



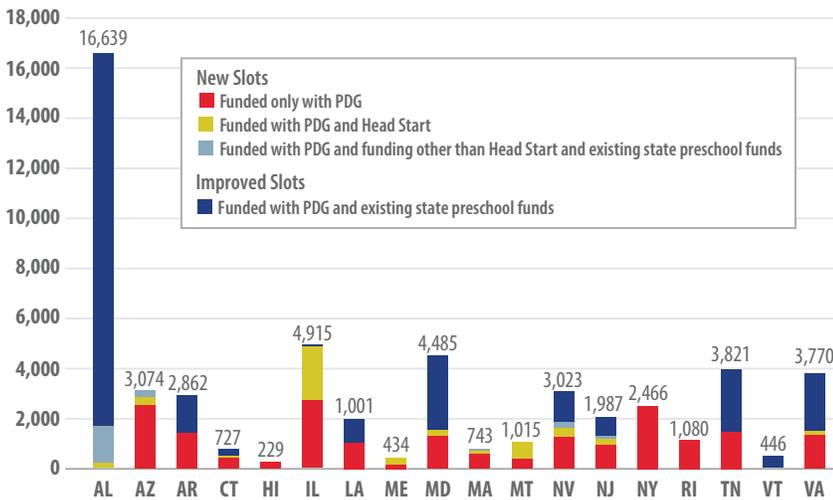
PROGRESS UPDATE

Eighteen Preschool Development Grant (PDG) states have used funding to substantially expand and increase access to high-quality programs for 4-year-olds from low to moderate income families. Data from grantees, covering the period January 1 to December 31 of 2018, indicates over 2,700 additional eligible children received services. This increased the total number of children served and benefiting from high quality preschool programs from 34,000 in 2015 to 52,717 children in 2018 in 319 high-need communities. A total of 2,179 providers served children through a variety of strategies identified in the graph below.



FUNDING FOR NEW AND IMPROVED SLOTS

(Total 52,717)



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

MEETING TARGET LEVELS

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

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

METHODS STATES USED TO IMPROVE PRESCHOOL SERVICES

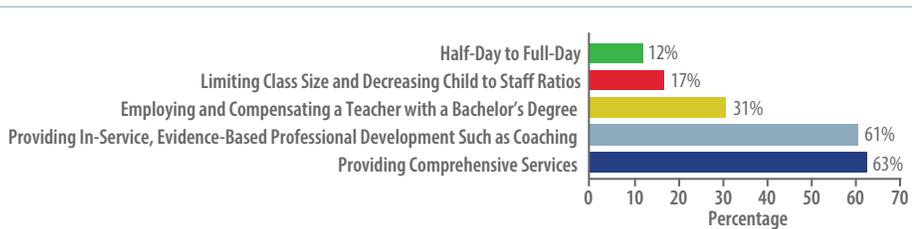
States reported using multiple strategies to improve **27,848 slots in 2018**.

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



RAISING THE BAR ON QUALITY

52,717 additional children benefited from quality initiatives through a variety of strategies used by grantees. All states have instituted practices keeping with well-established EC  quality standards including full day services, evidence-based curricula, teachers receiving comparable and equitable salaries to local K-12 staff, comprehensive services for children, community partnerships, and the inclusion of children with disabilities.



The Preschool Development Grants (PDG) program is a discretionary grant program jointly administered by the U.S. Departments of Education (ED) and Health and Human Services (HHS). Eighteen states were awarded funding through a competitive grants process including five Development Grants states (Alabama, Arizona, Hawaii, Montana, and Nevada) and thirteen Expansion Grants States (Arkansas, Connecticut, Illinois, Louisiana, Maine, Maryland, Massachusetts, New Jersey, New York, Rhode Island, Tennessee, Vermont, and Virginia). Data for this Progress Update is as of December 1, 2018.

STATE GRANTEES ARE ADVANCING EARLY LEARNING REFORMS

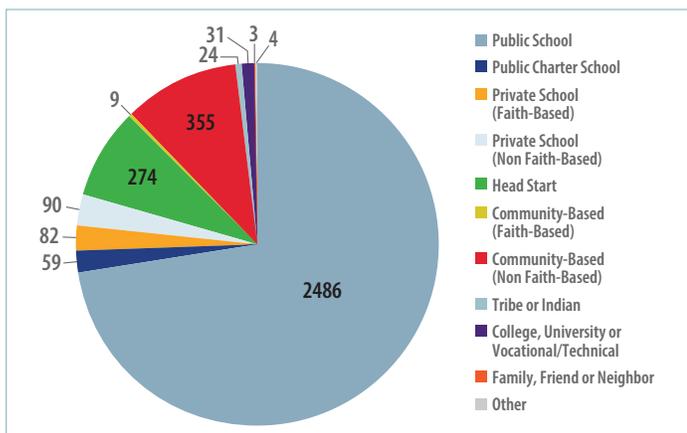
States have established unique and innovative practices using PDG, state and local funds to strengthen and sustain their PDG services. States are merging PDG funds with a multitude of funding sources to create initiatives to build stronger systems to support children and families. A table summarizing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

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

MEETING THE NEEDS OF A DIVERSE GROUP OF CHILDREN AND FAMILIES

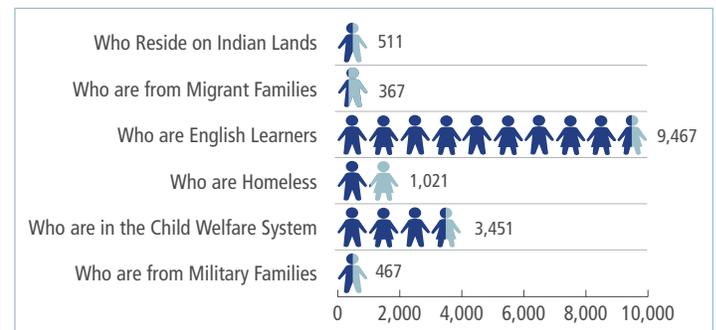
STATE GRANTEES DISTRIBUTION OF FUNDS TO EXPAND PRESCHOOL IN MULTIPLE SETTINGS

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



STATE GRANTEES ARE SERVING MULTIPLE CRITICAL POPULATIONS

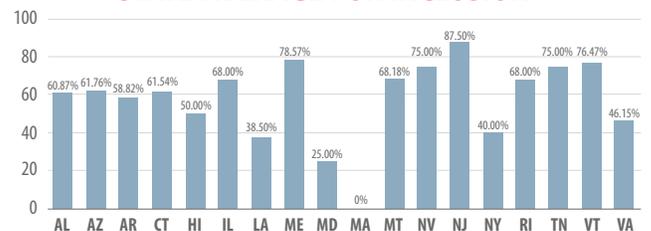
The graph below reflects the diverse population of children having access to high quality preschool programs. 9,467 (18%) of the children served in PDG states were English Language Learners. 8,024 children or 15% were served in mixed age classrooms; 12,333 (43%) children were served in economically-diverse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



ADDRESSING INCLUSION TO SUPPORT CHILDREN WITH DISABILITIES

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

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



* This bar graph considers both the national and state averages, selects which one is higher, and uses the selected higher average as the basis for determining whether a state did or did not exceed it.

SUPPORTING CHILDREN'S SCHOOL READINESS

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

PERCENTAGE OF CHILDREN WHO ARE READY FOR KINDERGARTEN

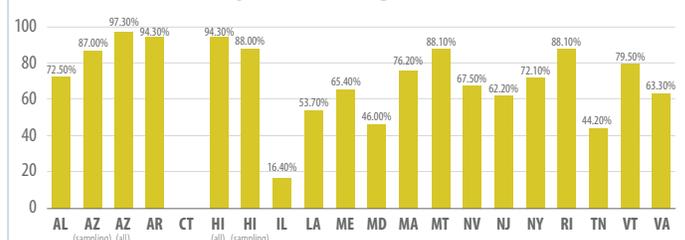


Table 1: Total Slots for All Communities in the State



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

| State | New Slots Funded Only with PDG Funds | New Slots Funded with PDG and Head Start Funds | New Slots Funded with PDG and Other Funds (not Head Start) | Total New Slots | Improved Slots Funded with PDG and Existing Preschool Funds | Total New and Improved Slots |
|---------------|--------------------------------------|--|--|-----------------|---|------------------------------|
| Alabama | 0 | 123 | 1555 | 1,678 | 14961 | 16,639 |
| Arizona | 2,540 | 284 | 250 | 3,074 | 0 | 3,074 |
| Arkansas | 1,381 | 0 | 0 | 1,381 | 1,481 | 2,862 |
| Connecticut | 419 | 18 | 0 | 437 | 290 | 727 |
| Hawaii | 229 | 0 | 0 | 229 | 0 | 229 |
| Illinois | 2,745 | 2,129 | 0 | 4,874 | 41 | 4,915 |
| Louisiana | 992 | 0 | 0 | 992 | 992 | 1,001 |
| Maine | 149 | 262 | 0 | 411 | 0 | 434 |
| Maryland | 1,265 | 244 | 0 | 1,509 | 2,976 | 4,485 |
| Massachusetts | 561 | 95 | 87 | 743 | 0 | 743 |
| Montana | 352 | 663 | 0 | 1,015 | 0 | 1,015 |
| Nevada | 1,247 | 341 | 208 | 1,796 | 1,227 | 3,023 |
| New Jersey | 921 | 222 | 152 | 1,295 | 692 | 1,987 |
| New York | 2,466 | 0 | 0 | 2,466 | 0 | 2,466 |
| Rhode Island | 1,080 | 0 | 0 | 1,080 | 0 | 1,080 |
| Tennessee | 1,440 | 0 | 0 | 1,364 | 2,457 | 3,821 |
| Vermont | 0 | 0 | 0 | 0 | 446 | 446 |
| Virginia | 1,323 | 162 | 0 | 1,485 | 2,285 | 3,770 |
| Total | 19,110 | 4,543 | 2,252 | 25,829 | 27,848 | 52,717 |

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

| State | Half-Day to Full-Day | Limiting Class Size and Decreasing Child to Staff Ratios | Employing and Compensating a Teacher with a Bachelor's Degree | Providing In-Service, Evidence-Based Professional Development Such as Coaching | Providing Comprehensive Services |
|----------------------------|----------------------|--|---|--|----------------------------------|
| Alabama | 0 | 0 | 4518 | 16639 | 16639 |
| Arizona ¹ | – | – | – | – | – |
| Arkansas | 1,481 | 1,481 | 1,481 | 1,481 | 1,481 |
| Connecticut | 113 | N/A | 709 | 727 | 727 |
| Hawaii | 0 | 360 | 360 | 360 | 3600 |
| Illinois | 41 | 0 | 0 | 0 | 41 |
| Louisiana | – | – | – | 3,107 | 3,107 |
| Maine | 0 | 0 | 0 | 0 | 0 |
| Maryland | 1,710 | 36 | 42 | 68 | 1120 |
| Massachusetts ² | 0 | 0 | 0 | 0 | 0 |
| Montana | 1,015 | 1,015 | 1,015 | 1,015 | 1,015 |
| Nevada | 1,776 | 3,023 | 2,942 | 3,023 | 3,023 |
| New Jersey | 131 | 532 | 312 | 687 | 617 |
| New York | – | 2,466 | 2,466 | 2,466 | 2,466 |
| Rhode Island ¹ | – | – | – | – | – |
| Tennessee | 0 | 0 | 3,392 | 3,112 | 3,392 |
| Vermont | 0 | 256 | 350 | 336 | 424 |
| Virginia | – | 21 | – | 2,285 | 2,221 |
| TOTAL | 6,267 | 9,190 | 17,587 | 35,306 | 39,873 |

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

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

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

| State | Public School | Public Charter School | Private School (Faith-Based) | Private School (Non Faith-Based) | Head Start | Community-Based Provider (Faith-Based) | Community-Based Provider (Non Faith-Based) | Tribe or Indian | College, University or Vocational/ Technical School | Family, Friend or Neighbor Provider | Other | Total |
|----------------------------|---------------|-----------------------|------------------------------|----------------------------------|------------|--|--|-----------------|---|-------------------------------------|----------|--------------|
| Alabama ³ | 805 | – | 32 | 69 | 102 | – | 24 | – | 11 | – | 2 | 1,045 |
| Arizona | 132 | 6 | 6 | N/A | 11 | 1 | 21 | 1 | N/A | 3 | N/A | 181 |
| Arkansas | 186 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 5 | 0 | 0 | 195 |
| Connecticut | 31 | – | – | – | 2 | – | 22 | – | – | – | – | 55 |
| Hawaii | – | 18 | – | – | – | – | – | – | – | – | – | 18 |
| Illinois ⁴ | 205 | – | – | 5 | 2 | – | 2 | – | 4 | – | 2 | 220 |
| Louisiana | 34 | 4 | – | – | 4 | – | 30 | – | – | – | – | 72 |
| Maine | 35 | 2 | – | – | – | – | 0 | – | – | – | – | 37 |
| Maryland | 145 | 2 | 2 | 0 | 25 | 5 | 65 | 0 | 0 | 0 | – | 244 |
| Massachusetts ⁵ | 3 | N/A | N/A | 1 | 6 | N/A | 32 | N/A | N/A | N/A | 5 | 47 |
| Montana | 26 | 0 | 0 | 0 | 26 | 0 | 0 | 24 | 0 | 0 | 0 | 76 |
| Nevada | 114 | 13 | 5 | 7 | 23 | – | 7 | – | 3 | – | – | 172 |
| New Jersey | 155 | 0 | 0 | 0 | 19 | 0 | 9 | 0 | 0 | 0 | 0 | 183 |
| New York | 95 | – | – | 1 | 20 | 2 | 89 | – | 4 | – | – | 248 |
| Rhode Island | 17 | N/A | N/A | N/A | 22 | N/A | 21 | N/A | N/A | N/A | N/A | 60 |
| Tennessee | 220 | 12 | 0 | 3 | 0 | 1 | 23 | 0 | 2 | 0 | 0 | 261 |
| Vermont | 38 | 0 | 0 | 0 | 10 | 0 | 10 | 0 | 0 | 0 | 0 | 58 |
| Virginia ⁶ | 245 | N/A | 0 | 4 | N/A | N/A | N/A | N/A | 2 | N/A | N/A | 251 |
| TOTAL | 2,486 | 59 | 45 | 90 | 274 | 9 | 355 | 25 | 31 | 3 | 9 | 3,423 |

3 Other = Military child development.

4 Public School = Number of classrooms was determined by enrollment. The classrooms in City of Chicago SD 299 are blending and braiding fund sources to improve access and quality. Other - Regional Office of Education.

5 Public School = One classroom in Holyoke moved out of a public school classroom into a Head Start program in the fall of 2017. HeadStart - One classroom in Holyoke moved out of a public school classroom into a Head Start program in the fall of 2017. Two smaller classrooms at a Head Start were consolidated into one larger one in the fall of 2018. Community-based Provider (Non Faith-based) One classroom in Springfield moved out of the public school run early childhood center into a community-based site in the fall of 2017. Other - Springfield Public Schools manages a city-owned site that it leases to multiple community-based ECE providers. This site also contains some Springfield Public Schools Prekindergarten classrooms. One classroom in Springfield moved out of the public school run early childhood center into a community-based site in the fall of 2017.

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

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

| State | With Disabilities | Who Reside on Indian Lands | Who are from Migrant Families | Who are English Learners | Who are Homeless | Who are in the Child Welfare System | Who are from Military Families | Who are Served in Mixed Age Classrooms | Who are Served in Economically Diverse Classrooms (<i>Families with Incomes Above 200% Federal Poverty Level</i>) |
|---------------------------|-------------------|----------------------------|-------------------------------|--------------------------|------------------|-------------------------------------|--------------------------------|--|---|
| Alabama ⁷ | 1138 | 0 | – | 921 | 142 | 188 | 36 | 0 | 1454 |
| Arizona | 356 | 87 | 133 | 1307 | 26 | 1195 | 15 | 737 | 811 |
| Arkansas | 313 | 0 | 13 | 645 | 10 | 19 | 13 | 778 | 734 |
| Connecticut | 69 | 0 | 22 | 178 | 12 | 44 | 3 | 240 | 240 |
| Hawaii | 13 | 0 | 0 | 12 | 15 | 3 | 0 | 14 | 14 |
| Illinois | 560 | 0 | 0 | 1,447 | 189 | 93 | 26 | 786 | 303 |
| Louisiana | 81 | 0 | 9 | 102 | 33 | 146 | 13 | 0 | 39 |
| Maine | 62 | 0 | 3 | 31 | 4 | 5 | 2 | 0 | 402 |
| Maryland | 223 | 0 | 11 | 186 | 55 | 551 | 18 | 133 | 1,589 |
| Massachusetts | 12 | 0 | 12 | 241 | 30 | 32 | 4 | 198 | 28 |
| Montana | 108 | 393 | 3 | 6 | 51 | 30 | 5 | 512 | 307 |
| Nevada ⁸ | 341 | 31 | 146 | 719 | 194 | 736 | 109 | 2,847 | 1,065 |
| New Jersey | 303 | 0 | 0 | 607 | 27 | 16 | 8 | 600 | 1,349 |
| New York | 200 | 0 | 0 | 871 | 93 | 120 | 55 | 78 | 1,876 |
| Rhode Island ⁹ | 125 | 0 | 7 | 214 | 10 | 90 | 7 | 0 | 312 |
| Tennessee | 222 | 0 | 0 | 940 | 52 | 107 | 8 | 463 | 1,426 |
| Vermont | 94 | 0 | 1 | 27 | 16 | 56 | 17 | 202 | 208 |
| Virginia | 239 | NA | 7 | 1,013 | 62 | 20 | 128 | 436 | 176 |
| TOTAL | 4,459 | 511 | 367 | 9,467 | 1,021 | 3,451 | 467 | 8,024 | 12,333 |

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

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

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

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

| State | Number of Eligible Children with Disabilities Served by the High-Quality Preschool Programs funded by this grant and served by Subgrantee | Number of Eligible Children served in the High-Quality Preschool Programs funded by this grant and served by Subgrantee | Percent of Eligible Children with Disabilities Served in the High-Quality Preschool Programs funded by this grant and served by Subgrantee |
|---------------|---|---|--|
| Alabama | 1,138 | 16,639 | 6.8% |
| Arizona | 356 | 3,074 | 11.6% |
| Arkansas | 313 | 2,862 | 10.9% |
| Connecticut | 68 | 727 | 9.4% |
| Hawaii | 13 | 229 | 5.7% |
| Illinois | 560 | 4,915 | 11.4% |
| Louisiana | 81 | 1,001 | 8.1% |
| Maine | 79 | 434 | 18.2% |
| Maryland | 223 | 4,485 | 5.0% |
| Massachusetts | 12 | 743 | 1.6% |
| Montana | 108 | 1,015 | 10.6% |
| Nevada | 341 | 3,023 | 11.3% |
| New Jersey | 303 | 1,987 | 15.2% |
| New York | 200 | 2,466 | 8.1% |
| Rhode Island | 125 | 1,080 | 11.6% |
| Tennessee | 222 | 3,821 | 5.8% |
| Vermont | 94 | 446 | 21.1% |
| Virginia | 239 | 3,770 | 6.3% |
| Total | 4,475 | 52,717 | |

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

| State | Number of Subgrantees Reporting Data Serving Children with Disabilities | Number of Subgrantees Reported as Meeting and/or Exceeding the higher of the National or State Average for Including Children with Disabilities | Number of Subgrantees Reported as not Meeting and/or Exceeding the Higher of the National or State Average for Including Children with Disabilities | Percentage of Subgrantees Reported as Meeting and/or Exceeding the National or State Average |
|-------------------------|---|---|---|--|
| Alabama | 254 | 123 | 131 | 48.43% |
| Arizona | 68 | 42 | 26 | 61.76% |
| Arkansas | 17 | 7 | 10 | 41.18% |
| Connecticut | 13 | 8 | 5 | 61.54% |
| Hawaii | 12 | 2 | 10 | 16.67% |
| Illinois | 25 | 17 | 8 | 68.00% |
| Louisiana ¹⁰ | 16 | 4 | 12 | 25.00% |
| Maine | 14 | 11 | 3 | 78.57% |
| Maryland | 56 | 14 | 42 | 25.00% |
| Massachusetts | 5 | 0 | 5 | 0.00% |
| Montana | 22 | 12 | 10 | 54.55% |
| Nevada | 16 | 12 | 4 | 75.00% |
| New Jersey | 16 | 14 | 2 | 87.50% |
| New York | 5 | 2 | 3 | 40.00% |
| Rhode Island | 23 | 14 | 9 | 60.87% |
| Tennessee | 4 | 2 | 2 | 50.00% |
| Vermont | 17 | 13 | 4 | 76.47% |
| Virginia | 13 | 5 | 8 | 38.46% |
| Total | 596 | 302 | 294 | 50.67% |

¹⁰ Not all subgrantees in Louisiana reported.

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

| State | American Indian or Alaska Native | Asian | Native Hawaiian/Other Pacific Islander | Black or African American | Hispanic/Latino | White, Not Hispanic | Two or More Races | Total |
|-----------------------------|----------------------------------|--------------|--|---------------------------|-----------------|---------------------|-------------------|---------------|
| Alabama ¹¹ | 100 | 108 | 8 | 6,833 | 1206 | 7146 | 787 | 16188 |
| Arizona | 154 | 48 | 31 | 268 | 1896 | 508 | 169 | 3074 |
| Arkansas ¹² | 27 | 70 | 75 | 1493 | 646 | 933 | 149 | 3393 |
| Connecticut | 6 | 23 | 5 | 169 | 219 | 193 | 112 | 727 |
| Hawaii | 2 | 18 | 106 | 4 | 44 | 26 | 29 | 229 |
| Illinois | 19 | 109 | 6 | 2,146 | 2,244 | 293 | 98 | 4,915 |
| Louisiana | 4 | 17 | 1 | 718 | 117 | 320 | 96 | 1,273 |
| Maine | – | 3 | 2 | 47 | 7 | 361 | 14 | 434 |
| Maryland | 35 | 99 | 11 | 1,919 | 1,279 | 754 | 388 | 4,485 |
| Massachusetts ¹³ | 2 | 52 | 0 | 178 | 444 | 35 | 14 | 725 |
| Montana | 419 | 1 | 1 | 1 | 43 | 514 | 36 | 1,015 |
| Nevada ¹⁴ | 58 | 43 | 45 | 506 | 1,216 | 695 | 434 | 2,997 |
| New Jersey | 5 | 108 | 3 | 477 | 802 | 455 | 137 | 1,987 |
| New York | 41 | 212 | 12 | 474 | 1,233 | 418 | 76 | 2,466 |
| Rhode Island | 4 | 47 | 8 | 169 | 399 | 368 | 85 | 1,080 |
| Tennessee | 9 | 103 | 2 | 2,273 | 722 | 562 | 150 | 3,821 |
| Vermont | 1 | 12 | 0 | 18 | 11 | 380 | 24 | 446 |
| Virginia | 12 | 118 | 9 | 1,988 | 1,015 | 509 | 119 | 3,770 |
| TOTAL | 898 | 1,191 | 325 | 19,681 | 13,543 | 14,470 | 2,917 | 53,025 |

11 451 did not report.

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

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

14 26 student with unknown races.

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

| State | Actual Number of Children Served by the Grant | Number of Children Served by the Grant that are Ready for Kindergarten | Percent of Children Served by the Grant that are Ready for Kindergarten | Number of Children Sampled by the Grant | Number of Children Sampled by the Grant that are Ready for Kindergarten | Percent of Children Sampled by the Grant that are Ready for Kindergarten |
|----------------------------|---|--|---|---|---|--|
| Alabama ¹⁵ | 15,240 | 9,621 | 63.1% | 0 | 0 | 0.0% |
| Arizona | 2,872 | 2,364 | 82.3% | 305 | 266 | 87.0% |
| Arkansas | 2,785 | 2,785 | 100.0% | 2785 | 0 | – |
| Connecticut ¹⁶ | 721 | 0 | 0.0% | 0 | 0 | 0.0% |
| Hawaii | 241 | 216 | 89.6% | 258 | 227 | 88.0% |
| Illinois | 4,029 | 804 | 20.0% | 4029 | 0 | – |
| Louisiana | 1275 | 0 | 0.0% | 525 | 282 | 53.7% |
| Maine | 464 | 284 | – | – | – | – |
| Maryland ¹⁷ | 4,263 | 0 | – | 1,676 | 771 | 46.0% |
| Massachusetts | 763 | – | – | 488 | 372 | 76.2% |
| Montana | 1,000 | 0 | – | 783 | 583 | 74.5% |
| Nevada ¹⁸ | 2,588 | 0 | – | 2,711 | 1,829 | 67.5% |
| New Jersey | 1,929 | 1236 | 64.1% | 0 | 0 | – |
| New York ¹⁹ | 2,371 | 0 | – | 1,991 | 1,435 | 72.1% |
| Rhode Island ²⁰ | 1,080 | 952 | 88.1% | – | – | – |
| Tennessee ²¹ | 3,740 | 1,689 | 45.2% | 3,740 | 0 | – |
| Vermont | 448 | – | – | 283 | 225 | 79.5% |
| Virginia | 3,454 | 0 | – | 1,398 | 885 | 63.3% |
| TOTAL | 49,263 | 19,951 | 78.96%²² | 10,418 | 6,875 | 70.78%²³ |

15 Alabama does not use sampled data.

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

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

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

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

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

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

22 Average in states where all PDG children were assessed.

23 Average in states where a sampling was used.