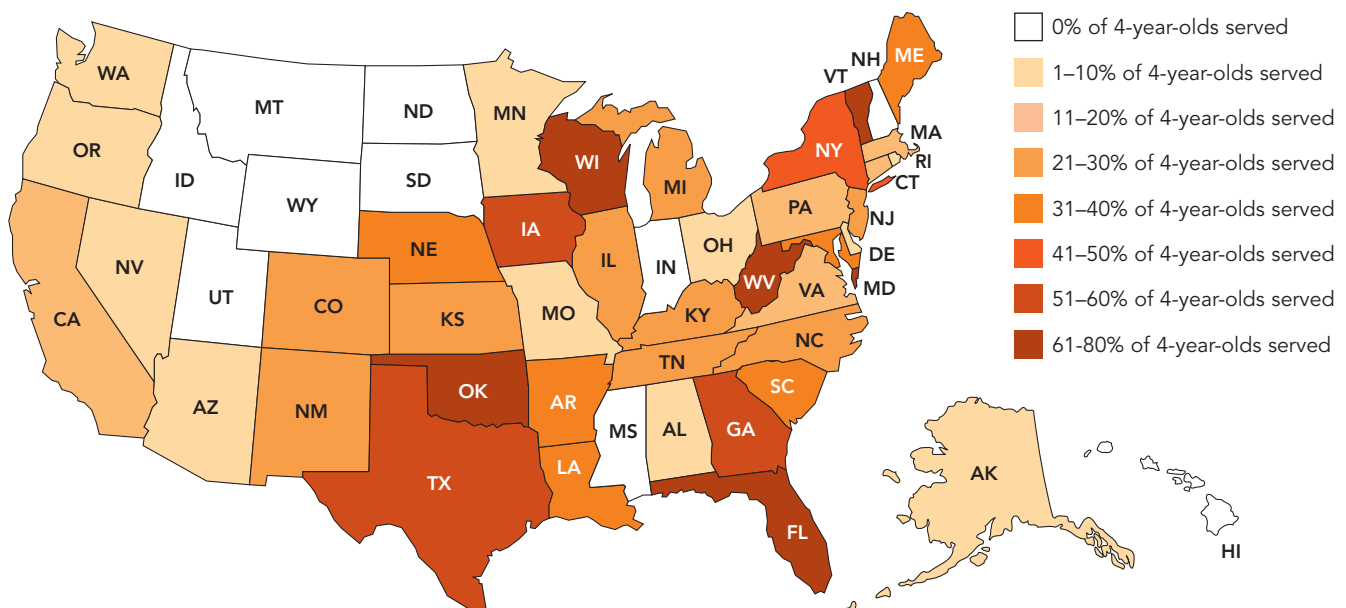
Across the nation, 29 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled, percentages that have changed little since the 2010-2011 school year. Total enrollment increased by 8,535 from the prior year. While the additional enrollment is positive, about half of it was need just to offset the previous year's 4,300 cut in enrollment. Table 2 shows both numbers enrolled and enrollment as a percentage of total population by state. Table 3 reports enrollment changes in numbers of children and percentage of the total population for 3- and 4-year-olds from the prior year as well as back to 2001-2002.

Since states also serve children in preschool special education, the total number of children served by states is somewhat larger than indicated by state-funded pre-K enrollment alone. Table 4 presents numbers and percentages of children enrolled in state pre-K and special education programs; it also shows totals that include students in the federal Head Start program. These are unduplicated estimates in that children served by multiple programs are only counted once. Including both state pre-K and special education programs brings state enrollment up to 32.4 percent at age 4 and 7.4 percent at age 3. These figures should be interpreted cautiously for two reasons. First, while every effort is made to ensure children are not double counted, we may not have perfectly unduplicated the counts. Second, and more important, some children in preschool special education receive limited therapeutic services and are not enrolled in a quality pre-K in which all of their educational needs are met. Adding in the federal Head Start program, enrollment in all public programs is 41.5 percent at age 4 and 14.5 percent at age 3. Again there may be some duplication we have not eliminated and our prior caveat regarding special education services applies.

Enrollment in state-funded pre-K programs varies widely from state-to-state. Figure 1 displays state pre-K enrollment at age 4 by state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Among states, Florida, Oklahoma, and Vermont ranked at the top with each serving over 75 percent of the state's 4-year-olds.

Other states enrolling more than half of 4-year-olds include Georgia, Iowa, Texas, West Virginia, and Wisconsin. On the other end of the spectrum, 11 states with programs served fewer than 10 percent of 4-year-olds, while 10 more had no program, prior to the start of Mississippi's program in January. Several other states including Michigan, Nebraska, and Ohio have embarked on additional noteworthy expansions since the end of the 2013-2014 school year. Further increases in enrollment are expected in 2015-2016, as states that received federal Preschool Development and Expansion grants are

**FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K**



expected to enroll more than 18,000 additional children. States that received these grants in 2014 are: Alabama, Arizona, Arkansas, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Massachusetts, Montana, Nevada, New Jersey, New York, Rhode Island, Tennessee, Vermont, and Virginia.

State-funded pre-K programs remain primarily the domain of 4-year-olds, and the number of 3-year-olds served increased by just 334 in 2013-2014. However, there are several notable exceptions. Washington, D.C. serves 69 percent of 3-year-old residents. Vermont serves a quarter of its 3-year-olds, while Illinois and New Jersey serve about 20 percent at age 3. Nebraska, and West Virginia all serve 10 percent or more at this age. Of the 26 states that enroll 3-year-olds in state-funded pre-K, 14 states increased their enrollment of 3-year-olds from the previous year while 11 states reduced enrollment in 2013-2014.

Enrollment changes among the states in 2013-2014 were highly uneven. Alabama, Arizona, Michigan, New Mexico, Ohio, and Vermont showed the largest increases in the percentage of population served. Vermont made by far the largest percentage gain. Unfortunately, gains were somewhat offset by decreases in some states, particularly New York, North Carolina, South Carolina, and Texas. Mississippi provided services for half of the school year when it initiated a state-funded pre-K program in January 2014. Though not included in this year's state comparisons because of its part-year status, the program served roughly 4 percent of Mississippi 4-year-olds.

## QUALITY STANDARDS

The Yearbook compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. The benchmarks track state progress in quality standards, but they are not, in themselves, guarantees of quality. Arguably some of them are quite low (e.g., hours of professional development), even though many states do not meet them. Moreover, they are primarily indicators of the resources available to programs, not whether these resources are used well. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. For example, requirements that every teacher be highly qualified mean nothing if pre-K teacher salaries are not competitive with other educational sectors and occupations. Nor do the required hours of professional development matter if they consist of one-shot workshops on barely relevant topics.

While the benchmarks are derived from research, setting them is not an exact science, and they are not all equally important, or important for the same reasons. For example, some state policy makers do not consider it desirable to require meals in part-day programs. In our view, as most programs target disadvantaged children who all too often experience food insecurity and poor nutrition, it is desirable to offer them a healthy meal no matter how short the day. Good teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of "instructional time." However, this clearly is a crude indicator of whether programs adequately address children's nutritional needs. A list of benchmarks and a summary of the supporting research are provided on page 22.

Figure 2 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2013-2014. Seven states' policy changes resulted in gains against an additional benchmark in 2013-2014: Michigan, Oregon, three of Pennsylvania's programs, West Virginia, and Wisconsin Head Start. Michigan now meets the benchmark for site visits, while West Virginia now requires that lead teachers have a Bachelors degree. Two of Pennsylvania's programs, EABG and K4, now require 15 hours per year of professional development, after previously implementing a moratorium on such professional development. Three programs reported increased assistant teacher credentials as a result of changes in federal Head Start requirements: Oregon, Pennsylvania HSSAP, and Wisconsin Head Start.

At the start of the 2013-2014 school year, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Mississippi adds a sixth, as its new program also meets all 10 benchmarks for standards. Nine other states have programs that meet nine of 10 benchmarks – Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oregon, Pennsylvania HSSAP, Tennessee, Washington and West Virginia.

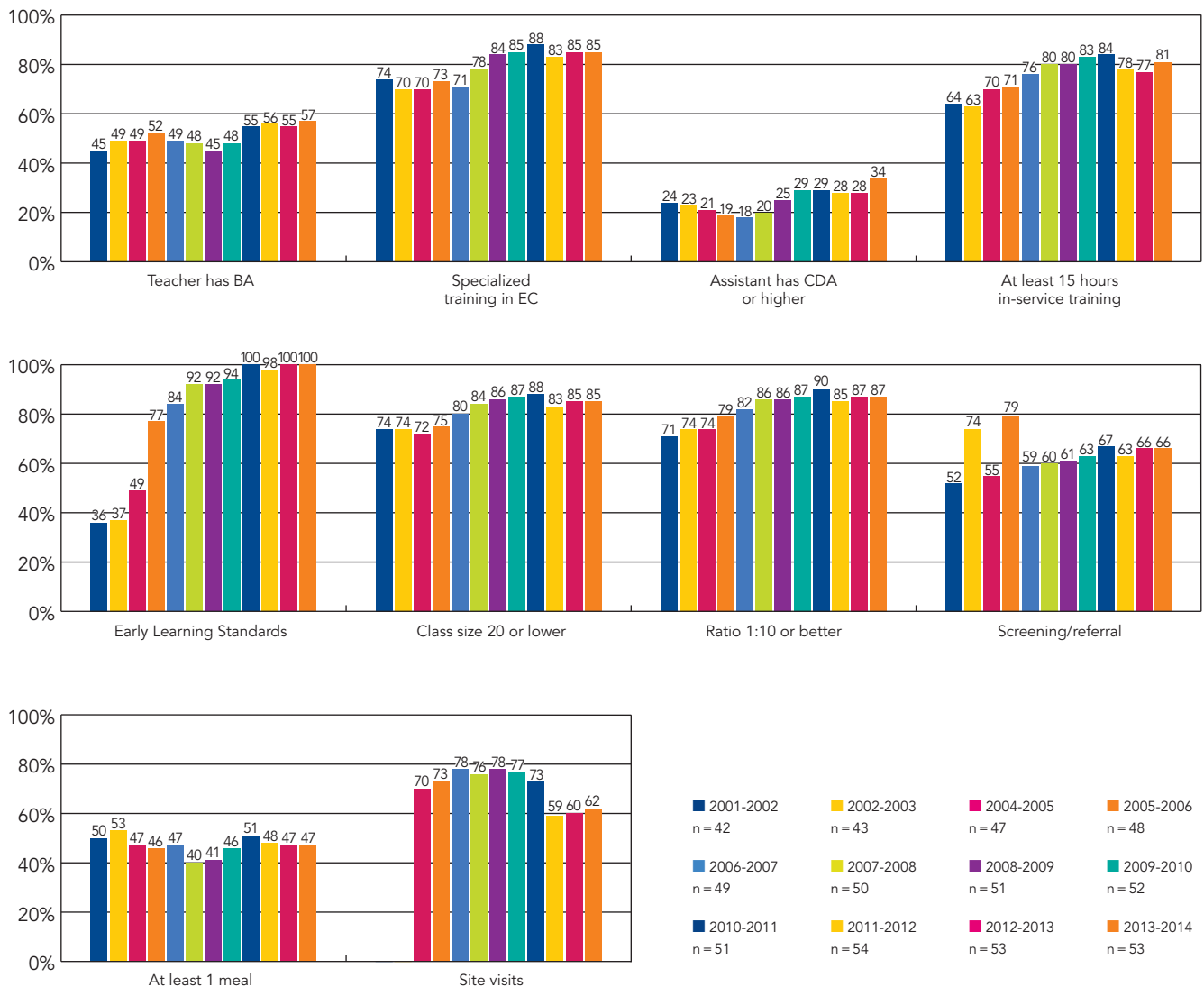
At the other end of the spectrum, six states meet fewer than half of the 10 benchmarks – California, Ohio, and Vermont met four; Florida met three; and Texas met only two benchmarks. Pennsylvania's K4 program meets three benchmarks this year, making it the only program in Pennsylvania that meets fewer than half of the 10 benchmarks. Particularly concerning, Texas and Pennsylvania's K4 program not only miss the class size and staff-child ratio benchmarks, they set no limits on these at all.

## RESOURCES: DO SMALL INCREASES SIGNAL THE START OF A RECOVERY?

In 2013-2014, 40 states plus D.C. spent more than \$5.56 billion on pre-K, not including special education funds. When Mississippi launched its pre-K program in January, it added another \$3 million to state expenditures on pre-K, a modest start that does not appreciably alter the total once it is rounded to the nearest \$10 million. The remaining states did not contribute to this total, as they had no pre-K initiative meeting our definition of state-funded prekindergarten at the start of the 2013-2014 school year. (See page 21 for our explanation of what constitutes a state-funded pre-K program.)

As might be expected, total spending by states varies considerably by state size, though this is clearly not the only determinant. Among states with programs, Rhode Island spent the least at \$1.9 million while Texas spent the most, \$787 million, eclipsing the larger state of California. Across the 40 states and D.C. funding pre-K, total state spending increased by \$116 million, a 2 percent increase in real spending from the 2012-2013 school year. Average spending per child increased by \$61 (inflation-adjusted) to \$4,125. D.C. spends the most per-child at \$15,372, with New Jersey behind it at \$12,157. South Carolina and Arizona report the lowest state spending per child, both under \$2,000.

FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2014





Many state-funded pre-K programs utilize additional funds from local and federal sources to help fund pre-K programs. In some, states and local education agencies share the costs through a formula just as they do for K-12 education. As a result, funding from all sources is a more complete indicator of the total resources available to support pre-K (though not a better indicator of state financial commitment). Unfortunately, not all states can fully, or even partially, report spending at the local level. This means that the all-reported funding figures understate total spending nationally and that comparisons across states are distorted by differences in reporting.

Nevertheless, the figures reported in Table 7 indicate that local schools and federal funds added at least \$746 million to state pre-K funds in the 2013-2014 school year, or \$554 per child. All-source reported spending totals \$6.3 billion, an increase of about \$49 million from the 2012-2013 school year. The majority of reported non-state funds come from non-TANF federal spending, at \$331 million. Required local spending adds \$211 million while non-required local spending adds \$204 million in 2013-2014. This is less than was reported in the 2012-2013 year. The extent to which this is a real change or simply a difference in reporting we cannot determine. Reported spending per-child from all sources was \$4,679 nationwide, up slightly from the previous year's \$4,672 (inflation-adjusted).

Although funding does not guarantee quality, inadequate funding can harm quality and effectiveness. As can be seen in Table 7, we can have confidence that reported funding per child is sufficient to meet all 10 benchmarks and offer a quality program in only 15 states (taking into account the current operating schedules of those programs, as funding requirements vary with length of day). As our estimates of the amount required are inexact and some funding is unreported, it seems likely that some additional states have adequately funded programs. However, a number of states have reported funding levels so far below what is estimated as required that funding adequacy is high questionable.

## RECOMMENDATIONS

State pre-K programs may have turned a corner in 2013-2014, but progress remains slow. If pre-K is to be made available to even all children under 200 percent of the poverty level within the next 20 years, state investments will have to grow at a much faster pace. At the 2013-2014 growth rate it would take about 75 years for states to reach 50 percent enrollment at age 4 and 150 years to reach 70 percent enrollment. Even a return to the average rate of growth since 2001-2002 would leave the nation 25 years away from enrolling 50 percent of 4-year-olds in state funded pre-K.

States should set goals to increase enrollment much more rapidly than has been the case in the past, while raising quality standards and providing funding at the level needed to support those high standards. Every state is capable of delivering high quality pre-K to all 4-year-olds within 10 years, if they set high standards and commit adequate resources. Many states could reach this goal in less than 10 years.

Many states need to raise their quality standards for pre-K and implement policies to ensure continuous improvement. Without sufficient quality, programs will not fulfill their promise with respect to children's learning and development or long-term economic returns. NIEER's 10 benchmarks for quality standards are a starting place for state policy.

Particularly worrying is the number of states with inadequate requirements for preschool teacher preparation. A new Institute of Medicine and National Research Council report calls for all teachers of young children to have a four-year college degree and specialized training. States should create a timeline to ensure that all teachers in state-funded preschool programs obtain these qualifications and that their compensation is comparable to that for K-12 teachers with similar qualifications.

The federal government should offer financial incentives for states to set and achieve ambitious goals for enrollment, quality standards, and adequate funding.

When states do not adequately support high-quality pre-K, communities should act on their own as cities across the nation from New York to Seattle have already done.

**TABLE 2: PRE-K ACCESS BY STATE**

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2013-2014)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2013-2014)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	98.6%	69.3%	82.9%	6,616	5,364	11,980
2	Vermont	90.6%	25.8%	58.7%	5,592	1,549	7,142
3	Florida	79.5%	0.0%	39.7%	170,266	-	170,266
4	Oklahoma	76.4%	0.0%	38.2%	40,823	-	40,823
5	West Virginia*	69.2%	11.3%	40.3%	14,149	2,306	16,455
6	Wisconsin	65.8%	1.1%	33.6%	46,323	733	47,056
7	Georgia	60.2%	0.0%	30.1%	81,453	-	81,453
8	Iowa	59.7%	3.9%	31.9%	23,864	1,535	25,399
9	Texas	52.0%	5.7%	28.9%	203,648	22,565	226,213
10	New York	43.8%	0.1%	21.7%	98,695	215	98,910
11	South Carolina	38.6%	6.5%	22.7%	23,251	3,886	27,137
12	Arkansas*	37.7%	12.8%	25.3%	14,632	4,898	19,530
13	Maryland	36.1%	4.3%	20.2%	26,358	3,173	29,531
14	Maine	35.1%	0.0%	17.7%	4,721	-	4,721
15	Louisiana	31.8%	0.0%	15.9%	19,768	-	19,768
16	Nebraska	30.3%	12.5%	21.4%	7,995	3,291	11,286
17	Kentucky	30.0%	7.4%	18.6%	16,470	4,088	20,558
18	New Jersey	29.3%	19.3%	24.3%	31,138	20,669	51,807
19	New Mexico	27.4%	0.0%	13.7%	7,674	-	7,674
20	Illinois	27.1%	19.4%	23.2%	43,778	31,225	75,003
21	Michigan	26.3%	0.0%	13.2%	30,552	-	30,552
22	Colorado	22.3%	7.7%	15.0%	15,259	5,194	20,453
23	Tennessee	22.1%	0.7%	11.5%	17,893	601	18,494
24	North Carolina	21.2%	0.0%	10.6%	26,617	-	26,617
25	Kansas	20.5%	0.0%	10.2%	8,268	-	8,268
26	California	17.8%	8.6%	13.2%	88,708	43,055	131,763
27	Virginia	17.8%	0.0%	8.9%	18,021	-	18,021
28	Massachusetts	14.1%	3.6%	8.8%	10,201	2,597	12,798
29	Connecticut	13.6%	6.1%	9.9%	5,381	2,347	7,728
30	Pennsylvania	11.8%	5.3%	8.6%	17,025	7,585	24,610
31	Oregon	9.8%	5.6%	7.7%	4,627	2,582	7,209
32	Alabama	9.2%	0.0%	4.6%	5,505	-	5,505
33	Washington	7.9%	1.9%	4.9%	7,055	1,686	8,741
34	Arizona*	6.9%	1.2%	4.1%	6,117	1,084	7,201
35	Delaware	5.8%	0.0%	2.9%	635	0	635
36	Ohio*	4.1%	1.6%	2.8%	5,789	2,199	7,988
37	Nevada	3.8%	0.0%	1.9%	1,401	-	1,401
38	Missouri	3.5%	1.6%	2.6%	2,628	1,246	3,874
39	Alaska	2.7%	0.0%	1.4%	291	-	291
40	Rhode Island	2.1%	0.0%	1.1%	234	-	234
41	Minnesota	1.3%	0.9%	1.1%	940	661	1,601
	Hawaii	0.0%	0.0%	0.0%	0	0	0
	Idaho	0.0%	0.0%	0.0%	0	0	0
	Indiana	0.0%	0.0%	0.0%	0	0	0
	Mississippi**	0.0%	0.0%	0.0%	0	0	0
	Montana	0.0%	0.0%	0.0%	0	0	0
	New Hampshire	0.0%	0.0%	0.0%	0	0	0
	North Dakota	0.0%	0.0%	0.0%	0	0	0
	South Dakota	0.0%	0.0%	0.0%	0	0	0
	Utah	0.0%	0.0%	0.0%	0	0	0
	Wyoming	0.0%	0.0%	0.0%	0	0	0
	<b>United States</b>	<b>4.4%</b>	<b>29.1%</b>	<b>16.7%</b>	<b>1,160,361</b>	<b>176,334</b>	<b>1,336,695</b>

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

<sup>1</sup> Nationwide, an additional 10,376 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,347,072.

\* These states report a significant number of 5-year-olds enrolled in their programs. Upon further clarification, these are children who were essentially 4-year-olds but barely missed the age cut off. They are counted as 4-year-olds in this table.

\*\* Though not included in this year's state comparisons because of its part-year status, Mississippi served 1,774 4-year-olds or roughly four percent of 4-year-olds in its pre-K program.

**TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME**

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2013-2014				ENROLLMENT CHANGES FROM 2012-2013 TO 2013-2014			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point
Alabama	0	0%	4,749	8%	0	0%	1,608	3%
Alaska	0	0%	291	3%	0	0%	-54	0%
Arizona*	1,084	1%	-903	-2%	-1,001	-1%	442	1%
Arkansas	3,956	10%	10,362	26%	-605	-1%	-654	0%
California	32,131	6%	44,174	9%	-4,408	-1%	9,234	2%
Colorado	4,464	6%	6,939	8%	713	1%	470	1%
Connecticut	812	3%	964	4%	-170	0%	79	1%
Delaware	1	0%	-208	-2%	1	0%	-208	-2%
D.C.	4,239	49%	3,605	55%	-37	-11%	98	5%
Florida	0	0%	170,266	80%	0	0%	-3,879	1%
Georgia	0	0%	17,840	7%	0	0%	-230	2%
Hawaii	0	0%	0	0%	0	0%	0	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	17,127	11%	4,876	6%	1,244	1%	-1,546	0%
Indiana	0	0%	0	0%	0	0%	0	0%
Iowa	1,024	3%	22,308	56%	73	0%	-846	0%
Kansas	0	0%	6,038	15%	0	0%	-246	0%
Kentucky	-784	-2%	3,653	6%	-90	0%	-169	1%
Louisiana	0	0%	12,249	20%	0	0%	-103	1%
Maine	0	0%	3,281	25%	0	0%	-129	1%
Maryland	1,765	2%	7,984	11%	168	0%	-44	1%
Massachusetts*	-6,835	-8%	769	3%	-69	0%	-298	0%
Michigan	0	0%	4,075	7%	0	0%	6,005	6%
Minnesota*	-154	0%	-330	-1%	-26	0%	-104	0%
Mississippi	0	0%	0	0%	0	0%	0	0%
Missouri	-1,300	-2%	-1,058	-1%	269	0%	-70	0%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	3,167	12%	7,639	29%	312	1%	1,081	5%
Nevada	-111	0%	1,080	3%	-107	0%	129	1%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	7,884	8%	7,257	9%	-37	0%	118	1%
New Mexico	-470	-2%	7,304	26%	0	0%	2,343	9%
New York	-5,620	-2%	35,196	19%	0	0%	-4,437	-1%
North Carolina	0	0%	25,377	20%	0	0%	-2,955	-2%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-7,515	-5%	-9,113	-6%	839	1%	1,315	1%
Oklahoma	0	0%	14,944	21%	0	0%	709	2%
Oregon	1,473	3%	2,038	4%	133	0%	-89	0%
Pennsylvania*	7,585	5%	14,475	10%	143	0%	-885	0%
Rhode Island	0	0%	234	2%	0	0%	90	1%
South Carolina*	3,536	6%	7,601	9%	1,338	2%	-1,678	-2%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee	-241	0%	16,135	20%	0	0%	0	1%
Texas	2,824	0%	76,065	13%	445	0%	-1,408	0%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont*	1,180	21%	4,972	82%	282	5%	991	19%
Virginia	0	0%	12,143	12%	0	0%	708	1%
Washington	537	0%	2,270	2%	536	1%	-186	0%
West Virginia	538	3%	8,958	44%	394	2%	649	6%
Wisconsin*	45	0%	32,819	47%	-5	0%	2	2%
Wyoming	0	0%	0	0%	0	0%	0	0%
<b>U.S.</b>	<b>72,342</b>	<b>2%</b>	<b>595,230</b>	<b>15%</b>	<b>335</b>	<b>0%</b>	<b>11,764</b>	<b>1%</b>

\* At least one program in these states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

**TABLE 4: 2013-2014 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START**

STATE	Pre-K + Pre-K Special Education				Pre-K + Pre-K Special Education + Head Start <sup>††</sup>			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	907	1.5%	7,062	11.8%	6,466	10.7%	16,462	27.5%
Alaska*	346	3.3%	886	8.5%	1,325	12.4%	2,344	22.5%
Arizona	4,147	4.4%	10,592	11.9%	9,240	10.4%	21,350	24.0%
Arkansas	7,037	18.5%	18,538	47.8%	11,104	29.5%	22,826	58.9%
California*	57,216	11.5%	108,588	21.8%	93,648	18.7%	159,723	32.1%
Colorado	7,757	11.5%	19,091	27.9%	11,828	17.5%	24,411	35.6%
Connecticut*	3,976	10.3%	7,497	19.0%	6,655	17.2%	10,626	26.9%
Delaware†	355	3.2%	1,219	11.1%	972	8.7%	2,142	19.4%
District of Columbia	5,319	68.7%	6,602	98.5%	6,493	83.9%	6,697	99.8%
Florida	5,864	2.7%	172,442	80.5%	19,337	9.0%	192,291	89.8%
Georgia	2,267	1.7%	82,974	61.4%	13,835	10.5%	92,702	68.4%
Hawaii	572	3.2%	703	4.0%	1,424	8.1%	2,504	14.3%
Idaho	635	2.7%	891	3.7%	1,569	6.8%	3,081	12.9%
Illinois	33,054	20.4%	48,855	30.2%	48,038	29.4%	68,098	42.2%
Indiana	3,565	4.2%	4,940	5.8%	8,565	10.1%	12,340	14.4%
Iowa*	2,202	5.6%	24,578	61.5%	4,868	12.5%	28,055	70.5%
Kansas	2,279	5.6%	11,644	28.4%	5,386	13.5%	14,933	36.5%
Kentucky	4,088	7.4%	16,470	30.0%	9,449	17.1%	25,022	45.6%
Louisiana*	650	1.0%	20,865	33.6%	11,969	19.3%	29,159	46.9%
Maine*	600	4.6%	5,363	39.9%	1,574	11.9%	6,978	51.9%
Maryland	6,052	8.3%	30,385	41.7%	10,532	14.4%	34,712	47.6%
Massachusetts*	5,812	8.0%	13,210	18.3%	10,090	13.9%	18,930	26.2%
Michigan	3,676	3.2%	30,552	26.3%	15,522	13.4%	46,049	39.4%
Minnesota†	3,231	4.6%	4,954	7.1%	6,909	9.9%	10,064	14.4%
Mississippi	542	1.4%	1,610	4.0%	10,981	27.4%	16,132	39.6%
Missouri	3,788	5.0%	7,078	9.3%	9,984	13.2%	15,053	19.4%
Montana	125	1.0%	304	2.4%	1,745	14.2%	2,693	21.4%
Nebraska	3,291	12.5%	7,995	30.3%	4,999	19.5%	10,414	39.4%
Nevada	1,745	4.8%	4,038	11.0%	2,879	8.0%	5,410	14.8%
New Hampshire	791	6.1%	1,088	8.1%	1,345	10.4%	1,821	13.4%
New Jersey	25,157	23.4%	37,006	34.9%	30,869	28.5%	43,853	41.3%
New Mexico	1,319	4.7%	9,530	34.0%	4,260	15.2%	13,848	49.4%
New York*	15,704	6.8%	113,093	50.1%	34,486	14.9%	136,314	60.4%
North Carolina	3,449	2.8%	30,511	24.3%	10,445	8.5%	41,230	32.8%
North Dakota	282	3.0%	432	4.5%	1,374	14.5%	2,002	20.4%
Ohio	6,045	4.5%	12,438	8.8%	19,573	14.5%	31,143	22.0%
Oklahoma	827	1.5%	40,823	76.4%	8,175	15.5%	47,841	89.4%
Oregon	4,406	9.5%	6,771	14.5%	6,908	14.9%	10,915	23.2%
Pennsylvania*†	13,735	9.6%	25,515	17.7%	24,388	16.4%	41,803	29.1%
Rhode Island*	622	5.7%	1,054	9.6%	1,398	12.8%	2,441	22.5%
South Carolina*	4,742	8.0%	24,242	40.5%	10,678	18.0%	29,699	49.5%
South Dakota	463	3.9%	674	5.7%	2,053	17.2%	2,746	23.0%
Tennessee	2,042	2.5%	19,624	24.2%	8,144	10.5%	28,651	35.4%
Texas	27,430	7.0%	203,588	52.0%	56,394	14.4%	239,835	61.3%
Utah	2,140	4.2%	2,850	5.4%	4,054	7.9%	6,560	12.4%
Vermont*	1,681	28.0%	5,592	90.6%	2,122	35.4%	6,123	99.5%
Virginia*	3,288	3.2%	21,499	21.3%	8,117	8.0%	29,196	28.9%
Washington	4,437	5.0%	10,662	11.9%	8,414	9.4%	17,648	19.8%
West Virginia	2,306	11.3%	14,149	69.2%	4,159	20.4%	19,348	94.4%
Wisconsin†	2,867	4.1%	46,619	66.2%	9,284	13.4%	52,418	74.4%
Wyoming	0	0.0%	0	0.0%	644	8.3%	870	10.9%
<b>National</b>	<b>294,829.42</b>	<b>7.4%</b>	<b>1,297,688</b>	<b>32.4%</b>	<b>573,428</b>	<b>14.5%</b>	<b>1,658,374</b>	<b>41.5%</b>

\* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

††Total can overstate public enrollment as some or all Head Start children may also be served in a state's pre-K.

For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.

**TABLE 5: 2013-2014 STATE PRE-K QUALITY STANDARDS**

STATE/ PROGRAM	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff- child ratio 1:10 or better	Vision, hearing, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2013-2014
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓				✓	✓	✓			✓	5
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓		✓		✓		✓				4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
District of Columbia	✓	✓	✓		✓	✓	✓	✓	✓		8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas At-Risk	✓	✓		✓	✓	✓	✓				6
Kansas Pilot Pre-K	✓	✓		✓	✓	✓	✓				6
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
LA 8(g)	✓	✓	✓		✓	✓	✓		✓		7
LA 4	✓	✓	✓		✓	✓	✓	✓	✓		8
LA NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓						5
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓		✓	8
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓		✓	✓	✓			7
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey Abbott	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey ECPA	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey ELLI	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio ECE	✓		✓					✓		✓	4
Oklahoma	✓	✓	✓			✓	✓	✓	✓	✓	8
Oregon	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania EABG	✓		✓		✓	✓	✓				5
Pennsylvania HSSAP	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Pennsylvania K4	✓	✓			✓						3
PA Pre-K Counts	✓	✓	✓		✓	✓	✓			✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K	✓		✓		✓	✓	✓				5
South Carolina CDEPP	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓				✓						2
Vermont Act 62	✓				✓	✓	✓				4
Vermont EEI	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
WI 4K	✓	✓	✓		✓					✓	5
WI HdSt	✓		✓	✓	✓	✓	✓	✓	✓		8
<b>TOTAL</b>	<b>53</b>	<b>30</b>	<b>45</b>	<b>18</b>	<b>43</b>	<b>45</b>	<b>46</b>	<b>35</b>	<b>25</b>	<b>33</b>	

**TABLE 6: PRE-K RESOURCES PER CHILD ENROLLED BY STATE**

STATE	Resources rank based on state spending	State \$ per child enrolled in pre-K	Change in state per-child spending from 2012-2013 to 2013-2014 Adjusted dollars	Total state preschool spending in 2013-2014	Change in total state spending from 2012-2013 to 2013-2014 Adjusted dollars
District of Columbia	1	\$15,372	\$545	\$191,016,442	\$14,288,908
New Jersey*	2	\$12,157	-\$26	\$629,798,393	-\$363,572
Connecticut	3	\$8,906	-\$995	\$82,742,716	-\$11,189,457
Oregon	4	\$8,471	-\$99	\$61,069,891	-\$498,503
Rhode Island	5	\$8,335	-\$1,029	\$1,950,475	\$602,026
Minnesota	6	\$8,074	\$411	\$14,048,309	\$155,758
Delaware	7	\$7,295	\$437	\$6,149,300	\$368,129
Washington	8	\$6,658	-\$76	\$58,198,086	\$1,695,783
Alaska	9	\$6,137	-\$1,176	\$1,786,000	-\$737,295
Pennsylvania*	10	\$5,788	\$56	\$145,553,522	-\$1,331,925
West Virginia	11	\$5,766	-\$182	\$97,069,726	\$3,257,477
Michigan	12	\$5,704	\$1,211	\$174,275,000	\$63,981,782
Arkansas	13	\$5,544	-\$22	\$111,000,000	-\$1,034,291
North Carolina	14	\$5,172	\$166	\$137,663,376	-\$10,380,890
Tennessee	15	\$4,611	-\$43	\$85,807,267	-\$799,547
Louisiana*	16	\$4,565	-\$98	\$90,248,459	-\$2,410,954
Maryland	17	\$4,500	\$73	\$132,889,099	\$2,694,216
California*	18	\$4,298	-\$286	\$568,986,908	-\$24,950,304
Alabama	19	\$4,288	-\$656	\$23,604,115	\$4,339,213
Vermont*	20	\$4,273	\$460	\$30,999,300	\$8,320,083
Ohio *	21	\$4,000	\$37	\$32,602,974	\$10,009,001
New York*	22	\$3,820	\$177	\$377,870,536	\$1,384,214
Georgia	23	\$3,746	\$113	\$305,084,448	\$8,405,858
Virginia	24	\$3,741	-\$45	\$67,424,295	\$1,865,969
Massachusetts	25	\$3,693	-\$310	\$47,978,701	-\$5,401,395
Oklahoma	26	\$3,671	\$26	\$149,859,677	\$3,650,477
Wisconsin*	27	\$3,577	\$179	\$175,264,100	\$6,441,443
New Mexico*	28	\$3,555	-\$83	\$27,280,800	\$7,887,159
Texas	29	\$3,479	\$138	\$787,147,078	\$26,789,463
Kentucky	30	\$3,469	-\$186	\$71,315,300	-\$4,760,560
Illinois	31	\$3,164	-\$55	\$238,037,465	-\$5,370,795
Iowa *	32	\$2,852	\$153	\$73,816,217	\$1,918,051
Maine	33	\$2,702	\$385	\$13,326,853	\$1,537,288
Nevada	34	\$2,383	-\$36	\$3,338,875	-\$31,111
Colorado	35	\$2,290	\$111	\$47,742,255	\$5,167,319
Florida	36	\$2,238	-\$24	\$381,108,517	-\$12,888,986
Nebraska	37	\$2,144	\$860	\$25,416,498	\$12,004,510
Kansas*	38	\$2,110	-\$74	\$17,441,983	-\$1,146,658
Missouri	39	\$2,009	-\$77	\$7,782,864	\$116,596
South Carolina*	40	\$1,817	\$505	\$49,838,273	\$13,796,635
Arizona	41	\$1,543	-\$504	\$12,306,790	-\$1,028,159
Hawaii	No program	\$0	\$0	\$0	\$0
Idaho	No program	\$0	\$0	\$0	\$0
Indiana	No program	\$0	\$0	\$0	\$0
Mississippi*	No program	\$0	\$0	\$0	\$0
Montana	No program	\$0	\$0	\$0	\$0
New Hampshire	No program	\$0	\$0	\$0	\$0
North Dakota	No program	\$0	\$0	\$0	\$0
South Dakota	No program	\$0	\$0	\$0	\$0
Utah	No program	\$0	\$0	\$0	\$0
Wyoming	No program	\$0	\$0	\$0	\$0
<b>United States</b>		<b>\$4,125</b>	<b>\$61</b>	<b>\$5,556,840,884</b>	<b>\$116,352,953</b>

For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

\* In January, Mississippi became the first state in four years not funding pre-K statewide to create a new program. It spent \$3 million to enroll 1,774 children, and met all 10 of NIEER's quality standard benchmarks. While not included in the rankings because the program did not operate for half the school year, it is a noteworthy addition.

**TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED**

Resources rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per-child spending needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	District of Columbia	\$15,372	\$11,214	Yes	\$0	8
2	New Jersey	\$12,157	\$9,543	Yes	\$0	8.8
3	Connecticut	\$11,441	\$8,763	Yes	\$0	6
4	Rhode Island	\$9,763	\$9,015	Yes	\$0	10
5	West Virginia	\$8,799	\$7,172	Yes	\$0	9
6	Oregon	\$8,471	\$4,801	Yes	\$0	9
7	Minnesota	\$8,074	\$4,561	Yes	\$0	9
8	Oklahoma	\$7,678	\$7,041	Yes	\$0	8
9	North Carolina	\$7,351	\$8,450	No	\$1,100	10
10	Delaware	\$7,295	\$4,898	Yes	\$0	8
11	Kentucky	\$6,818	\$4,302	Yes	\$0	9
12	Washington	\$6,658	\$5,450	Yes	\$0	9
13	Alabama	\$6,507	\$8,025	No	\$1,518	10
14	Alaska	\$6,137	\$4,705	Yes	\$0	10
15	Maine	\$5,968	\$4,080	Yes	\$0	6
16	Tennessee	\$5,895	\$8,183	No	\$2,289	9
17	Virginia	\$5,893	\$9,588	No	\$3,695	6
18	Pennsylvania	\$5,788	\$6,249	Yes	\$0	6.5
19	Michigan	\$5,704	\$6,568	No	\$864	8
20	Wisconsin	\$5,699	\$4,488	Yes	\$0	5.1
21	Arkansas	\$5,544	\$7,448	No	\$1,905	9
22	California	\$4,981	\$6,726	No	\$1,745	4
23	Louisiana	\$4,667	\$8,193	No	\$3,527	8.0
24	Maryland	\$4,500	\$6,726	No	\$2,226	8
25	Vermont	\$4,273	\$4,175	No	\$98	4
26	Ohio	\$4,000	\$4,544	No	\$544	4
27	Massachusetts	\$3,958	\$9,139	No	\$5,182	6
28	New York	\$3,820	\$6,928	No	\$3,108	7
29	Georgia	\$3,746	\$8,749	No	\$5,003	8
30	Illinois	\$3,674	\$4,992	No	\$1,317	8
31	Colorado	\$3,579	\$4,625	No	\$1,046	6
32	New Mexico	\$3,555	\$4,434	No	\$879	8
33	Texas	\$3,533	\$5,013	No	\$1,479	2
34	Iowa	\$3,241	\$4,301	No	\$1,060	6.9
35	Nevada	\$3,157	\$4,904	No	\$1,746	7
36	Nebraska	\$2,283	\$4,083	No	\$1,800	6
37	Florida	\$2,238	\$4,456	No	\$2,217	3
38	Kansas	\$2,110	\$4,186	No	\$2,076	6
39	Missouri	\$2,009	\$6,694	No	\$4,685	7
40	South Carolina	\$1,817	\$5,428	No	\$3,611	5.6
41	Arizona	\$1,543	\$4,546	No	\$3,003	5
No program	Hawaii	\$0	\$4,641	No	\$4,641	NA
No program	Idaho	\$0	\$3,998	No	\$3,998	NA
No program	Indiana	\$0	\$4,206	No	\$4,206	NA
No program	Mississippi	\$0	\$4,178	No	\$4,178	NA
No program	Montana	\$0	\$3,890	No	\$3,890	NA
No program	New Hampshire	\$0	\$4,547	No	\$4,547	NA
No program	North Dakota	\$0	\$4,345	No	\$4,345	NA
No program	South Dakota	\$0	\$3,826	No	\$3,826	NA
No program	Utah	\$0	\$4,513	No	\$4,513	NA
No program	Wyoming	\$0	\$4,372	No	\$4,372	NA
	<b>U.S.</b>	<b>\$4,679</b>	<b>\$8,423</b>	<b>No</b>	<b>\$3,744</b>	

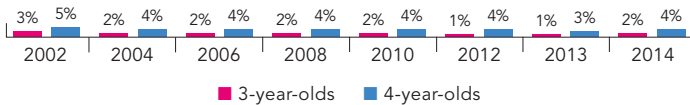
† For each state, a school-day, program-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. Estimates for no-program states are for part-day programs. State estimates were constructed from a national estimate adjusted for state cost of education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. (2014). *Extending the NCEES CWI: The Bush School of Government and Public Service, Texas A&M University*.

\* This state serves preschoolers in both school- and part-day programs and therefore a weighted estimate of per-child spending was calculated.

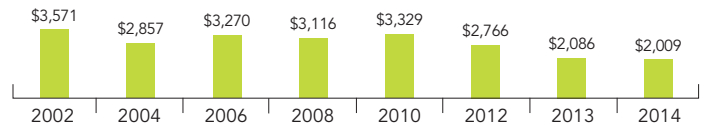
For details about how these figures were calculated, see the Methodology section and Roadmap to the State Profile Pages.

# Missouri

PERCENT OF STATE POPULATION ENROLLED\*



STATE SPENDING PER CHILD ENROLLED\* (2014 DOLLARS)



The Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings since 1998. The MPP is operated in public schools, private child care centers, and nonprofit agencies. Enrollment in the 2013-2014 school year increased by 5 percent to 3,874 children, partially offsetting a 10 percent decrease in 2012-2013. Eleven additional districts provided pre-K services in 2013-2014, serving 30 percent of districts in the state. State-funded MPP contracts for private providers are eligible for up to six years; after this period contracts are made available to other grantees.

Tobacco settlement revenue provides for funding the Early Childhood Development, Education, and Care Fund (ECDEC), though fluctuation in revenue creates uncertainties for programs. The ECDEC fund supports MPP as well as other early childhood services including Head Start, Parents as Teachers (PAT), First Steps, and childcare assistance. The 2011-2012 school year saw a \$2 million decrease in allocation for MPP funding from the previous year, and another \$3.4 million reduction the following year. Funding for MPP remained essentially level in 2013-2014, at a level substantially below 2011-2012 funding.

A competitive grant process determines where MPP funds are awarded, though programs serving children with special needs and those from low-income families are given priority. Programs use sliding payment scales, based on criteria including eligibility for free- or reduced-price lunch. The MPP's goal is to provide access to all families throughout the state, regardless of income, though currently only 3 percent of Missouri's 4-year-olds and 1 percent of 3-year-olds are actually being served.

For a program to receive state funding, regardless of setting, all teachers hired after July 1, 2005 are required to have a bachelor's degree with specialization in early childhood. This criteria has been met by all teachers and programs since the 2010-2011 school year. A Child Development Associate (CDA) credential has been required since 2008-2009 as a minimum requirement for all assistant teachers in both public and nonpublic settings, in addition to having experience working in a program with young children and their families.

In 2003, the University of Missouri evaluated MPP in response to a legislative mandate. Program quality was also monitored in 2013-2014, through program record reviews, self-assessments, and, for all newly funded programs, onsite visits. Following a year of piloting, Missouri adopted the Desired Results Developmental Profile (DRDP) as a uniform child assessment instrument among new and renewal MPP programs. DRDP replaced the process of using results of locally determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	20

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	39

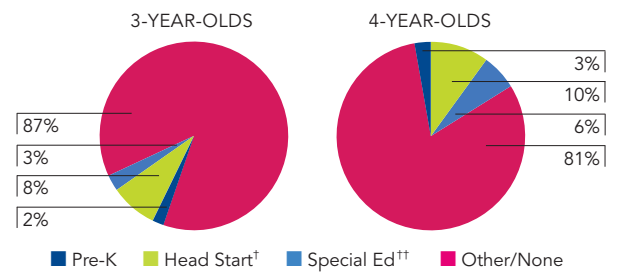


# MISSOURI PRESCHOOL PROGRAM

## ACCESS

Total state program enrollment .....	3,874
School districts that offer state program .....	30%
Income requirement .....	No income requirement <sup>1</sup>
Hours of operation .....	3-6.5 hours/day, 5 days/week <sup>2</sup>
Operating schedule .....	Determined locally <sup>2</sup>
Special education enrollment, ages 3 and 4 .....	9,144
Federally funded Head Start enrollment, ages 3 and 4 .....	14,171
State-funded Head Start enrollment, ages 3 and 4 .....	0

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



† Some Head Start children may also be counted in state pre-K.  
 †† 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?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>TOTAL BENCHMARKS MET</b>   <span style="font-size: 2em; color: blue;">7</span> </div>
Early learning standards .....	Comprehensive .....	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree .....	BA .....	BA	<input checked="" type="checkbox"/>	
Teacher specialized training .....	ECE, EC SpEd, Four-Year CD Degree .....	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree .....	CDA .....	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service .....	12 clock hours/year <sup>3</sup> .....	At least 15 hours/year	<input 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 .....	.....1:10			
4-year-olds .....	.....1:10			
Screening/referral .....	Vision, hearing, health, dental, and support services .....	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals .....	Depends on length of program day <sup>5</sup> .....	At least 1/day	<input type="checkbox"/>	
Monitoring .....	Site visits and other monitoring <sup>6</sup> .....	Site visits	<input type="checkbox"/>	

## RESOURCES

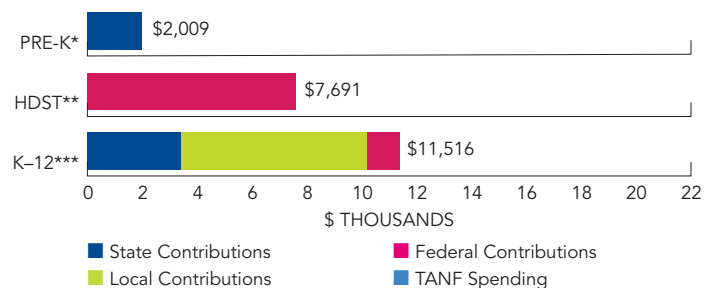
Total state pre-K spending .....	\$7,782,864
Local match required? .....	No
State spending per child enrolled .....	\$2,009
All reported spending per child enrolled* .....	\$2,009

\* 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

\*\*\* K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '13-'14 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



<sup>1</sup> Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be locally specified. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

<sup>2</sup> Programs are required to operate full day for 12 months per year, with the exception of government entities and public school districts, which can choose to provide a half-day program and operate for fewer than 12 months, but no less than an academic year. Public schools that implement a four-day school week for K-12 can also implement a four-day schedule for the preschool program.

<sup>3</sup> In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually, no longer meeting NIEER's quality standard benchmark of at least 15 hours. Additional required professional development hours for first-year teachers and teacher assistants beyond the state's minimum include at least of 30 hours of curriculum training.

<sup>4</sup> Support services include parent conferences and home visits, parent involvement, and transition to kindergarten activities.

<sup>5</sup> Programs operating for 3 hours are required to provide a snack or meal. School-day programs are required to provide one meal and two snacks, or two meals and one snack.

<sup>6</sup> Site visits are not conducted for all programs on a regular basis and are performed as needed, based on a review of submitted reports or concerns raised from partner agencies.

April 29, 2015

# Milestone in reading: United Way effort gives books to 1,000 KC area preschoolers

Books and reading are wonderful and essential gifts. Because of Dolly Parton's Imagination Library, more than 1,000 Kansas City area children have received these priceless presents.

The Women's Leadership Council of the United Way of Greater Kansas City brought the program here in 2013, providing books to children up to age 5. The local program hit a milestone of having more than 1,000 preschoolers, who receive the high quality, age-appropriate books mailed free to their homes each month. The goal is to enroll 5,000 young readers by 2020.

The books are going to children in the Kansas City, Hickman Mills, Shawnee Mission, Independence, Center, Belton and North Kansas City school districts. This year, the United Way expects to expand into the Olathe School District.

Country music star [Dolly Parton](#) started the program in 1995. The Kansas City area is among 1,600 communities putting books in the hands of more than 750,000 children each month in the U.S., Canada and the United Kingdom.

The Kansas City area effort is in addition to Mayor Sly James' Turn the Page initiative, the Greater Kansas City Chamber of Commerce's Urban Neighborhood Initiative and the Local Investment Commission gearing up to provide more than 30,000 books this summer to elementary school students in six area school districts and two charter schools.

Books and reading strengthen parent-child bonds and improve kids' language skills. Good reading habits prepare preschoolers for kindergarten and sharpen the language skills of older kids for each new grade level.

Investing in children now at these young ages helps ensure this community will have a better educated citizenry in the future.

# Missouri Senate joins House in approving student transfer bill that would boost charter schools in Jackson County

May 5, 2015

By JOE ROBERTSON and JASON HANCOCK

Missouri lawmakers, despite objections from a Kansas City contingent, on Tuesday moved forward a student transfer bill allowing more charter schools in Jackson and St. Louis counties and expanding transfer options for those in unaccredited schools.

The bill narrowly passed the House and then passed through the Senate, which debated long into the night. The House vote was close enough that the bill might not withstand a veto if Gov. Jay Nixon rejects it.

Jackson County legislators, most prominently Sen. Jason Holsman, a Kansas City Democrat, pushed to defeat the measure after it cleared the House with just two votes to spare — far from the cushion needed to override a veto from the governor.

The Senate passed the bill by a 23-11 margin.

Its critics argued that allowing charters in high-performing districts would strip away resources from traditional schools. They voiced the same opposition leveled by several school districts in the Kansas City area that fought the bill.

“The folks in our county don’t want this,” said Sen. Kiki Curls, a Kansas City Democrat. “They don’t.”

The House vote was close enough that the bill would not be veto-proof if Nixon were to reject it.

The measure, House Bill 42, was originally intended to bring relief to the unaccredited Normandy and Riverview Gardens school districts in St. Louis. They are crippled by paying tuition and transportation costs for students switching to neighboring districts under current law.

Advocates for charter school expansion and virtual school options pushed favorable language into the bill, arguing that the state should include broader changes in addition to fixing the problematic transfer law.

A year ago, a bill to fix the transfer law included language that would expand transfer options into private schools — a provision that Nixon said would prompt him to veto the bill.

This year, the advocates for more school choice took private school options off the table and focused on charter school expansion.

Supporters of the bill argued that more families should be allowed choices if they are concerned about their local district school.

The sponsor of the bill, Rep. David Wood, a Versailles Republican, said the bill strikes compromises while providing potential tuition cost relief for Normandy and Riverview Gardens.

“I guarantee this fix does a lot more to fix Normandy than doing nothing,” Wood said.

Opponents said the bill is diverting the legislature from fixing the transfer law and threatening the academic and financial health of high-performing districts with charter expansion.

The bill also sets up a structure that aims to speed how the Kansas City and St. Louis school districts are finding new uses for vacant buildings, opening more opportunities for charter schools to get buildings.

“We’re going to load this (bill) up so it is difficult for anyone to understand what’s in this bill,” said Rep. Genise Montecillo, a St. Louis Democrat.

She referred to comments by Kansas City Superintendent Steve Green and the progress the district has made while regaining provisional accreditation.

“We’re going to once again step in and halt that progress — for an experiment,” Montecillo said.

Under current law, charter schools are permitted only within the Kansas City and St. Louis school districts and in unaccredited districts and some provisionally accredited districts. The pending bill would allow charter schools in the rest of Jackson and St. Louis counties, except for districts in Jackson County with enrollments less than 3,500.

The bill also would direct the state to deepen its accreditation process to provide more-detailed accreditation scoring school by school. The bill would allow students to transfer out of individual unaccredited school buildings, though they would have to transfer to another school within the same district and transportation would not be provided.

Students from unaccredited buildings would transfer into another district only if accredited school building space in their district was filled.

The bill would increase the level of accountability of charter schools in their performance measures with the state.

Wood said that the expansion allowed in the bill would not prompt the kind of growth in charter schools that opponents of the bill fear.

Some critics of the bill have said charter schools would pop up “like dandelions in the spring,” Wood said.

Because of the stress on the Normandy district, the pressure is on to move ahead, knowing the bill can’t be perfect, argued Rep. Todd Richardson, a Poplar Bluff Republican, as he called for the vote.

“We have to find a way to move this bill across the finish line,” he said. “We can’t wait another year.”

The Star’s Jason Hancock contributed to this report.

Read more here: <http://www.kansascity.com/news/local/article20302338.html#storylink=cpy>

# Report says KC Superintendent Steve Green sole finalist for Georgia superintendent post

May 13, 2015

By JOE ROBERTSON

Kansas City Superintendent Steve Green is the sole finalist for the superintendent post at the Atlanta-area DeKalb County School District, the Atlanta Journal Constitution has [reported](#).

The Kansas City district has scheduled a news conference for 6:30 p.m. Wednesday, and DeKalb has scheduled a press conference a half-hour later.

Green would be leaving Kansas City after four years in which he took over a district in disarray after the sudden resignation of John Covington in August 2011. He led Kansas City as it was declared unaccredited by the state in January 2012, and then regained provisional accreditation in August 2014.

The news came as a big surprise for school personnel and a district that is enjoying stability not seen in decades.

"I don't think anybody saw this coming," said Andrea Flinders, the president of the Kansas City teachers union.

Green called her this morning, she said, to tell her about the offer from Georgia.

"He said he has family down there, and grandchildren down there," Flinders said. So that may make some sense, she said, but "it is mostly disappointing" for Kansas City, she said. "One thing he did was he brought the district some stability."

Green was not available to comment. The district's spokeswoman said he would be making an announcement Wednesday evening.

Green has projected that the district will likely score high enough in its next report card in August to make the district a candidate for full accreditation, though the state usually requires more than one year of improved performance to change its accreditation designation.

Green, 61, served as president and CEO of the Kauffman Scholars program before he was snatched by a Kansas City school board in turmoil to take over the leadership of Kansas City Public Schools.

Green would be leaving Kansas City for a much larger school district. DeKalb, the third-largest district in Georgia, serves nearly 100,000 students and 14,000 employees in more than 140 schools.

Kansas City's enrollment is less than 15,000 after many years of decline.

Green's salary with Kansas City is \$342,500. The current superintendent in DeKalb, Michael Thurmond, had a salary of \$275,000. He took over the post as an interim superintendent and said he would stay on until his replacement is chosen.

The Kansas City school board renewed Green's contract in 2013 for three years — the maximum allowed in Missouri — with two one-year extensions possible.

Read more here: <http://www.kansascity.com/news/local/article20822472.html#storylink=cpy>

# NKC Superintendent White retiring, taking assistant post in Blue Valley

By JOE ROBERTSON

North Kansas City Superintendent Todd White told staff Wednesday morning that he will be retiring at the end of the school year and taking an assistant superintendent post in the Blue Valley School District.

The North Kansas City school board will be meeting to determine its next step, a district spokeswoman said.

North Kansas City, with enrollment of 19,200, is the largest Kansas City area school district on the Missouri side of the state line.

The district grew by more than 1,000 students since White took the top post in 2009.

During his tenure, the district became one of the first in the area to start a one-to-one distribution of computer laptops to all its high school students. The district played a key role in starting a Northland CAPS program — Center for Advanced Professional Studies — modeled after the Blue Valley CAPS program.

The district also raised its state report card score to 92.1 percent of possible points earned, up from 78.6 percent.

“I am excited to work with the students, staff and community of Blue Valley Schools,” White said in a written statement. “I have so appreciated my time with North Kansas City Schools and am proud of what we have been able to accomplish.”

White was earning a salary of \$265,828 as North Kansas City’s superintendent.

At Blue Valley, White will oversee facilities and operations and serve other oversight duties in administrative services, Blue Valley Superintendent Tom Trigg said.

“We are extremely pleased to have Dr. White join our team,” Trigg said in a written statement. “His experience and skill sets are an extremely good match to the position.”

Read more here: <http://www.kansascity.com/news/local/article20830416.html#storylink=cpy>

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