



BRECKENRIDGE CHILD CARE ADVISORY COMMITTEE

Monday, June 23, 2014; 3:00 PM

Town Hall Planning Conference Room, 150 Ski Hill Road

For additional information, contact Laurie Best, Long Range Planner III, at 970-547-3112.

CALL TO ORDER

ROLL CALL

MINUTES

DISCUSSION/ACTION

- A. Continue the discussion from our last meeting in regard to the long term cost of the Town's program. What is the gap and can it be projected forward? Review teacher compensation and discuss other variables that will impact the long term cost of the program, including CCCAP reimbursement, tuition rates, new Center, local AMI, jobs, use of care, etc.
 - 1. Staff Projection of Program Cost with Changes **2**
- B. Discuss quality standards.
 - 1. Denver's Preschool Voucher Program / Outcomes **3**
 - 2. Colorado's Next Generation Quality Rating Information System (QRIS) **19**
- C. Review Committee Recommendation Summary **24**

ATTACHMENTS AND ADDITIONAL BACKGROUND INFORMATION

- A. Town Support to Child Care (\$) **25**
- B. Breckenridge Center Revenue from Town Programs (\$) **26**
- C. Center Budgets (Expense / Revenue) **27**
- D. GAP **28**
- E. Breckenridge Center Wages **30**
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- G. Child Care Prices and Affordability - Colorado **55**

NEXT MEETING

- A. Discussion allocation of funding (direct to program vs. tuition assistance to families)
- B. Center sliding scales and Center budgets

ADJORN

STAFF PROJECTION OF PROGRAM COST WITH POTENTIAL PROGRAM CHANGES (June 15, 2014)

Year	Anticipated property tax revenue (4% annual increase)	Actual Historic Cost of Scholarships and Salary Supplements (includes ECO 5% admin fee)	Worst Case projection using historic annual average increase of 6.5%	Actual historic cost with 4% annual increase projected after 2014	Best Case projection-historic actual with 3% annual increase after 2014	Addition of Health Care @ \$400/month* per teacher		Additional Tracking of Outcomes (based on Denver voucher program-estimate 5%)**	Addition of Central Admin-5%***	Teacher Salary Supplement (25% increase) from current average of \$15/hour up to \$18.75/hour****	Teacher Salary Supplement to match School District average of \$26.11/hour	
2008		495,778	495,778	495,778	495,778							
2009		507,476	528,004	507,476	507,476							
2010		512,596	562,324	512,596	512,596							
2011		647,626	598,875	647,626	647,626							
2012		622,142	637,802	622,142	622,142							
Baseline-2013		678,814	678,814	678,814	678,814							
Projected-2014	800,000	656,396	722,937	656,396	656,396							
2015	832,000		769,928	682,652	676,088	283,200	965,852	1,014,144	1,064,852	743,400	1,808,252	2,531,552
2016	865,280		819,973	709,958	696,371	291,696	1,001,654	1,051,737	1,104,323	765,702	1,870,025	2,618,036
2017	899,891		873,271	738,356	717,262	300,447	1,038,803	1,090,743	1,145,280	788,763	1,934,043	2,707,661
2018	935,887		930,034	767,890	738,779	309,460	1,077,351	1,131,218	1,187,779	812,333	2,000,112	2,800,157
2019	973,322		990,486	798,606	760,943	318,744	1,117,350	1,173,218	1,231,879	836,703	2,068,582	2,896,014
2020	1,012,255		1,054,868	830,550	783,771	328,306	1,158,857	1,216,800	1,277,640	861,804	2,139,444	2,995,221
2021	1,052,745		1,123,434	863,772	807,284	338,156	1,201,928	1,262,024	1,325,126	887,658	2,212,784	3,097,897
2022	1,094,855		1,196,457	898,323	831,503	348,300	1,246,624	1,308,955	1,374,402	914,288	2,288,690	3,204,167
2023	1,138,649		1,274,227	934,256	856,448	358,749	1,293,005	1,357,656	1,425,539	941,717	2,367,256	3,314,158
2024	1,184,195		1,357,052	971,626	882,141	369,512	1,341,138	1,408,195	1,478,605	969,968	2,448,573	3,428,002
2025	1,231,563		1,445,260	1,010,491	908,606	380,597	1,391,089	1,460,643	1,533,675	999,067	2,532,742	3,545,839

* health care cost to be determined-\$400/month is based on Town of Breck cost per employee

** Denver Pre-school voucher program-5% administration fee/15% operation and evaluation/80% tuition credits

*** does not include any estimate for cost savings as a result of Central Administration

**** \$15/hour is equal to 50%AMI for single person household or 85% AMI for two person household assuming two teachers
 \$18/hour is equal to 58% AMI for single person household or 103% AMI for two person household assuming two teachers
 \$15/hour equal to \$31,200 annual salary (200 % pf FPL for single person household)
 2011 self-sufficiency wage for single person in Summit County is \$11.93 hour (assumes only \$167 monthly for Health Care)
 2011 self-sufficiency wage for single parent is \$20.94-\$33.43
 2011 self-sufficiency wage for 2 adults with children is \$16.50-\$18.21

EDITORIAL

Denver preschool program making a difference

By The Denver Post Editorial Board

POSTED: 08/09/2013 05:01:00 PM MDT | UPDATED: 10 MONTHS AGO

17 COMMENTS ([HTTP://WWW.DENVERPOST.COM/EDITORIALS/CI_23831558/DENVER-PRESCHOOL-PROGRAM-MAKING-DIFFERENCE#DISQUS_THREAD](http://www.denverpost.com/editorials/ci_23831558/denver-preschool-program-making-difference#DISQUS_THREAD))

A recent analysis of the academic performance of Denver Preschool Program graduates is encouraging and should serve to reassure taxpayers who contribute about \$10 million annually to the endeavor.

The program is funded by a 0.12-cent sales tax, approved by Denver voters in 2006. It offers preschool tuition assistance on a sliding scale to the city's 4-year-olds in an effort to prepare them for kindergarten.

The most encouraging part of [the report](http://dpp.org/docs/DPPTCAPmemo8-7-13.pdf) (<http://dpp.org/docs/DPPTCAPmemo8-7-13.pdf>), which tracked the 2008-09 crop of preschoolers, was the performance of low-income kids and English language learners on third-grade reading tests.

On those recent academic tests, they outperformed their peers who hadn't participated in the Denver Preschool Program.

For instance, 57.4 percent of former Denver Preschool kids who qualified for free or reduced-price lunches scored proficient or advanced on reading tests. Of similar low-income students who didn't go through Denver Preschool's program, 48.1 percent scored proficient or advanced on the same test.

That difference of 9.3 percentage points is significant — and there was a similar differential, though not quite as large, for English language learners.

As encouraging as these results are, of course, they must be kept in perspective. First of all, they don't actually solve the difficult problem of boosting achievement among at-risk students. Even 57 percent means that more than four in 10 low-income children still aren't where we want them to be when it comes to reading in third grade. And if children don't learn to read effectively by their middle elementary years, it is difficult to keep them interested in school, let alone ensure they thrive academically.

Nevertheless, the preschool program does seem to move the needle. And it does so in ways that preserve parental choice while encouraging enrollment in programs with the best academics.

The Denver Preschool Program assesses and ranks area preschools. The program is for everyone, and even relatively wealthy families can get some help. But the biggest subsidies go to those with the lowest income who have selected the highest-quality preschools.

The idea is to make sure kids are ready both socially and academically when they begin kindergarten. Other assessments show 90 percent of Denver Preschool 4-year-olds meet this mark after attending an approved program.

Closing achievement gaps in a diverse school district with significant social and economic challenges, such as Denver Public Schools, is a difficult problem that requires varied approaches. So far, it seems, the Denver Preschool Program is doing its part.



</portlet/article/html/imageDisplay.jsp?contentItemRelationshipId=5324949>

The Denver Preschool Program, which offers tuition assistance to the city's 4-year-olds, has shown encouraging results. (Craig F. Walker, Denver Post file)

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- Use your own words (don't copy and paste from elsewhere), be honest and don't pretend to be someone (or something) you're not.

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17 Comments · DenverPost

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Pilgrim1620 · 10 months ago

<div>Remember when kindergarten was meant to prepare child before entering grade school? Now we have 4 year old attending pre-school so they will be prepared for kindergarten. What's next 3 year old going to pre-preschool to get them ready for preschool?</div>

And remember when many jobs - including the military - didn't require a high school diploma? Educational requirements are increasing, and for a much broader spectrum of the population.

We need to consider what will keep us competitive in the 21st century, not be nostalgic about the 20th century if not even the 19th. As I pointed out before, the countries that get cited as outperforming us in education, are mostly ahead of us in early childhood education programs to begin with - ironically, sometimes having started with what are actually considered originally American models (even in South Korea) but having implemented them much more widely with government support.

Share



JD Free · 10 months ago

Indeed, this program has made a difference. It has cost us \$10 million per year.

If I spent \$500 trying to grow a garden in my back yard and got a total of 3 tomatoes out of it, I could cite "benefits" and claim it "made a difference" too.

Share



denverrose1 · 10 months ago

In the 40 years or so that Headstart has been around NO significant difference was made, in other words it is a failure. Our schools are a failure so for you to say it is making a difference, show us where???? I see no evidence in this article. Seeming to move the needle is just that... seems to move the needle. Until concrete evidence shows that our schools have changed our 18th out of 20th place worldwide in academics, we should NOT throw money at the schools. Money won't solve the corruption of values in schools, nor the mismanagement of discipline for these kids. Go away with your self-promotion DPS... it isn't believable.

Share



jgd777 · 10 months ago

Remember when kindergarten was meant to prepare child before entering grade school? Now we have 4 year old attending pre-school so they will be prepared for kindergarten. What's next 3 year old going to pre-preschool to get them ready for preschool?

Share



throatwarbler · 10 months ago

<div>
<div>throatwarbler wrote:Since the article doesn't say WHO performed this "recent analysis", it's safe to assume that it is just some self-serving hacks lying with statistics. Here is a REAL study:

<div>US GOVERNMENT - HHS STUDY

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Denver Preschool Program Evaluation 2011-2012 Fact Sheet

This year's independent evaluation confirms that **Denver Preschool Program students are prepared for kindergarten:**

- More graduates of the Denver Preschool Program in Denver Public Schools are reading at or above grade level in kindergarten than district kindergarteners overall.
- The vast majority of Denver Preschool Program graduates are ready for school, both academically and socio-emotionally.
- DPP students scored 94% and 93% on literacy and math assessments, respectively, compared to just 69% expected for the general population.
- English language learners and other children at risk of falling behind in school due to poverty are showing evidence of making progress toward closing the achievement gap by the end of preschool.

The Denver Preschool Program has dramatically expanded preschool access:

- Since 2007, over \$40 million in tuition support has helped more than 25,000 Denver families access the high-quality preschool of their choice. DPP tuition support is available to all Denver families, regardless of income.
- Almost 70 percent of Denver's 4-year-olds – nearly 6,000 children annually – are enrolled in the Denver Preschool Program today, up from fewer than 7 percent in 2007.

The Denver Preschool Program improves preschool quality:

- The DPP investment has enabled over 250 preschools across the metro area to be independently rated for quality so that families can choose the best alternative for their child.
- Since the Denver Preschool Program came into existence, quality reputation has grown to become the number one factor parents are considering while making their preschool choice, outranking such factors as cost and location.



DPP.ORG

- DPP improves preschool quality by investing in coaching, materials and professional development for participating programs.
- More than 90 percent of DPP children now attend top-quality preschools.

DPP graduates are emotionally and behaviorally ready for school:

- Teachers gave more than 95 percent of DPP children high marks for positive behaviors such as forming secure relationships with adults, taking initiative, and demonstrating self-control.
- Teachers identified behavioral problems as an area of concern for only about 6% of children, far less than the 16% that would be expected.

Parents benefit:

- An increasing number of parents report that preschool is allowing them to work or attend school.
- Denver families can choose from a variety of preschools – all rated for quality – to find the option best suited to meet their child’s needs. DPP partners include: 24 Montessori preschools; 16 nationally accredited sites; 80 public school locations; 150 community-based centers; and 19 family child care homes.

Demographics:

- While DPP support is available to all Denver families with a child in the last year of preschool before kindergarten, approximately 70% of participating families report incomes that qualify for the federal free or reduced-price lunch program.
- Hispanics made up 52% of DPP students during the 2012 school year, followed by those who identified as White at 26%, Black at 13%, Asian at 4%, and Multiracial at 4%.
- 58 percent of students come from families who speak English as their primary home language; 32 percent come from families who speak Spanish as their primary home language.

Methods of the 2011-2012 Evaluation:

- Augenblick, Palaich and Associates (APA) and the Clayton Early Learning Institute conducted the 2012 evaluation of the Denver Preschool Program based on standardized assessments, DPP data, and research gathered from parents and providers.

- Clayton Early Learning Institute analyzed student outcome assessments in vocabulary, literacy and math based on a representative sample of nearly 200 children. The assessments are nationally normed and form the basis for the conclusions drawn for student outcomes.
- APA analyzed information from a focus group and parent and provider surveys.

About the Denver Preschool Program:

In 2006, Denver voters approved a 12-cent sales tax on a \$100 purchase to fund preschool tuition support, giving all Denver families access to high-quality preschool. Denver families with a child in the last year of preschool before kindergarten can choose from a wide variety of preschools, public and community-based. A seven-member Board of Directors makes all financial and business decisions which guide the Denver Preschool Program, Inc. an independent, non-profit organization created to operate the Denver Preschool Program under a contract with the City and County of Denver.



Augenblick, Palaich
and Associates, Inc.

An Evaluation of the Denver Preschool Program: 2009-10

Prepared by

Augenblick, Palaich and Associates, Inc.

Denver, Colorado

October, 2010

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Executive Summary

The Denver Preschool Program (DPP) was created to encourage the families of children in the year before kindergarten to voluntarily participate in quality preschool programs and thus increase the likelihood that children will be successful in kindergarten and beyond. Denver voters approved the Preschool Matters initiative in November 2006. Under this ballot initiative, the city collects a .12 cent sales tax which is earmarked for DPP. Beginning in January 2007, Denver expected to collect about \$11 million annually. Actual collections totaled \$10.2 million in 2009 and are expected to reach \$10.7 million in 2010. The vast majority of this revenue, 80%, is used to provide tuition credits to the parents of children in the last year of preschool and to provide grants to preschools to improve the quality of the programs they offer. Five percent is used to administer the program and the remaining 15% is paid to contractors to undertake program operations and to evaluate the program.

This report summarizes the results of the third-year evaluation of DPP which was performed by Augenblick, Palaich and Associates Inc. (APA) in partnership with the Clayton Early Learning Institute. The goal of this annual evaluation is to provide DPP with information about how well the program is achieving its objectives. During the 2009-2010 school year, APA worked with DPP's staff, board and partners to collect data. Throughout the year this data was used to identify ways to make mid-course adjustments and ensure that the program's systems were as effective and efficient as possible.

In less than four years, DPP has grown from a highly contested but successful ballot initiative into an important presence in preschool education in the city of Denver. During this time, DPP staff, board members and operating partners have worked hard to create an environment favorable to the development of the program. The success of their efforts is shown by the increasing number of families and providers participating in the program. Through June 2010, the following milestones had been achieved:

- A total of 164 providers, operating at 273 sites with 566 classrooms serving DPP enrolled students, were on track to be approved as DPP providers;¹
- A total of 5,921 children in 2009-10 received approval for DPP tuition credits;
- Of the 273 sites on track to become DPP approved, 257 had received their approval. Of these, 54 had received a Qualistar rating of 4 Stars, and 138 sites had received a Qualistar rating of 3 Stars, the two highest ratings; and
- A total of 127 classrooms at 74 sites completed the re-rating process.

The number of families that received approval for DPP tuition credits varied across income tiers, by primary language spoken at home and by geographic region of the city. On surveys, in focus groups, and

¹ A provider is a label used by DPP to describe the organizations that run preschool programs in either a single building or multiple buildings. Individual building locations are called sites. For example, Denver Public Schools is considered one provider that in 2009-2010 operated over 80 ECE (preschool) sites.

in interviews with DPP participants, parents and providers repeatedly described the early learning environment for four year olds as exciting and positive.

Another important indicator of DPP's success in 2009-2010 is the number of sites that engaged in the Qualistar process for the first time. A significant number of preschool sites, 27, joined this process to improve the quality of services they offer to families and children. This is similar to the number that entered the process in 2008-2009, 39.

The 2009-2010 year also saw the first classrooms that had been Qualistar rated go through the re-rating process. DPP requires that sites go through the re-rating process with Qualistar every two years. This year 127 classrooms at 74 sites completed the re-rating process. Forty percent of the sites increased their star rating, while 56% stayed the same and four percent decreased their rating. At the classroom level, only nine percent of classrooms that went through the re-rating process saw a decrease in their Qualistar rating.

In this third year of the program, staff, board members and operating partners continued to conduct business in an effective manner in an economic environment that was extraordinarily challenging. The Program was focused and responsive while operating within difficult fiscal constraints. Based on data collected from numerous points of contact between the program and the Denver community, the evaluator concluded that DPP has a very solid base of public support among the program's core constituents. This good will among core constituents opens channels of communication, encourages families from all income tiers to participate in the program, and encourages providers to improve the quality of the services they offer.

The program faces several challenges in the coming years that are critical to the continued success of the program:

- ***Managing DPP's finances and tuition credits offered in difficult financial times.*** DPP is a unique program in Denver. It has a dedicated income stream, a limited fiscal reserve, with a demand for its services that changes from year to year. Staff and board members interviewed this year expressed a belief that the organization's business management practices were up to the task of managing the program's explosive growth and changing financial circumstances. Whether these beliefs are validated over time will be examined in future evaluations. The management systems and forecasting tools in place today are working and are viewed as functioning much more smoothly than in any past year of the program's operation.
- ***Strengthening DPP's partnership with Denver Public Schools (DPS).*** DPP's partnership with DPS is a unique and strong relationship that is becoming more efficient. DPS has expanded the operating hours of its preschool (ECE) services and enhanced the quality of its program. DPP's focus on quality and the tuition credit program have been instrumental in encouraging DPS to make these changes. This partnership has brought high quality preschool programming to significant numbers of lower-income and language-minority families.

The DPP-DPS joint registration process in 2009-2010 ran significantly more smoothly than in the previous year. The interaction between DPS and ACS, DPP's registration contractor, was characterized as very good from both sides. The only remaining concern is the handling of birth

certificates. The practice of allowing a parent to register a child using a nick name rather than the child's official name, for example, enrolling a child as "Johnny" rather than Jonathan, can result in future record keeping problems. Both sides are working to address this concern.

Parental understanding of the role that DPP plays in supporting the school district's effort is a continuing area of concern. In addition, other providers are particularly interested in how DPS' participation in DPP affects the Denver market for preschool services. Sound evaluation data and good communication are needed to keep this relationship mutually beneficial.

- ***Identifying methods for attracting additional home providers into DPP.*** DPP has made exceptional progress in finding a way to encourage DPS and the vast majority of community providers to participate in the program. Though they enroll fewer students, licensed home providers are the "last frontier" for DPP. Home providers offer a number of reasons for not participating in DPP including not having a steady supply of children in the year before kindergarten and not being able to spend the time away from their business needed for staff development and training. If DPP is serious about recruiting home providers, different approaches that accommodate the needs of these providers will be needed.
- ***Continuing to recruit providers that serve culturally and linguistically diverse families.*** This was also an area of recommended concentration in last year's evaluation report. Again this past year, due in large part to the slots available through DPS, DPP was successful in recruiting large numbers of language-minority families into the program. This is excellent news and much appreciated. Based on the evaluator's conversations with home providers in primarily Spanish language neighborhoods and with Spanish language parents in the focus group, the evaluator concluded that parents and providers not involved with the Program through DPS have less information about DPP and do not understand the program as well as those who have a connection with DPS. In the coming year, the recruiting emphasis should again focus on smaller community and home providers that effectively serve culturally and linguistically diverse families.

In short, DPP is realizing its goals and its board members and staff report that DPP is managing its financial resources well. In 2009-2010, the following conclusions can be drawn.

- More high-quality preschool programs, providers and sites operated in Denver than ever before.
- More children are participating in those high-quality preschool programs.
- Finally, there is even more diversity among participating children than in previous years of the program.

DPP is now within a few hundred students of serving 6,500 children that were projected to participate in the program when the ballot initiative was proposed in 2006.

Description of the Denver Preschool Program (DPP)

The Denver Preschool Program (DPP) was created to encourage the families with children in the year before kindergarten to voluntarily participate in quality preschool programs so that children can be successful in kindergarten and beyond. Denver voters approved the Preschool Matters initiative in November 2006. Under this ballot initiative, the city collects a .12 cent sales tax, the revenue from which is set aside for DPP. Beginning in January 2007, the city has collected between \$10 and \$11 million annually for the program, 80% is used to provide tuition credits to the parents of children in the last year of preschool and to provide grants to preschools to improve the quality of the programs they offer. Five percent is used to administer the program and the remaining 15% is paid to contractors to undertake program operations and to evaluate the program. Although DPP began operating midway through the 2007-2008 school year, it did not become fully operational until the 2008-2009 school year. Thus the 2009-2010 school year is DPP's second year as a fully operational program.²

Program Design

DPP operates on the premise that preschool plays an important role in the behavioral and academic development of children and that participating in a high-quality preschool experience, even for only one year on a part-time basis, can have a long-term positive impact on a child.³ To promote the twin goals of encouraging families to enroll their eligible children in preschool and encouraging preschool providers to improve the quality of the services they offer, DPP provides several different types of assistance. Assistance is distributed both directly and indirectly in the following ways: (1) a DPP tuition credit to preschool providers on behalf of families, which reduces the tuition costs families must pay to enroll their children in preschools; (2) a mini-grant to preschool providers, which pays for approved supplies and materials that improve the quality of their classrooms; (3) professional development and education scholarships for preschool staff that are designed to improve their knowledge and skills; (4) financial support in the form of paying for the quality rating assessment that would have previously been charged to the preschool provider; and (5) financial support to an organization that provides hands-on assistance and coaching to preschool providers to guide them through the quality improvement process.

² For the purpose of this report, the 2007-08 school year will be referred to as 2008; the 2008-09 school year will be referred to as 2009; and the 2009-10 school year will be referred to as 2010.

³ Research exists to support this premise. For example, studies of the impacts of a controlled experiment in providing preschool in Ypsilanti, Michigan, between 1962 and 1967, with follow-up examinations of participants as recently as 2005, have shown that a quality preschool program can have long-term impacts on academic achievement in school as well as economic success later in life. Research suggests that the best results are associated with programs that emphasize language; emergent literacy; early mathematical skills; motor, social, and emotional development; health and nutrition; and parental involvement. A study of the North Carolina Abecedarian Project, a randomized trial of child care with a longitudinal follow-up to adulthood, showed that, as compared to children who did not participate in the program, 94% more participants never repeated a grade; 31% more participants graduated from high school by age 19; and 177% more participants attended college (see References).

The DPP tuition credit is an amount of money available for children of Denver residents enrolled in qualified preschool programs the year before kindergarten. The size of the credit, which ranges from \$34 to \$1,000 per month, is determined by the following four factors:

1. The typical cost to run a preschool program at each of four different quality levels. This cost is set by DPP;
2. A family's income level and size;
3. The amount of time a child attends preschool which takes into consideration attendance rates and extended-time versus full-time versus part-time status; and
4. Other support available to the family to pay for preschool.

A unique tuition credit for each child is calculated based on the above factors. In order to obtain a tuition credit, the child's family first applies to DPP. Applications are then reviewed by a DPP contractor, ACS, to verify income, determine whether the child will attend full-time or part-time, and ascertain whether or not there are other sources of revenue available to the family to assist with paying for preschool. If funds to help pay for preschool tuition are also available from other sources such as Head Start, the Colorado Child Care Assistance Program (CCCAP) and the Colorado Preschool Program (CPP), the size of the DPP tuition credit is reduced by the amount provided by the other source. Once it is determined that the family and child are eligible to participate and the tuition credit has been calculated, DPP pays the money directly to the preschool provider. A provider cannot receive more than the amount of tuition charged for any particular child.

Provider Eligibility

To be eligible to receive tuition credits on behalf of children, a preschool provider must be licensed by the state of Colorado, be involved in DPP's quality improvement program, and serve children who live in Denver, although the provider can be located outside the borders of the city and county of Denver. Licensure requires a criminal background check on all persons who work at the site, health and fire inspections, and 15 hours of training every year for staff in first aid, CPR, medication administration, and universal precautions.

Program Improvement and Quality

DPP preschools must participate in a three-part quality improvement process including attendance at an introductory orientation, receipt of a quality rating, and development of a quality improvement plan. All participating preschools are assessed by and consult with DPP's quality improvement partner, Qualistar Early Learning. After initial consultation and assessment, the DPP preschool coach either awards the program a Qualistar rating or determines that the preschool already meets the DPP quality standard because it has previously been approved by the National Association for the Education of Young Children (NAEYC), or the National Association of Family Child Care (NAFCC) or has been previously rated by Qualistar Early Learning. If a preschool does not appear to be able to earn a Qualistar rating with its existing program, it can choose to defer the rating process for a period of time

and receive DPP supported coaching to increase the likelihood that the preschool will be successful when it is eventually rated.

Qualistar rates preschool classrooms using a four-star system designed to promote quality in the following five areas: (1) learning environment, (2) family partnership, (3) staff training and education, (4) adult-to-child ratios, and (5) accreditation through a national accrediting agency. DPP recognizes that higher quality care costs more, and thus raises the tuition credit available as classrooms move from 1-Star to 4-Star ratings.

DPP also allocates funds to support quality improvement efforts for each of the DPP participating providers. These funds may be used to purchase classroom equipment, materials and other resources that improve the quality of both the indoor and the outdoor learning environments or to increase the level of education and training of the provider's classroom staff and administration. Tuition assistance and scholarships may be provided to enable staff to attend college level early childhood education classes, college level courses leading to an education related degree and for approved seminars, workshops, and conferences.

Coaching services are also provided by DPP to support those classrooms that have completed the Qualistar Rating process and have received a Provisional, 1-Star or 2-Star rating. In preparation for being rated for the first time, providers may access up to a year of coaching services.

The amount of quality improvement funds allocated to a participating DPP provider is dependent on their current rating. "Introduction to quality" sites, those accessing coaching services prior to being rated, as well as providers that have completed the Qualistar rating process and have received a Provisional, 1-Star or 2-Star rating, receive \$35 per DPP approved child. Providers with a 3-Star or 4-Star Qualistar rating receive \$70 per DPP approved child. This year for new providers that joined the program after May 15, 2009, DPP offered an incentive of between \$750 and \$1,000 per site.

Sites that participate in DPP are required to go through a re-rating process with Qualistar every two years. The re-rating process allows for changes in quality to be monitored and maintains DPP's emphasis on quality improvement.

DPP Organization and Staffing

DPP is required to provide status reports to the Mayor's Office for Education and Children (MOEC), a Denver city agency. A seven member board of directors and a 25 member board of advisors oversee the program. DPP has three administrative staff: a Chief Executive Officer; a Director of Policy and Program Administration; and a Program Manager. During the past year there were personnel changes in two of these positions.

To attain a number of objectives, DPP subcontracts with the following organizations: (1) ACS provides outreach to parents, processes all tuition credit applications and time/attendance data for students, and makes the appropriate tuition credit payments directly to approved preschool providers; (2) Qualistar Early Learning educates preschool providers on the DPP quality improvement process,

monitors quality agreements between providers and DPP, and rates providers on a four-star scale; (3) the Institute of Management Accountants (IMA) provides insurance consultation to preschool providers; (4) the Denver Early Childhood Council through a subcontract with Qualistar provides coaching and technical assistance to providers and monitors quality improvement grants; and (5) Augenblick, Palaich and Associates (APA) completes an annual evaluation of DPP, subcontracting with the Clayton Early Learning Institute to assess student progress. DPP also has contracted with public relations consultants for advertising, program outreach, and other services.

Status of DPP in 2009-10⁴

Number of Children

The Denver Preschool Program grew by over 16% in the 2010 school year. The total number of children approved by DPP and receiving tuition credits grew to 5,921, up 838 from the 2009 school year. The total number of preschool providers grew from 111 to 164 with services being provided at 273 sites. Of the 5,921 DPP children, 3,659 received services at 84 DPS sites, while 2,210 received services from 155 center-based sites and 16 home-based sites. Fifty-two students were enrolled in both DPS and community sites during different times of the day. Table 1 shows the distribution of approved children enrolled in DPP-approved sites. Of the 255 DPP preschool sites, nearly half enrolled fewer than 10 students. Not surprisingly, center-based and home-based sites both were likely to enroll fewer students than DPS sites.⁵

Table 1

Number of DPP Sites by Enrolled Children By Provider Type in 2010				
# of Children Enrolled	# of Sites			Total
	DPS	Community Center-Based	Community Home-Based	
1-9	1	77	16	94
10-24	12	59	0	71
25-49	47	14	0	61
50-99	25	4	0	29
100 or more	0	1	0	1
Total	85	155	16	256*

*Total as of April, 2010 does not include the students enrolled in BOTH DPS and community sites to prevent double counting these students.

Number and Quality of Sites

⁴ The information on participating students and their families were taken from the ACS database at the Beginning of May, 2010. The information on providers was taken from the Qualistar Early Learning database at the beginning of June, 2010.

⁵ DPS sites are likely to have multiple ECE classrooms running at an individual school. Some community providers have multiple sites and several have multiple classrooms, but the number of classrooms is typically fewer than the DPS sites. Home sites typically do not have "classrooms" and most often have 10 or fewer children.

While more than 74% of DPP preschool sites were 3 or 4-Star rated Qualistar programs in 2010, quality ratings varied substantially by the type of preschool. The vast majority of DPS preschools, 94%, were rated as 3 or 4-Stars, while 63.2% of community-based preschools and 31.3% of home-based preschools were rated at 3 or 4-Stars. Because many of the home providers were new to DPP and the quality rating process, fewer achieved 3 or 4-Stars. Of the home-based preschool providers, 37.5% currently participate in the "Intro to Quality" phase, which enables the provider to prepare for a quality rating assessment by working with a coach for a year. The distribution of preschools by quality rating and provider type is shown below in Table 2.

Table 2

Number of DPP Approved Preschool Sites by Quality Rating; Percent Within Each Provider Type as of April, 2010								
Star Rating	DPS		Community Center-Based		Community Home-Based		Total	
	#	%	#	%	#	%	#	%
1-Star	0	0.0%	3	1.9%	0	0.0%	3	1.2%
2-Star	4	4.8%	24	15.5%	2	12.5%	30	11.8%
3-Star	61	72.6%	65	41.9%	4	25.0%	130	51.0%
4-Star	18	21.4%	33	21.3%	1	6.3%	52	20.4%
In Process	0	0.0%	9	5.8%	2	12.5%	11	4.3%
Intro to Quality	0	0.0%	12	7.7%	6	37.5%	18	7.1%
Provisional	0	0.0%	1	0.6%	1	6.3%	2	0.8%
Missing	1	1.2%	8	5.2%	0	0.0%	9	3.5%
Total	84	100.0%	155	100.0%	16	100.0%	255	100.0%

The vast majority of students in both community and DPS preschools were enrolled in 3 or 4-star Star rated programs. Seventy-five percent of students who attend center-based preschools and 93% who attend DPS preschools were in 3 or 4-Star rated preschools. Only 41% of the students enrolled in home-based preschools were enrolled in 3 or 4-Star rated preschools. The distribution of students by quality rating and provider type is shown below in Table 3.

Table 3

Number of DPP Students by Provider Type and Qualistar Rating in 2010 (Student Count & Percent in Specified Rating)										
Star Rating	DPS		Community Center-Based		Community- Home-Based		Both*		Total*	
	#	%	#	%	#	%	#	%	#	%
1-Star	0	0.0%	43	2.0%	0	0.0%	0	0.0%	43	0.7%
2-Star	219	6.0%	272	12.6%	3	6.5%	10	19.2%	504	8.5%
3-Star	2,606	71.2%	1,000	46.2%	12	26.1%	36	69.2%	3,654	61.7%
4-Star	811	22.2%	627	29.0%	7	15.2%	6	11.5%	1,451	24.5%
In Process	0	0.0%	70	3.2%	6	13.0%	0	0.0%	76	1.3%
Intro to Quality	0	0.0%	81	3.7%	16	34.8%	0	0.0%	97	1.6%
Provisional	0	0.0%	4	0.2%	2	4.3%	0	0.0%	6	0.1%
Missing	24	0.7%	66	3.1%	0	0.0%	0	0.0%	90	1.5%
Total	3,660	100.0%	2,163	100.0%	46	100.0%	52	100.0%	5,921	100.0%

*It is possible for a student to be enrolled in a community program for before- and/or after-school care in addition to being enrolled in a DPS provider for the majority of the school day. The totals in the table include the 52 students who were enrolled in both DPS and community sites.

An important indicator of the success of the DPP program is the growing number of students enrolled in high quality preschool programs. In 2008, 575 DPP students were enrolled in a 3 or 4-Star rated program; by 2010, 5,105 students were enrolled in 3 or 4-Star rated programs. As the number of students participating in DPP has expanded, the percentage of students enrolled in 3 and 4-Star programs has remained above 85%. Table 4 shows the comparisons of DPP students by star rating across all school years.

Table 4

Number of DPP Students by Star Rating and by School Year						
Star Rating	2007-2008		2008-2009		2009-2010	
	#	%	#	%	#	%
1-Star	4	0.6%	62	1.2%	43	0.7%
2-Star	10	1.6%	209	4.1%	504	8.5%
3-Star	335	53.3%	3,253	64.0%	3,654	61.7%
4-Star	240	38.2%	1,092	21.5%	1,451	24.5%
Intro to Quality	0	0.0%	190	3.7%	97	1.6%
Provisional	1	0.2%	3	0.1%	6	0.1%
In Process/Missing	38	5.7%	274	3.2%	166	2.8%
Total	628	100.0%	5,083	100.0%	5,921*	100.0%

*The totals in the table include the 52 students who were enrolled in both DPS and community sites.

GENERAL

WHAT DOES RACE TO THE TOP (RTT) EARLY LEARNING CHALLENGE GRANT (ELC) MEAN FOR COLORADO?

The Early Learning Challenge Grant priorities will improve the quality of early care and education programs in our area. Our QRIS system focuses on your top priority—quality services for children and families—by offering resources, tools, support and guidance to make quality improvements.

WHAT IS A QRIS?

We know that creating quality programs for children and families in Colorado is key to helping all children grow, develop, and successfully transition from early childhood into early elementary. A Quality Rating Information System (QRIS) is a process for supporting and rewarding child care providers for providing high-quality child care.

The five elements of Colorado's Next Generation QRIS are:

- QRIS standards are used to assign ratings to programs that participate in QRIS, providing parents and the public with information about each program's quality.
- Accountability and monitoring processes are used to determine how well programs meet the QRIS standards, assign ratings, and verify ongoing compliance.
- Support for providers, such as training, mentoring, and technical assistance, is included in the QRIS to promote participation and help programs achieve higher levels of quality.
- Financial incentives and awards help early care and education programs improve learning environments, attain higher ratings, and sustain long-term quality.
- A QRIS provides a framework for educating parents about the importance of quality in early care and education.

A quality rating and improvement system includes quality standards, a structure for accountability and monitoring, program supports and consumer outreach to increase availability of high quality early care and education.

According to the national Build Initiative QRIS Network, a comprehensive QRIS:

- Makes program quality comparable across program types.
- Creates and aligns program standards with early learning and practitioner standards.
- Develops and aligns infrastructure to support quality improvement.
- Assesses achievement along a continuum.

WHY DO WE NEED A QRIS?

Research shows that 90 percent of a child's brain is developed by the age of five. The first five years of a child's life are critical; they shape a child's success in school *and in life in general*. That's why quality early child care and education is so important.

Colorado's QRIS emphasizes the value of quality early care and education. Its structure gives early care and education providers' valuable tools for improving their programs. It also empowers parents to make well-informed

decisions about the quality of care and education their children receive so that their children can succeed in school and beyond.

WHAT IS PDIS?

The Professional Development Information System (PDIS) is the statewide web-based system supporting professional development for Colorado's early childhood workforce. The system will be developed with *Colorado's Competencies for Early Childhood Educators and Administrators* as the foundation and all professional development offerings within the system will align with these competencies. A wide range of professional development opportunities will be available to users in a variety of formats for both individual and group use. The PDIS will allow early childhood professionals to manage their own career and professional growth using an Individual Professional Development Plan which includes professional experience, education, and training as well as individually constructed growth plans. The PDIS will also issue Early Childhood Professional Credentials at a level reflecting demonstrated competency achievement. The PDIS is designed to support early childhood professionals at all levels of experience and education.

[More Information](#)

PARTICIPATION

WHY SHOULD I PARTICIPATE?

By participating in QRIS, programs become part of a national movement promoting the importance of quality settings for young children and the overall importance of early learning and development. Our program includes opportunities to recognize programs that are committed to higher levels of quality. Participation also means that programs are giving families the ability to make more informed decisions about their early learning and development choices.

WHO CAN PARTICIPATE IN QRIS? IS PARTICIPATION VOLUNTARY OR MANDATORY?

Colorado has had a QRIS system for the last 19 years which has been voluntary. In the next Generation QRIS, by nature of the program being licensed, their participation will be mandatory at Level 1. Programs make the voluntary choice to through Levels 2-5. Programs making this choice will have access to support such as technical assistance, coaching, quality incentive dollars and scholarships.

CAN PROGRAMS OFFERING RELIGIOUS PROGRAMMING PARTICIPATE?

Religious programs that are licensed through the Colorado Department of Human Services (CDHS) will have the same opportunity for participation as all other programs.

RATINGS

WHAT KIND OF RATINGS DO CHILD CARE PROGRAMS RECEIVE?

Colorado's Next Generation QRIS has five quality levels. A Hybrid approach was used to take full advantage of a validation/implementation (Levels 1 & 2) and Outcomes (levels 3-5) approach.



COLORADO'S NEXT GENERATION QUALITY RATING INFORMATION SYSTEM (QRIS) FAQs

- Level 1 demonstrates a program is licensed; if a provider was previously licensed, they will be licensed once again with the QRIS system
- Level 2 demonstrates providers have taken additional steps towards building quality within the program by completing Level 2 standards
- Level 3 begins to look at, and measure quality; programs are rated based on the elements of a quality learning program using points and ERS scores
- Level 4 exhibits additional quality growth in the program with higher level points and ERS scores
- Level 5 represents the top tier of quality

[More Information](#)

HOW QUICKLY ARE THESE RATINGS GOING TO BE IMPLEMENTED?

We understand that a quality rating system represents a journey. As our program is built, we are committed to taking the necessary steps and times to create a quality infrastructure. We understand that for providers, participating in this program takes time. We are committed to giving providers ample time to apply, complete paperwork and participate in the growth and ratings process. Our current timeline is posted [here](#).

WHAT TYPES OF STANDARDS ARE USED?

The types of standards that are used to assign ratings are based on research about the characteristics of programs that produce positive child outcomes. The five domains of Colorado's' QRIS include:

- Workforce qualifications and Professional Development
- Family Partnerships
- Leadership, Management & Administration
- Learning Environment + Environmental Ratings Scale (ERS) Score ([ITERS-R](#), [ECERS-R](#), [FCCERS-R](#))
- Child Health
- Optional Point Areas

WHEN WILL RATINGS BE POSTED TO THE PUBLIC?

A front-end website is expected to be built in 2015. Ratings will be posted in a phased manner on this website and parents will be able to search for early education programs. Programs will have ample opportunity to get involved with the QRIS process before any ratings are posted.

COSTS

WILL THERE BE A COST FOR PROGRAMS TO PARTICIPATE?

There will be no cost to programs during the initial phase through 2016.

WHAT WILL THE COST BE IN 3 YEARS?



There is no definitive answer about the cost to programs after 2016 if any. We have several persons working on funding models that will continue to provide support to the QRIS system. Sustainability is always our consideration as we make decisions around the QRIS process.

COMMUNICATION

HOW WILL YOU COMMUNICATE QRIS TO PARENTS?

As the QRIS system is built and providers begin to participate, parent communication will be implemented in a phased manner. Information will include general QRIS system information, why quality matters, how to choose a child care program, and other information around the Early Learning and Development Guidelines. This communication will follow normal outlets such as newsprint, internet sites, family resource centers, early childhood councils, resource and referral agencies.

WHEN WILL SUPPORTS BE AVAILABLE?

The Early Childhood Leadership Commission (ECLC) has approved the participation of a professional development team which will start meeting in May 2014. A subset of this team will begin work on the incentives framework. Additional communication will begin summer 2015.

HOW CAN I GET MORE INFORMATION ABOUT QRIS?

Check with your local early childhood councils as well as your resource and referral agency. Sign up for our [newsletter](#) and check our [website](#) frequently.

QRIS Levels

The system is a blocks and points system. Levels 1 and 2 are "building blocks" tiers with movement to the next level based on completion of identified activities and standards. To reach Level 1, programs/providers will need to be in compliance with licensing standards. To reach Level 2, programs/providers will show they have established other aspects of care and education to promote positive experiences. To receive a Level 2 designation, all indicators within this level must be met. Designations for Levels 3, 4, and 5 will be determined by cumulative points plus a minimum number of points in each of the standard areas.

Ratings represent a journey

We understand that this ratings system represents a journey. As our program is built, we are committed to ensuring quality on our end and will take the necessary steps and time to create that quality infrastructure. We understand that for providers, participating in this program takes time. We are committed to giving providers ample time to apply, complete paperwork and participate in the growth and ratings process.

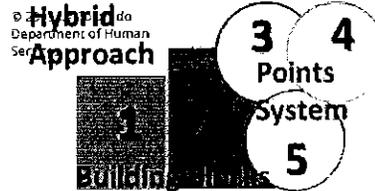
Hybrid Approach

(303) 866-5948

1575 Sherman Street, Denver, CO 80203

Colorado's Next Generation QRIS is a method to assess, enhance and communicate the level of quality in early education and care for all licensed providers in Colorado. This system provides standardized criteria for all early childhood programs in Colorado to be rated for quality, and provides incentives and supports to providers that wish to raise the level of quality care available at their facility.

A Hybrid approach was used to take full advantage of a validation/implementation (Levels 1 & 2) and Outcomes (levels 3-5) approach.



QRIS Levels 1 & 2

Building Blocks



QRIS is a quality improvement system that is designed to help you improve the quality of your early childhood program. QRIS is a quality improvement system that is designed to help you improve the quality of your early childhood program. QRIS is a quality improvement system that is designed to help you improve the quality of your early childhood program.

QRIS Levels 3-5 DRAFT

Total Points	Level 3	Level 4	Level 5
39	Workforce Qualifications and Professional Development		
	10	14	20
27	Family Partnerships		
	12	15	22
36	Leadership, Management & Administration		
	16	20	26
27	Learning Environment + ERS Score		
	9	13	20
16	Child Health		
	6	8	12
8	Optional Point Areas		
Minimum Requirement for Rating			
	53	70	103
Average ECAS Scores			
	At least 3.75 with no classroom below a 3.0	At least 4.75 with no classroom below a 4.0	At least 5.75 with no classroom below a 5.0

Child Care Advisory Committee Recommendations

(for presentation to the Town Council Sept or Oct)

Should the Town continue to provide funding to support access to quality child care for local families?

YES	NO
-----	----

What additional information does the Committee needs to reach consensus?

What is a preliminary estimate of the cost of the program?

\$

What additional information does the Committee needs to reach consensus?

What type of program?

--

100% Tuition Assistance

Blended Tuition Assistance and Direct to Program-What is the split?

Vouchers

What additional information does the Committee needs to reach consensus?

Who asministers the program?

--

What are the quality standards for Centers and for the program?

--

In additin to QRIS?

Specific Program Recommendations

--

Is there a Central Administration and what is the role/responsibilities?

What additional information does the Committee needs to reach consensus?

Other

Town Support to Child Care	1993-2007	2007	2008	2009	2010	2011	2012	2013	Sub
1993-2014 (revised June 2014)	Town Annual Proforma								Total
Scholarship Program Total		\$15,000	\$139,917	\$297,520	\$352,020	\$538,926	\$572,142	\$628,814	\$2,544,339
includes 5% admin fee		\$15,000	\$6,995	\$14,876	\$17,601	\$26,946	\$28,607	\$31,440	\$141,465
includes seed to ECO							\$50,000		\$50,000
Salary Supplement Program		\$154,795	\$260,361	\$209,956	\$160,576	\$108,700	\$50,000	\$50,000	\$994,388
TLC Start Up			\$95,500						\$95,000
Debt Relief (capital)									
LRSH		\$289,499							\$289,499
CH		\$296,942							\$296,942
BM		\$32,000							\$32,000
Cash, Grants, In-kind (primarily capital)									
LRSH (includes 2000 land donation)	\$389,365								\$389,365
CH (includes 1993 land donation)	\$382,067								\$382,067
BM	\$11,000								\$11,000
SUMMIT PRESCHOOL	\$12,160								\$12,160
MOUNTAIN TOP	\$15,600								\$15,600
TOTAL TOWN EXPENSE	\$810,192	\$788,236	\$495,778	\$507,476	\$512,596	\$647,626	\$622,142	\$678,814	\$5,062,360
Net to Centers after admin expense	\$810,192	\$773,236	\$488,783	\$492,600	\$494,995	\$620,680	\$543,535	\$647,374	\$4,871,395
									810192
Since 1993 the Town has provided \$5,062,360 in support to Child Care									289499
	\$2,544,339	Tuition Assistance (50%)							296942
	\$1,089,388	Direct to Program (21.5%)							32000
	\$1,428,633	Debt Relief/Capital (28.5%)							\$3,442,762
Note:									
Prior to implementation of the current child care model in 2007 almost 100% of the Town's support was capital directly to the Centers/programs									
After the debt relief in 2007 there has been no further investment in capital and all of the Town's funding has been directed to families (Tuition Assistance-70%) and Centers (Salary Supplements-30%)									
The 2007 plan anticipated that eventually all of the Town's funding would be directed to Tuition Assistance and 2013 was the last year for salary supplements									

CENTER REVENUE FROM TOWN (2007-2013)

(Based on actual ECO annual reports for Scholarship rounds)

YEAR	CENTER				
	Direct	Scholarship	CCCAP Gap	CCCAP	TOTAL
	TLC				
2007					\$0.00
2008	\$164,050.00	\$22,969.44	\$11,199.56		\$198,219.00
2009	\$56,484.00	\$53,295.00	\$53,050.00		\$162,829.00
2010	\$43,635.00	\$55,115.70	\$89,856.56		\$188,607.26
2011	\$29,962.00	\$94,858.50	\$70,502.17		\$195,322.67
2012	\$15,000.00	\$140,060.00	\$38,447.23		\$193,507.23
2013	\$15,000.00	\$170,709.00	\$17,317.99		\$203,026.99
Sub-total	\$324,131.00	\$537,007.64	\$280,373.51	\$0.00	\$1,141,512.15
	LRSH				
2007	\$70,000.00				\$70,000.00
2008	\$86,188.00	\$34,507.00			\$120,695.00
2009	\$69,520.00	\$75,085.00	\$16,154.88		\$160,759.88
2010	\$53,704.00	\$53,278.77	\$48,971.00		\$155,953.77
2011	\$36,000.00	\$83,592.00	\$56,326.15		\$175,918.15
2012	\$15,000.00	\$113,387.60	\$31,709.08		\$160,096.68
2013	\$15,000.00	\$148,229.80	\$1,731.60		\$164,961.40
Sub-total	\$345,412.00	\$508,080.17	\$154,892.71	\$0.00	\$1,008,384.88
	CH				
2007	\$59,800.00				\$59,800.00
2008	\$80,801.00	\$34,507.00	\$10,152.00		\$125,460.00
2009	\$65,175.00	\$38,371.00	\$20,282.18		\$123,828.18
2010	\$50,348.00	\$55,500.00	\$54,847.61		\$160,695.61
2011	\$34,000.00	\$98,074.00	\$43,534.13		\$175,608.13
2012	\$15,000.00	\$154,231.00	\$23,293.08		\$192,524.08
2013	\$15,000.00	\$131,261.00	\$19,393.52		\$165,654.52
Sub-total	\$320,124.00	\$511,944.00	\$171,502.52	\$0.00	\$1,003,570.52
	BM				
2007	\$24,995.00				\$24,995.00
2008	\$24,822.00	\$19,587.00			\$44,409.00
2009	\$18,777.00	\$24,233.00	\$2,173.00		\$45,183.00
2010	\$12,889.00	\$19,825.45	\$1,995.72		\$34,710.17
2011	\$8,938.00	\$19,009.00	\$912.24		\$28,859.24
2012	\$5,000.00	\$34,079.35			\$39,079.35
2013	\$5,000.00	\$67,059.00			\$72,059.00
Sub-total	\$100,421.00	\$183,792.80	\$5,080.96	\$0.00	\$289,294.76

YEAR	TOTAL FUNDING					COST PER SCHOLARSHIP/TYPE			
	DIRECT	SCHOLARSHIP	CCCAP GAP	CCCAP	TOTAL	Regular Scholarship Children	CCCAP Children	COST per Regular Scholarship	COST per CCCAP
2007	\$154,795.00	\$0.00	\$0.00	\$0.00	\$154,795.00				
2008	\$355,861.00	\$111,570.44	\$21,351.56	\$0.00	\$488,783.00	59	29	\$1,891.02	\$736.26
2009	\$209,956.00	\$190,984.00	\$91,660.06	\$0.00	\$492,600.06	106	36	\$1,801.74	\$2,546.11
2010	\$160,576.00	\$183,719.92	\$195,670.89	\$0.00	\$539,966.81	123	49	\$1,493.66	\$3,993.28
2011	\$108,900.00	\$295,533.50	\$171,274.69	\$0.00	\$575,708.19	182	48	\$1,623.81	\$3,568.22
2012	\$50,000.00	\$441,757.95	\$93,449.39	\$0.00	\$585,207.34	154	33	\$2,868.56	\$2,831.80
2013	\$50,000.00	\$517,258.80	\$38,443.11	\$0.00	\$605,701.91	185	14	\$2,795.99	\$2,745.94
TOTAL	\$1,090,088.00	\$1,740,824.61	\$611,849.70	\$0.00	\$3,442,762.31	Average of 135 per year	Average of 35 per year	Average-\$2,078	Average-\$3,137
					\$191,466.00*				
					\$3,634,228.31				

2013 estimates-ECO 2013 report due in summer of 2014

* plus admin expenses

ECO reports are based on
Sept-Sept data
total expense matches to
Town budget

	Center Budgets Expense/Revenue (2013/2014)					
Breck Centers	Center 1		Center 2		Center 3	
Daily Rate	\$67/\$62		\$67/\$60		\$69/\$63	
Ratios	Infant	2:6	Infant	1:3	Infant	1:3
	12-20 month	2:7	12-24 month	1:3	12-24 month	1:3
	20-30 month	2:8	24-36 month	1:4	24-36 month	1:4
	2.5-3.5 year	2:10	3-4 years	1:6	3-4 years	1:7
	3.5-4.5 year	2:15				
	4.5-5.5 year	2:16	4-5 years	1:8	4-5 years	1:7
Ideal Capacity	62		60		58	
Licensed Capacity	94		138		67	
# of Classrooms						
Wait List	infants	22	infants	10	infants	0
	12-20	14	12-20	0	12-20	0
	20-30	8	20-30	0	20-30	0
	2.5-3.5	4	2.5-3.5	0	2.5-3.5	0
	3.5-5.5	7	3.5-5.5	0	3.5-5.5	0
Total Revenue/per student	\$ 843,914	\$ 13,611	\$ 749,712	\$12,495	\$ 851,818	\$ 14,686
Fundraising	\$ 50,000		\$ 32,300		\$ 12,000	
Breck Scholarship Revenue/ % of revenue*	\$ 161,297	(19%)	\$ 183,010	(24%)	\$ 201,621	(23%)
Total Expense/per student	\$ 843,272	\$ 13,601	\$ 717,360	\$11,956	\$ 851,669	\$ 14,683
Payroll/Tax Expense	\$ 662,987	78.6%	\$ 516,366	72%	\$ 733,191	86%
Heath Insurance			\$ 35,799		\$ 10,000	\$200mo per ft position
Discounts/Bonuses	\$ 56,956		\$ 23,256		\$ 34,843	
Staff						
# fulltime	19		9		18	
# partime	2		5		2	
total staff/Payroll	21	\$31,570	14	\$36,883	20	\$36,659

* estimate based on 2013 allocations-

Spending Per Student-year round slot	Infant	Pre-K
Breck Centers estimate by Town	\$16,846	\$8,500

Centers to review

What is the Gap? Families monthly out-of-pocket expenses based on 1 child in care (2013)

The families' out-of-pocket expenses must be paid first before tuition assistance is awarded. This chart is based on one infant/toddler 4 days per week care.

Family Size	60% AMI	80% AMI	100% AMI	120% AMI	150% AMI
2	\$3,685 monthly income 12% of income spent \$1,161 full tuition \$442 family share \$650 tuition assistance* \$69 additional parent	\$4,913 monthly income 12% of income spent \$1,161 full tuition \$590 family share \$571 tuition assistance	\$6,142 monthly income 12% of income spent \$1,161 full tuition \$737 family share \$424 tuition assistance	\$7,370 monthly income 13% of income spent \$1,161 full tuition \$958 family share \$203 tuition assistance	\$9,213 monthly income 14% of income spent \$1,161 full tuition \$1,198 family share \$0 tuition assistance
3	\$4,145 monthly income 12% of income spent \$1,162 full tuition \$497 family share \$650 tuition assistance* \$14 additional parent paid	\$5,526 monthly income 12% of income spent \$1,162 full tuition \$663 family share \$498 tuition assistance	\$6,908 monthly income 12% of income spent \$1,162 full tuition \$829 family share \$332 tuition assistance	\$8,290 monthly income 13% of income spent \$1,162 full tuition \$1,078 family share \$83 tuition assistance	\$10,362 monthly income 14% of income spent \$1,162 full tuition \$1,451 monthly out-of-pocket \$0 tuition assistance
4	\$4,605 monthly income 12% of income spent \$1,161 full tuition \$553 family share \$608 tuition assistance	\$6,140 monthly income 12% of income spent \$1,161 full tuition \$737 family share \$424 tuition assistance	\$7,675 monthly income 12% of income spent \$1,161 full tuition \$921 family share \$240 tuition assistance	\$9,210 monthly income 13% of income spent \$1,161 full tuition \$1,161 family share \$0 tuition assistance	\$11,513 monthly income 14% of income spent \$1,162 full tuition \$1,162 family share \$0 tuition assistance
5	\$4,975 monthly income 12% of income spent \$1,161 full tuition \$597 family share \$564 tuition assistance	\$6,634 monthly income 12% of income spent \$1,161 full tuition \$796 family share \$365 tuition assistance	\$8,292 monthly income 12% of income spent \$1,161 full tuition \$995 family share \$166 tuition assistance	\$9,950 monthly income 13% of income spent \$1,161 full tuition \$1,161 family share \$0 tuition assistance	\$12,438 monthly income 14% of income spent \$1,161 full tuition \$1,161 family share \$0 tuition assistance

*\$650 is the maximum scholarship award per child under the current program guidelines. The parent will pay the difference not covered by the tuition assistance as part of their co-pay. **Note: Families served by the Breck program 24%>60%AMI, 28%>80%AMI, 23%>100%AMI, 18%>120%AMI, 7%>150%AMI**

What is the gap? Families monthly out-of-pocket expenses based on 2 children in care (2013)

The families' out-of-pocket expenses must be paid first before tuition assistance is awarded. This chart is based on 1 infant/toddler and 1 preschool child each attending 4 days per week of care.

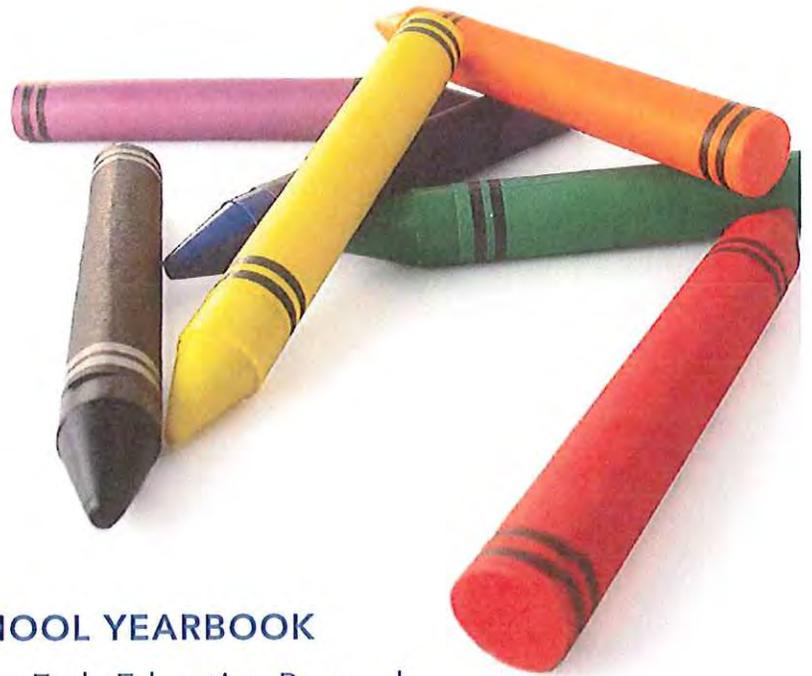
Family Size	60% AMI	80% AMI	100% AMI	120% AMI	150% AMI
3	\$4,145 monthly income 13% of income spent \$2,103 full tuition \$539 family share \$650 tuition assistance per child* \$362 additional parent paid	\$5,526 monthly income 13% of income spent \$2,103 full tuition \$718 family share \$650 tuition assistance per child* \$183 additional parent paid	\$6,908 monthly income 13% of income spent \$2,103 full tuition \$898 family share \$650 tuition assistance per child* \$3 additional parent paid	\$8,290 monthly income 14% of income spent \$2,103 full tuition \$1,161 family share \$520 tuition assistance per child	\$10,362 monthly income 15% of income spent \$2,103 full tuition \$1,554 family share \$324 tuition assistance per child
4	\$4,605 monthly income 13% of income spent \$2,103 full tuition \$599 family share \$650 tuition assistance per child* \$302 additional parent paid	\$6,140 monthly income 13% of income spent \$2,103 full tuition \$798 family share \$650 tuition assistance per child* \$103 additional parent paid	\$7,675 monthly income 13% of income spent \$2,103 full tuition \$998 family share \$602 tuition assistance per child	\$9,210 monthly income 14% of income spent \$2,103 full tuition \$1,289 family share \$456 tuition assistance per child	\$11,513 monthly income 15% of income spent \$2,103 full tuition \$1,726 family share \$238 tuition assistance per child
5	\$4,975 monthly income 13% of income spent \$2,103 full tuition \$647 family share \$650 tuition assistance per child* \$254 additional parent paid	\$6,634 monthly income 13% of income spent \$2,103 full tuition \$862 family share \$650 tuition assistance per child* \$39 additional parent paid	\$8,292 monthly income 13% of income spent \$2,103 full tuition \$1,078 family share \$562 tuition assistance per child	\$9,950 monthly income 14% of income spent \$2,103 full tuition \$1,393 family share \$404 tuition assistance per child	\$12,438 monthly income 15% of income spent \$2,103 full tuition \$1,866 family share \$168 tuition assistance per child
6	\$5,345 monthly income 13% of income spent \$2,103 full tuition \$695 family share \$650 tuition assistance per child* \$206 additional parent paid	\$7,127 monthly income 13% of income spent \$2,103 full tuition \$927 family share \$637 tuition assistance per child	\$8,909 monthly income 13% of income spent \$2,103 full tuition \$1,158 family share \$521 tuition assistance per child	\$10,690 monthly income 14% of income spent \$2,103 full tuition \$1,497 family share \$352 tuition assistance per child	\$13,363 monthly income 15% of income spent \$2,103 full tuition \$2,004 family share \$99 tuition assistance per child

*\$650 is the maximum tuition assistance per child under current program guidelines. The parent will pay the difference not covered by the tuition assistance as part of their co-pay.

Breck Center Staff/Wages (March 2014)

name	title	years	ft/pt	wage
	Teacher	1.5	ft	15.3
	Teacher	1.5	ft	13.65
	Teacher	13	ft	18.45
	Teacher	3	ft	15.56
	Teacher	2	ft	15.3
	Teacher	8.5	ft	16.48
	Teacher	9	ft	15.45
	Teacher	9	ft	17.34
	Teacher	.5	ft	13
	Teacher	4	ft	16.32
	Teacher	.5	ft	13.5
	Teacher	12	ft	16.83
	Teacher	5	ft	14.28
	Administrator	9	ft	50-54,000
	Teacher	1	ft	14.79
	Teacher	1	ft	15.75
	Administrator	1	ft	37-42,000
	Administrator	9	ft	45-50,000
	Teacher	8.5	ft	15.3
	Sub		pt	12
	Sub		pt	12
Average Teacher Pay				\$15.46
Average Years				5.00
	director*	5.5	ft	52-57,000
	assistant director	3	ft	40-45,000
	admin assist	3.5	ft	13.5
	mentor	1	ft	16.5
	coteacher	1	pt	12
	coteacher	1	ft	12
	mentor	5.5	ft	17.23
	coteacher	1	ft	11
	coteacher	2.5	pt	14.35
	mentor	5.5	ft	18.12
	coteacher	2	ft	17.83
	coteacher	.5	ft	12.5
	mentor	3	ft	15.76
	coteacher	1	ft	14.5
	coteacher	1	ft	12.5
	coteacher	1	ft	12.24
	coteacher	1	ft	12
	mentor	3	ft	15.25
	coteacher	1	ft	12.5
	coteacher	1	ft	13.51
Average Teacher				\$14.11
Average Years				1.852941
	infant supervisor	2	ft	16
	teacher	3	ft	13-15
	teacher	1month	ft	13-15
	lead	4	pt	16
	teacher	1.5	pt	13-15
	teacher	1month	ft	13-15
	assistant teacher	3 month	ft	10-12
	teacher	11	pt	13-15
	lead	2.5	ft	16
	teacher	1.5	ft	13-15
	teacher	6	ft	13-15
	program director	9	pt	19-25
	assistant director	7	pt	19-25
	exec director	11	ft	26-30
Average Teacher				\$14.27
Average Years				2.9

The State of Preschool 2012



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education



THE STATE OF PRESCHOOL 2012

STATE PRESCHOOL YEARBOOK

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NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH



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Executive Summary

DRASTIC FUNDING CUTS THREATEN PROGRESS OF EARLY EDUCATION

The 2011-2012 school year was the worst in a decade for progress in access to high-quality pre-K for America's children. To some extent this reflects the effects on state governments of the worst economic downturn most living Americans have ever experienced. Yet, this is not the whole story. The 2011-2012 results also reflect the effects of long-term trends that predate the Great Recession and have moved in the wrong direction over an entire decade.

State funding for pre-K decreased by over half a billion dollars in 2011-2012, adjusted for inflation, the largest one year drop ever. The size of these unprecedented budget cuts can be attributed to the lingering effects of the recession on state budgets, especially as at least \$127 million in American Recovery and Reinvestment Act (ARRA) funds from the previous year were no longer available. Although the recession is technically over, the recovery in state revenues has lagged the recovery of the general economy and has been slower and weaker than following prior recessions. This does not bode well for digging back out of the hole created by years of cuts.

The consequences of this declining state support for pre-K is evident in two other historic "firsts." After a decade of growth, enrollment has stalled. This marks the first time we have seen no increase in the percentage of children served in state pre-K. And, despite stagnant enrollment, state funding per child fell by more than \$400 compared to the previous year, bringing funding down to \$3,841 per child. State spending per child has decreased by more than \$1,100 since 2001-2002. This is the first year that average real funding per child across the states slipped below \$4,000 since the *Yearbook's* inception. Reductions in funding per-child were widespread with 27 of the 40 states that offer state-funded pre-K reporting declines in 2011-2012. While much of the economy is now recovering from the Great Recession, the nation's youngest learners are still bearing the brunt of budget cuts.

The adverse consequences of declining funding were also evident in a disastrous year for meeting quality standards benchmarks. While three programs posted gains against quality standards benchmarks, seven programs lost of a total of nine benchmarks. Among these, five programs failed to meet benchmarks because of decreases in required monitoring of program quality through site visits. Four programs lost this site visits benchmark in the previous year. Lax monitoring and technical support threaten to undermine program quality at the same time that local program capacity to produce high quality has been undercut by reduced financial support. Regular site visits are necessary to ensure that state policies are actually implemented as intended in the classroom and as part of a continuous improvement process in which local providers and the state obtain valuable feedback regarding program performance.

Despite this year's bad news, state-funded pre-K has been one of education's biggest success stories. Enrollment increased rapidly over the last decade, and quality standards kept apace and even increased in many states despite some declines in funding. Enrollment remained at a historic high in 2011-2012. More children than ever are served by state programs designed to enhance learning and healthy development, putting them on track for success in later schooling and in life. For a brief period mid-decade the downward trend in funding per child appeared to reverse, before the recession turned it down again. However, the research is clear that only high-quality pre-K has produced substantial gains in school readiness, achievement and educational attainment, higher productivity in the labor force, and decreases in social problems like crime and delinquency. The promised high economic returns associated with these positive outcomes have only been found for programs that were adequately funded and met or exceeded the benchmarks for quality set out in our report.

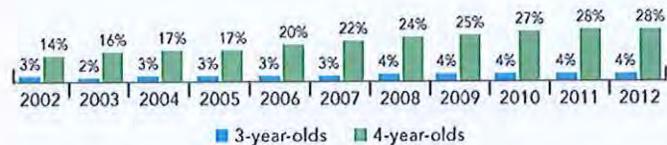
This year's report shows that as states emerge from the recession, pre-K continues to suffer, even as the number of students whose families lack the means to provide them with high-quality preschool education programs has increased to an all time high. Much work remains to be done to put pre-K back on track. Appropriations for 2012-2013 were up modestly, though how well actual expenditures track these figures remains to be seen. Reports on proposed state budgets for 2013-2014 are also hopeful, though nothing we have seen indicates that pre-K nationally has fully recovered from past cuts, much less reversed the negative trend in funding per child. Indeed, the most positive recent development may be at the federal level. The president put pre-K on the national agenda in his State of the Union address and subsequently proposed to provide states with \$75 billion in matching funds to increase access to high-quality pre-K over the next 10 years.



WHAT'S NEW?

- Total state funding for pre-K programs decreased by more than \$548 million across the 40 states that offer pre-K.
- State pre-K funding per child decreased by \$442 (inflation-adjusted) from the previous year to \$3,841. This is the first time since NIEER began tracking state pre-K in 2002 that funding per child spending has fallen below \$4,000.
- State funding per child for pre-K declined in 27 of 40 states with programs, when adjusted for inflation. In 13 states per-child spending fell by 10 percent or more from the previous year. Only 12 states increased funding per child in 2011-2012.
- For the first time we include Arizona's First Things First Prekindergarten Scholarships. Arizona had previously been included for its Early Childhood Block Grant (ECBG) initiative, but the ECBG was defunded in 2010-2011.
- Only 15 states plus D.C. could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only about 20 percent of the children enrolled in state-funded pre-K attend those programs, the vast majority of children served 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 fewer than 10,000 children, which was not enough to offset population growth and increase the percentage of children served. Four percent of 3-year-olds and 28 percent of 4-year-olds were served in state-funded pre-K, the same as in the previous year.
- Combining general and special education enrollments, 31 percent of 4-year-olds and 7 percent of 3-year-olds are served by public pre-K. When including Head Start programs as well, 41 percent of 4-year-olds and 14 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.
- Seventeen states—fewer than half—plus D.C. increased enrollments, with increases ranging from 1 percent in Alabama, Louisiana, New Jersey, and Tennessee to 21 percent in Oregon. Sixteen states reduced enrollment, from 1 percent in Connecticut, Kansas, and New York to 19 percent in North Carolina.
- Three programs improved against NIEER's Quality Standards Benchmarks checklist, while seven fell back. This was a total of nine fewer benchmarks met, five of which were for site visits to monitor program quality.
- Four states plus one of Louisiana's three programs met all 10 of NIEER's benchmarks for state pre-K quality standards, down from five states the previous year. Another 16 states met eight or more.
- More than half a million children, or 42 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.
- For the first time we list additional rankings that compare Washington, D.C. to the states while recognizing its special status. When compared to the states, D.C. ranks first for percentage of children served at both age 3 and 4 and for funding per child. Although it is a city, in sheer numbers, D.C. serves more 4-year-olds in pre-K than 15 states with programs and more 3-year-olds than all but five states. It meets 7 quality standards benchmarks in programs operated through D.C. Public Schools and Community-Based Organizations and 2 quality standards benchmarks in Charter Schools.

PERCENT OF NATIONAL POPULATION ENROLLED



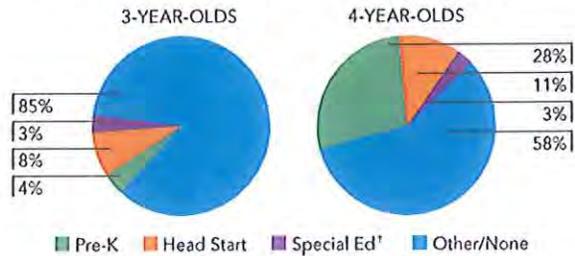
AVERAGE STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



NATIONAL ACCESS

Total state program enrollment, all ages	1,332,663
State-funded preschool programs	52 programs in 40 states ¹
Income requirement	32 state programs have an income requirement
Minimum hours of operation	23 part-day; 10 school-day; 1 extended-day; 18 determined locally ²
Operating schedule	38 academic year, 14 determined locally
Special education enrollment, ages 3 & 4.....	433,973
Federal Head Start enrollment, ages 3 & 4	749,984 ³
Total federal Head Start enrollment, all ages	829,747 ³
State-funded Head Start enrollment, ages 3 & 4	16,582 ⁴

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



[†] This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 52 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	51
Teacher degree.....	BA	30
Teacher specialized training	Specializing in pre-K	44
Assistant teacher degree	CDA or equivalent.....	15
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower	44
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	45
3-year-olds		
4-year-olds		
Screening/referral.....	Vision, hearing, health; and.....	37
and support services	at least 1 support service	
Meals	At least 1/day	24
Monitoring	Site visits at least every five years	32

NATIONAL RESOURCES

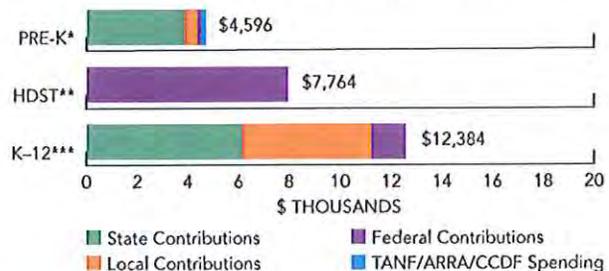
Total state preschool spending	\$5,119,322,047 ⁵
Local match required?.....	13 state programs require a local match
State Head Start spending	\$152,622,246
State spending per child enrolled	\$3,841 ⁵
All reported spending per child enrolled*.....	\$4,596

* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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.

[†] This figure includes 15,552 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.

⁵ This figure includes federal TANF funds directed toward preschool at states' discretion. It has previously contained funding through the American Recovery and Reinvestment Act (ARRA) but these funds are no longer available to states. The District of Columbia spends an additional \$157,440,000 in district-level spending on their pre-K program.

¹ The District of Columbia serves an additional 11,267 3- and 4-year-olds through its program serving children in district public schools, community-based organizations, and charter schools.

² 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.

³ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start, all ages,

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	33	None Served	12	12	10
Alaska	38	None Served	4	8	10
Arizona	35	25	32	30	6
Arkansas	11	5	10	5	9
California	24	6	16	20	4
Colorado	20	10	38	32	6
Connecticut	29	8	3	1	6
Delaware	32	None Served	6	15	8
Florida	1	None Served	35	38	3
Georgia	6	None Served	25	31	8
Illinois	17	1	29	34	8
Iowa	7	17	26	26	6.9
Kansas	21	None Served	37	39	7
Kentucky	15	9	24	13	9
Louisiana	13	None Served	14	22	8.0
Maine	14	None Served	36	21	6
Maryland	12	15	23	6	8
Massachusetts	27	16	17	24	6
Michigan	22	None Served	15	23	7
Minnesota	39	22	5	10	9
Missouri	34	18	33	37	8
Nebraska	18	4	40	40	6
Nevada	36	24	34	29	7
New Jersey	16	2	1	2	8.8
New Mexico	26	None Served	31	35	8
New York	9	26	21	28	7
North Carolina	23	None Served	11	9	10
Ohio	37	20	18	25	3
Oklahoma	2	None Served	22	11	9
Oregon	30	13	2	7	8
Pennsylvania	28	12	9	18	5.0
Rhode Island	40	None Served	27	3	10
South Carolina	10	14	39	36	6.2
Tennessee	19	23	13	17	9
Texas	8	11	28	33	2
Vermont	3	3	20	27	4
Virginia	25	None Served	19	16	6
Washington	31	19	7	14	9
West Virginia	5	7	8	4	8
Wisconsin	4	21	30	19	5.0
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
D.C.	1*	1*	1*	1*	4.6

* While Washington, D.C. is not a state but a city with a unique status as our nation's capital, to be inclusive we indicate how D.C. ranks compared to the 50 states.

Executive Summary *(continued)*

With the inclusion of Arizona's First Things First Prekindergarten Scholarship program, 40 states plus D.C. offered pre-K in school year 2011-2012. That is one of the few pieces of good news in a year dominated by significant negative changes in enrollment, resources, and quality standards. The sections below provide further details for each one of these areas.

ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,332,663 children in 2011-2012, plus an additional 11,267 children in D.C. State pre-K continues to be primarily a program for 4-year-olds in most states, with more than 1.1 million of the children served at that age.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled, with no growth in access relative to population. Total enrollment increased by only 9,535 from the prior year. 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 and the past decade.

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 31 percent at age 4 and 7 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 percent at age 4 and 14 percent at age 3. Again there may be some duplication we have not eliminated and our prior caveat regarding special education services applies.

In some previous years, we have estimated total enrollment in all public and private programs. Some public schools enroll children in pre-K classes who are not part of state-funded pre-K, including schools in states with no state preschool funding. In addition, children attend private programs including some that are subsidized by public funding and tax credits for child care. Our most recent estimates for 2010 are available elsewhere. Various sources provide substantially different estimates regarding total enrollment and the recession has likely influenced enrollment in public and private programs which prevents us from applying them to current year's enrollment. We eagerly await the release of estimates from the 2012 National Household Education Survey for this information.

The 2005 National Household Education Survey and our previous estimates provide some important information regarding the distribution of enrollment that is not available from our survey of states. Public programs substantially increase access to children in families with the lowest income. Nevertheless, participation rates are strongly associated with income and education—far below average for children whose parents have not completed high school and far above average for children whose parents have graduate degrees. Many families in the middle do not yet enroll their children in pre-K. Participation rates are lowest for Latino and Pacific Islander children. Also striking is that access itself is not enough to ensure enrollment in a high-quality program. At age 4, only 35 percent of those in a program attended a high-quality program as measured by the Early Childhood Environment Rating Scale. African-American children had relatively high enrollment rates, but the least access to quality when they were enrolled.



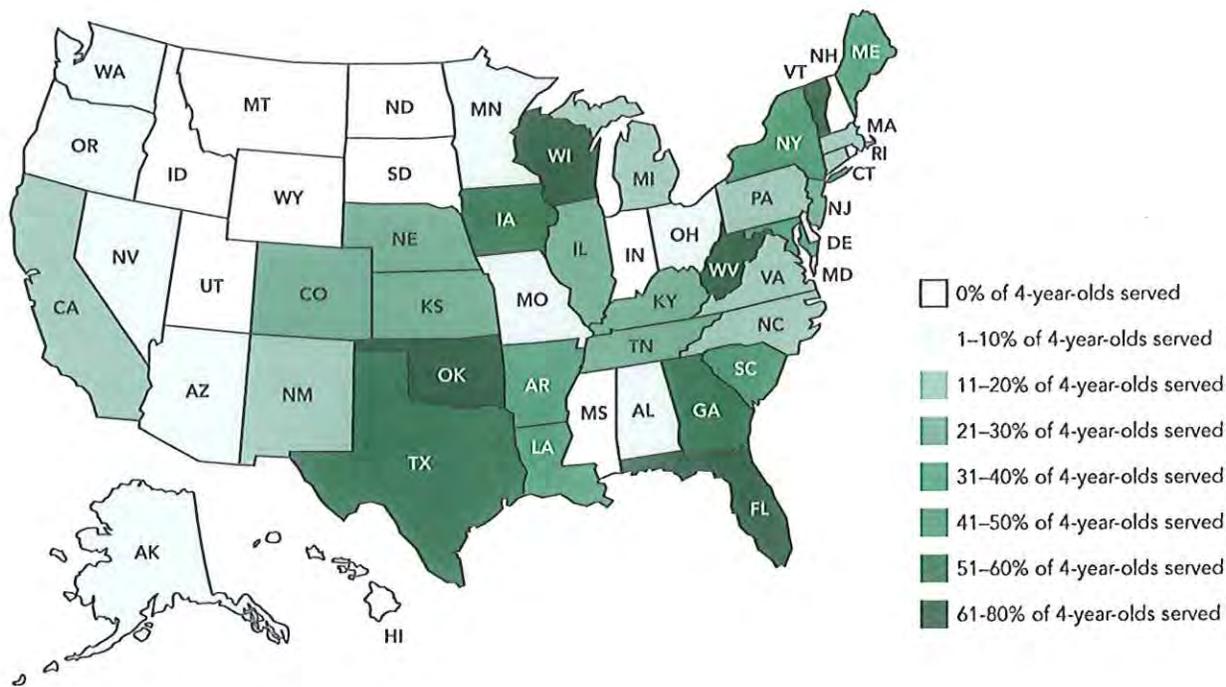
Our 2012 Yearbook makes apparent that enrollment in state-funded programs varies dramatically across the states. Figure 1 displays state pre-K enrollment at age 4 by state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Among states, Florida and Oklahoma rank 1st and 2nd in enrollment of 4-year-olds. Both served more than 70 percent of 4-year-olds. With 65 percent of 4-year-olds enrolled, Vermont ranks 3rd on 4-year-old enrollment. Vermont is notable for also enrolling a high percentage of 3-year-olds, ranking 3rd on this measure as well.

Other states enrolling more than half of 4-year-olds include Wisconsin, West Virginia, Georgia, Iowa, and Texas. Enrollment drops off fairly rapidly from there, and 10 states with programs served fewer than 10 percent of 4-year-olds, while 10 more had no program. The observation data cited earlier indicated that access alone does not ensure children receive a high-quality education. Data on state quality standards are consistent with that picture. Florida and Vermont, two of the top three states for enrollment are particularly concerning as both met fewer than half of quality standards benchmarks. Also of concern among the top 10 is Texas, which enrolled the largest number of preschoolers in the nation, about 225,000, but met only two of 10 benchmarks for quality.

State pre-K remains primarily a program for 4-year-olds, but there are notable exceptions. The District of Columbia serves more than half of its 3-year-olds. Illinois and New Jersey each serve about 20 percent of children at age 3. Vermont, Nebraska, and Arkansas serve more than 10 percent at age 3, with California serving the largest number (48,175, or 9 percent) despite a decline from last year. Only six states increased enrollment of 3-year-olds from the previous year—Arkansas, Iowa, Maryland, Nebraska, Oregon, and South Carolina.

The lack of enrollment growth nationally is due in some measure to 16 states that reduced enrollment of 3- and 4-year-olds from the previous year. While many of these reductions were minor, reductions of over 10 percent were particularly troubling in Alaska, North Carolina, Pennsylvania, and Rhode Island. Arizona has rejoined the list of states providing pre-K with the inclusion of Arizona's First Things First Prekindergarten Scholarships. Note that this does not constitute entirely new enrollment and funding for early learning programs generally, as this program has operated since 1996, but operational changes now qualify it as state-funded pre-K. This means that only 10 states did not provide any state-funded pre-K in the 2011-2012 school year. These states are Hawaii, Idaho, Indiana, Montana, Mississippi, New Hampshire, North Dakota, South Dakota, Utah, and Wyoming.

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



QUALITY STANDARDS: LOSING GROUND AS BUDGETS FALTER

The Yearbook compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. Although the benchmarks against which NIEER checks states are not guarantees of quality, they are consistent with what research has found to be highly effective. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. A list of benchmarks and a summary of the supporting research are provided on page 22.

Figure 2: Percent of State Pre-K Programs Meeting Benchmarks 2002–2012

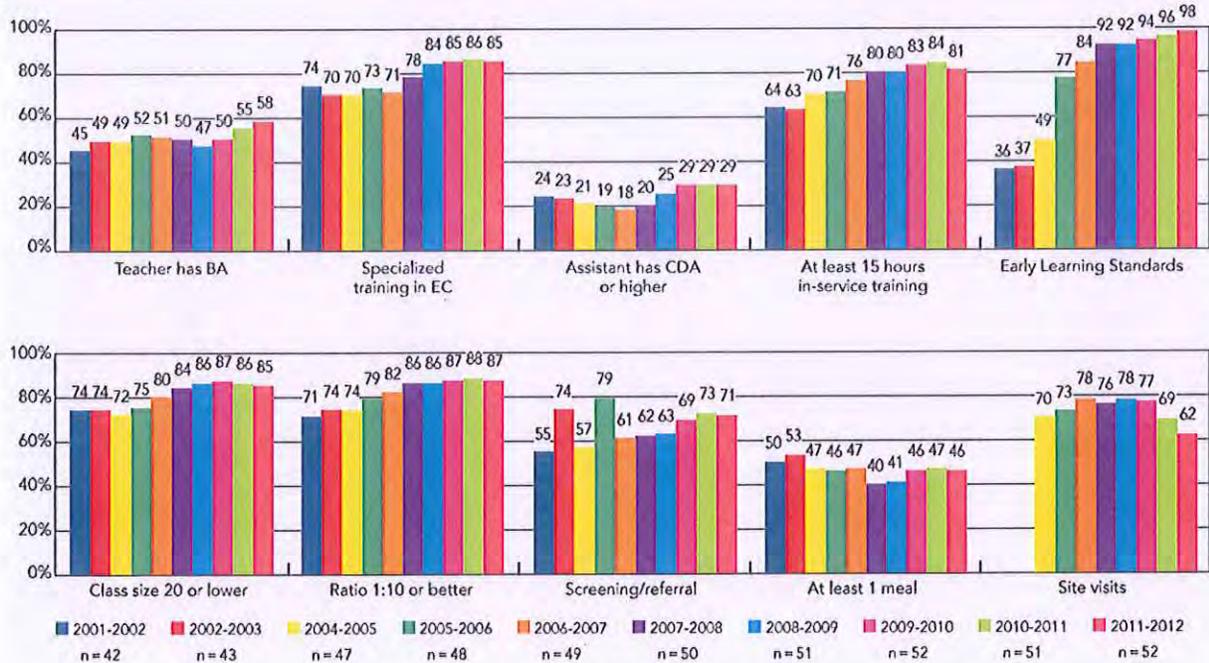


Figure 2 displays the number of quality standards benchmarks met by state preschool programs each year from 2001-2002 through 2011-2012. Only three states had policy changes that met additional benchmarks in 2011-2012. California's newly released state early learning standards fully met the definition of comprehensive standards. Ohio met an additional benchmark this year by requiring site visits for quality monitoring, though it remains at the bottom in terms of standards. It permits up to 28 children in a class while teachers need have no more than an associate's degree. Pennsylvania's Pre-K Counts program required all lead teachers to have a bachelor's degree. With that change, Pre-K Counts edged closer to the top ranks for quality standards, and the remaining benchmarks would add little to cost.

Nevertheless, the 2011-2012 year was the worst year we have seen for quality standards overall, with nine losses against quality standards benchmarks. Policy changes in five programs led them to lose the benchmark for conducting site visits on a regular schedule to monitor pre-K program quality: Louisiana's 8g and LA4 programs, the Missouri Preschool Project, Pennsylvania's EABG program, and the Virginia Preschool Initiative. Four other programs lost this benchmark in 2010-2011. This dramatic reduction in the number of programs monitoring quality and pursuing continuous improvement through regular site visits is extremely troubling. State capacity to ensure program performance is been cut at the same time that decreased funding per child erodes program capabilities.

Funding cuts are clearly implicated in the other observed reductions in quality standards. Georgia lost benchmarks for both class size and student-teacher ratio as it sought to maintain enrollment in the face of reduced funding. Pennsylvania's EABG and K4/SBPK programs lost benchmarks due to a two-year moratorium on professional development. As state revenues rebound, both states expect to return to their prior standards. It could not be more obvious that when state revenues decline, pre-k quality goes on the chopping block.

With Georgia's changes to class size and ratio, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California and Vermont met four; Florida and Ohio met three; and Texas met only two benchmarks. In addition, two of Pennsylvania's programs, Pennsylvania's EABG and K4 programs, met four and two benchmarks respectively. Excluding Vermont, these are large states making their low quality standards particularly distressing. More than 400,000 children, 42 percent of enrollment nationally, are served in these programs. Texas and Pennsylvania (for the K4 program) are the only two states to limit neither class size or staff-child ratio. Weak standards in large states with significant enrollments are a serious concern because they permit inadequate services. It seems unlikely that it would be the wealthiest communities that take advantage of this flexibility to operate pre-K with low standards.

RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRESS

In 2011-2012, 40 states spent over \$5.1 billion on pre-K with the District of Columbia spending an additional \$157 million, not including special education funds. The 10 remaining states did not contribute to this spending amount as they had no pre-K initiative meeting our definition of state-funded prekindergarten. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from slightly less than half a million in Rhode Island to more than \$727 million in Texas. As noted earlier, total state spending declined by about half a billion dollars, adjusting for inflation, with average per-child spending declining by more than \$400. States spent \$3,841 per child as a nationwide average. At the top D.C. spent nearly \$14,000 per child, with New Jersey leading the states at \$11,659. At the other end, Colorado, South Carolina, and Nebraska spent less than \$2,000 per child. Further details on funding for pre-K by state are reported in Tables 6 and 7.

Many state-funded pre-K programs require or depend on additional funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. In some, states and the local schools share the costs through a formula just as they do for K-12 education. As a result, funding from all sources often is a much better indicator of the total resources available to support pre-K (though not a better indicator of state financial commitment). Unfortunately, states often have difficulty fully reporting this spending so these reports are likely underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added nearly another \$1 billion to pre-K funding in 2011-2012, or \$755 per child. The largest source of these funds comes from required local school spending of \$414 million. The true figure is certainly higher, as some states require a match but do not report other funds, while in other states it is virtually impossible to meet state standards without substantially adding to state funds. Total funding for state pre-K programs from all sources was at least \$6.12 billion, still down from the previous year. Reported funding per child from all sources equaled \$4,596, down more than \$400 (inflation-adjusted) from 2010-2011.

Several states relied upon funding from the American Recovery and Reinvestment Act (ARRA) during the recession to prevent large cuts to pre-K funding. At least \$127 million was used in 2010-2011 school year, but ARRA funds were no longer available in 2011-2012. Of the six states that reported using ARRA funding last year (California, Florida, Maine, Massachusetts, Nebraska, and North Carolina), all but Maine and Massachusetts cut state spending in 2011-2012.

Inadequate funding can seriously impair pre-K quality and effectiveness. As can be seen in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states and Washington, D.C. Some other states may raise enough funds from local sources to adequately fund quality pre-K, but it also seems likely that in many of the other states program quality will vary with local fiscal capacity. In far too many states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Among these states is the nation's leader for enrollment, Florida.

LONG-TERM TRENDS



The *Yearbook* has surveyed state-funded pre-K programs since 2001-2002, providing data on trends in access, quality standards, funding and other policy issues through 2011-2012. Here we summarize major long-term findings.

In the past decade, enrollment in state pre-K has grown dramatically, nearly doubling the percentage of the population served. State standards for quality improved, as well, over most of the decade, but the Great Recession produced a dramatic drop-off in quality standards together with a downturn in state funding for pre-K.

The period spanned by the *Yearbook* actually begins with the aftermath of the 2001 recession, which might have contributed to the decline in state spending per child at the beginning of the decade. However, as revenues rebounded, states increased enrollment but did not increase funding enough to reverse the downward trend in per-child expenditure. Only with the peak in state revenues

just before the economy was hit with the Great Recession did we see a reversal and an increase in spending per child enrolled in pre-K. As state revenues declined again, state financial commitments to pre-K also fell (and by more than our charts suggest because the reclassification of a large California program in 2010 boosted average spending per child even though no new funds were being spent).

For the decade, state funding per child has fallen by more than \$1,000, adjusting for inflation. Apparently there is a general tendency to favor expanding enrollment over increasing quality, but this has been exacerbated by two recessions. State pre-K has to some extent been a “fair weather” initiative of states that suffers when storm clouds roll over their budgets. Such an approach serves children and taxpayers poorly as the benefits to both are lost when quality slips. Only high-quality programs produce the substantive gains in learning and development associated with long-term benefits.

ENROLLMENT

- Over the decade, pre-K access was expanded to more than 650,000 additional children of all ages. The percentage of 4-year-olds enrolled increased from 14 percent to 28 percent, but expansion virtually ceased in 2011-2012.
- Enrollment of 3-year-olds made little progress over the entire decade as the vast majority of state programs focused on 4-year-olds. Nine states decreased the number of 3-year-olds enrolled despite a modest national trend to expand access to pre-K for younger children.
- The number of state pre-K programs grew more rapidly than the number of states with programs. The first *Yearbook* profiled 42 programs in 37 states. Today, there are 52 programs in 40 states (as well as one in D.C.). Two of the new state programs are still quite small, as Alaska and Rhode Island both began pilot programs in 2009-2010 school year that have not yet transitioned into larger statewide initiatives. In both Arizona and Ohio, programs have come and gone, indicating the tenuous nature of pre-K in some states and that entire programs are susceptible to a state’s political and fiscal conditions.

QUALITY

- States have made some impressive improvements in quality standards since 2001-2002. The most dramatic change has been the adoption of comprehensive early learning standards, which were rare in 2001-2002. The only state still lacking these standards, Ohio, is anticipated to adopt them this year.
- Remarkable gains also have been seen in requirements for specialized preparation of staff in early childhood, ongoing professional development, and limits on class size and ratio.
- Standards regarding staff credentials have improved, but at a slower pace. Only 58 percent of programs require that all lead teachers have a bachelor’s degree and fewer than one third require that assistant teachers have at least a CDA. Low qualifications requirements typically are linked to low salaries and inadequate funding.
- Since 2004-2005, NIEER has tracked whether programs require site visits to ensure program standards are followed. Programs made some progress in meeting this goal, improving from 70 percent of programs meeting the benchmark in 2004-2005 to 78 percent in 2008-2009. However, as budgets faltered during the Great Recession, these gains were reversed. By 2011-2012, only 62 percent of programs met this benchmark for accountability.

RESOURCES

- Total spending by states has risen from \$3.47 billion to \$5.12 billion. Adjusting for inflation, this is a real increase of \$1.65 billion in current dollars or 48 percent. In allocating these increases states have tended to favor expansion of enrollment over adequate funding for quality.
- By 2011-2012, per-child spending had fallen below \$4,000, the lowest in a decade. This reflects a drop of more than \$1,000, adjusting for inflation, since 2001-2002 year, and is a 23 percent decline.
- Of the 37 states that offered pre-K in 2001-2002, only eight had increased their per-child spending a decade later. Reducing per-child spending significantly increases the risk that students are served in lower quality programs. As noted above, state quality standards have begun to decline, with the strongest decline in requirements that states verify through actual site visits that their policies are being implemented in practice.

RECOMMENDATIONS

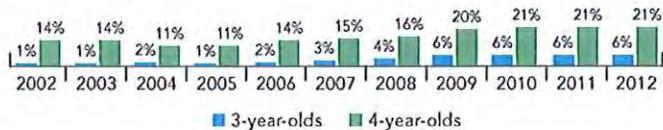
For state pre-K and the children and families these programs serve, the last year was an unprecedented disaster. The recession intensified the negative effects of a longer term trend toward lower funding per child, which undermines quality standards and educational effectiveness. If the states are to regain their momentum, it is imperative that they plan for high-quality pre-K as a long-term priority. States should set goals to not just increase enrollment, but to raise standards and increase funding to a level that can be reasonably expected to support highly effective early education. The *Yearbook* provides a basis for setting such goals to be achieved by a certain date. The president's proposed 10-year plan to support state pre-K offers financial incentives for states to set and achieve ambitious goals. Yet, whether or not that proposal becomes law, states should develop and implement strong plans for pre-K progress. The benefits of pre-K far exceed the costs and every year states delay is another year of lost opportunities for their children and increased future costs for taxpayers. NIEER has arrived at the following recommendations for the next decade.

- The president's 2014 Preschool for All budget proposal offers the most significant opportunity to improve access to highly effective pre-K to date. Should an approach like this become law, every state could offer pre-K to the majority of its children—perhaps even all children at age 4—a decade from now. Such an approach leaves states firmly in the driver's seat with respect to policy, but provides substantial financial assistance contingent on expanding access to programs with adequate standards and funding.
- Regardless of federal policy developments, all 50 states should support a state-funded pre-K program. Many of the states without pre-K are sparsely populated and largely rural, which tends to raise cost. However, Alaska, Kansas, Maine, and Nebraska are among the 10 least densely populated states in the nation and have all managed to develop and provide relatively high-quality pre-K programs.
- Every state should set as a goal the provision of high-quality pre-K programs that significantly enhance children's learning and development, especially for the most disadvantaged children. The quality standards benchmarks set out in the *Yearbook* provide one set of guideposts regarding state policies that can assist states toward achieving that goal.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continual improvement process. The cost of this effort is relatively modest, but it is a key to obtaining high returns from an effective program. The course that too many states have taken in scaling back or removing monitoring of pre-K programs should be reversed immediately.
- As state revenues regain strength, states should prioritize pre-K quality improvement and expansion and develop more stable funding mechanisms for pre-K. Inclusion in state education funding formulas with pre-K funded at the same level as kindergarten is one way to achievement this goal.

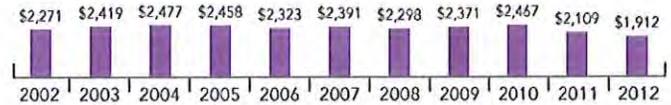
Education in the years before kindergarten is increasingly recognized as playing an important role in preparing our youngest citizens for productive lives in the global economy. Yet, our nation's public investment in their future through pre-K declined during the recent economic downturn at the very time that parental financial capacity to invest in their children was hardest hit. America will pay the price of that lapse for decades to come. It is not enough for states to simply revert to the pre-recession trend. Now is the time to reverse that trend, emphasizing quality as well as enrollment, and renew state commitment to a better future for our children through high-quality pre-K.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2012 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 to fund preschool services for at-risk 3- and 4-year-olds in order to curb dropout rates, help children achieve their full potential, reduce dependence on public assistance, and decrease susceptibility to criminal activities. The risk factors that determine eligibility are eligibility for free or reduced-price meals or foster care, family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Three-year-olds must have at least three risk factors to enroll in CPP, while 4-year-olds must have at least one.

In 1995, a small number of CPP slots were authorized to be used to fund children to participate in full-day kindergarten. The program was renamed the Colorado Preschool and Kindergarten Program (CPKP) between 2005 and 2008 and was permitted to use 15 percent of these slots for this purpose. During the 2008 legislative session, the program was once again named the Colorado Preschool Program and the kindergarten slots were eliminated. The last significant expansion occurred in 2008.

Funding for CPP is determined through the Colorado school finance formula. A child served with one CPP slot receives half the amount of funding that students in grades 1 through 12 receive. The funds are distributed directly to local school districts, though school districts may subcontract with Head Start, private child care centers, or other non-faith-based community partners or public agencies. The Charter School Institute is also a participant in the Colorado Preschool Program and a direct recipient of funds. Funding is awarded competitively with priority given to districts currently not participating in CPP. Additional funding sources, such as Head Start, may also be used to extend the program day, supplement services, or provide wrap-around care. State budget cuts made in the 2011-2012 school year included a reduction in the funding available for K-12 students. Due to CPP's ties with Colorado's funding for K-12, CPP funding was reduced by approximately \$2 million following a 3.6 percent reduction in 2010-2011.

All children funded by CPP receive ongoing, observational assessment through Results Matter, the state's system for collecting and reporting child and family outcomes for children ages birth to 5. Results Matter allows stakeholders to compare the progress of children funded by CPP with other assessed populations. Approximately 45,000 children were included in Results Matter in the 2011-2012 school year, 19,480 of whom participated in CPP. CPP was evaluated for program impact/child outcomes in the 2011-2012 school year using data from Results Matter and analyses of other longitudinal data collected by the Colorado Department of Education.

The Colorado *Building Blocks for Early Development and Learning*, initially developed in 2007, were revised in 2011 to align with the Colorado P-12 Academic Standards. *Building Blocks* was replaced by the Colorado Early Learning & Development Guidelines in January 2013. The Early Learning & Development Guidelines will address all developmental and academic domains, be inclusive of all children ages birth to 8 years, and align with the Colorado P-12 Academic Standards which have also incorporated the Common Core State Standards.

The Colorado Early Childhood Leadership Commission (ECLC), formed in 2010, continues to work to ensure and advance a comprehensive service delivery system for children from birth to age 8. This is done using data to improve decision-making, alignment, and coordination among federally funded and state-funded services and programs.

Colorado was one of five states funded in the second round of federal Race to the Top-Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	10

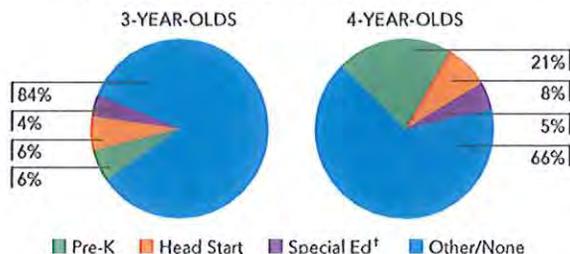
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	32

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,480 ¹
School districts that offer state program	96%
Income requirement	185% FPL ²
Hours of operation	2.5 hours/day, 4 days/week ³
Operating schedule	Academic/School year
Special education enrollment	7,482
Federal Head Start enrollment, ages 3 & 4	9,417
State-funded Head Start enrollment.....	0

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



■ Pre-K ■ Head Start ■ Special Ed¹ ■ Other/None

¹ This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	16		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral	Health, developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

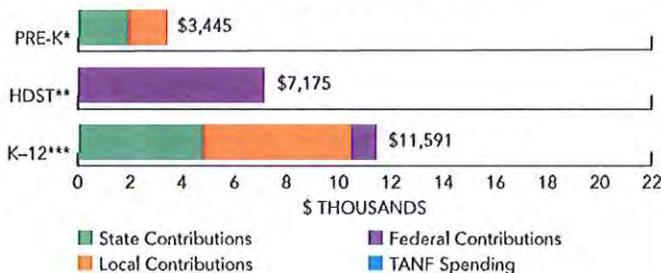
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$37,255,421 ⁸
Local match required?	Yes ⁹
State spending per child enrolled	\$1,912
All reported spending per child enrolled*	\$3,445

SPENDING PER CHILD ENROLLED



* 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 2011-2012 year includes funding only for 3- and 4-year-olds served. Past years' figures have unintentionally included funds for Early Head Start.

*** K-12 expenditures include capital spending as well as current operating expenditures. Data are for the '11-'12 school year, unless otherwise noted.

¹ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.

² In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL.

³ Programs must operate the equivalent of 2.5 hours per day, 4 days per week. Programs may extend hours and days beyond the minimum requirement of 10 hours per week. The program is funded for 5 days per week, with the fifth day funded for home visits, teacher planning time, completion of child assessments, or staff training.

⁴ Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in ECE or Child Development.

⁵ Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.

⁶ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information about and referral for immunizations and dental care. Additional health screening services are determined locally.

⁷ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

⁸ This figure does not include contributions from local sources, which are required by the school finance formula.

⁹ In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a state and required local share.

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	33	None Served	12	12	10
Alaska	38	None Served	4	8	10
Arizona	35	25	32	30	6
Arkansas	11	5	10	5	9
California	24	6	16	20	4
Colorado	20	10	38	32	6
Connecticut	29	8	3	1	6
Delaware	32	None Served	6	15	8
Florida	1	None Served	35	38	3
Georgia	6	None Served	25	31	8
Illinois	17	1	29	34	8
Iowa	7	17	26	26	6.9
Kansas	21	None Served	37	39	7
Kentucky	15	9	24	13	9
Louisiana	13	None Served	14	22	8.0
Maine	14	None Served	36	21	6
Maryland	12	15	23	6	8
Massachusetts	27	16	17	24	6
Michigan	22	None Served	15	23	7
Minnesota	39	22	5	10	9
Missouri	34	18	33	37	8
Nebraska	18	4	40	40	6
Nevada	36	24	34	29	7
New Jersey	16	2	1	2	8.8
New Mexico	26	None Served	31	35	8
New York	9	26	21	28	7
North Carolina	23	None Served	11	9	10
Ohio	37	20	18	25	3
Oklahoma	2	None Served	22	11	9
Oregon	30	13	2	7	8
Pennsylvania	28	12	9	18	5.0
Rhode Island	40	None Served	27	3	10
South Carolina	10	14	39	36	6.2
Tennessee	19	23	13	17	9
Texas	8	11	28	33	2
Vermont	3	3	20	27	4
Virginia	25	None Served	19	16	6
Washington	31	19	7	14	9
West Virginia	5	7	8	4	8
Wisconsin	4	21	30	19	5.0
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
D.C.	1*	1*	1*	1*	4.6

* While Washington, D.C. is not a state but a city with a unique status as our nation's capital, to be inclusive we indicate how D.C. ranks compared to the 50 states.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2011-2012)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Florida	79.4%	0.0%	39.8%	175,122	0	175,122
2	Oklahoma	74.1%	0.0%	37.2%	40,089	0	40,089
3	Vermont	65.2%	16.1%	41.0%	4,352	1,038	5,390
4	Wisconsin	61.0%	1.0%	31.2%	44,758	731	45,490
5	West Virginia	60.9%	8.9%	34.7%	12,833	1,907	14,740
6	Georgia	58.7%	0.0%	29.4%	82,868	0	82,868
7	Iowa	52.5%	2.6%	27.7%	21,665	1,062	22,727
8	Texas	51.4%	5.5%	28.5%	203,143	21,505	224,648
9	New York	44.2%	0.1%	22.1%	102,367	201	102,568
10	South Carolina	42.6%	4.1%	23.5%	26,610	2,511	29,121
11	Arkansas	37.4%	11.2%	24.4%	15,284	4,484	19,768
12	Maryland	34.5%	3.9%	19.2%	25,678	2,925	28,603
13	Louisiana	31.6%	0.0%	15.8%	20,421	0	20,421
14	Maine	31.6%	0.0%	15.9%	4,505	0	4,505
15	Kentucky	30.4%	6.4%	18.4%	17,477	3,683	21,160
16	New Jersey	28.2%	18.6%	23.4%	31,234	20,306	51,540
17	Illinois	27.7%	20.0%	23.9%	46,897	33,702	80,599
18	Nebraska	22.2%	13.4%	17.8%	5,907	3,572	9,479
19	Tennessee	21.6%	0.7%	11.1%	17,893	601	18,494
20	Colorado	21.0%	6.2%	13.7%	14,908	4,292	19,200
21	Kansas	20.9%	0.0%	10.4%	8,593	0	8,593
22	Michigan	19.4%	0.0%	9.8%	23,579	0	23,579
23	North Carolina	19.2%	0.0%	9.6%	24,836	0	24,836
24	California	18.1%	9.3%	13.7%	93,866	48,175	142,041
25	Virginia	16.0%	0.0%	8.0%	16,618	0	16,618
26	New Mexico	15.5%	0.0%	7.7%	4,591	0	4,591
27	Massachusetts	14.3%	3.3%	8.8%	10,714	2,425	13,139
28	Pennsylvania	14.0%	5.3%	9.6%	20,712	7,815	28,527
29	Connecticut	12.9%	7.5%	10.2%	5,396	3,057	8,453
30	Oregon	9.7%	5.0%	7.4%	4,729	2,440	7,169
31	Washington	8.2%	1.1%	4.7%	7,367	1,024	8,391
32	Delaware	7.4%	0.0%	3.7%	843	0	843
33	Alabama	6.3%	0.0%	3.1%	3,906	0	3,906
34	Missouri	3.9%	1.3%	2.6%	3,058	1,045	4,103
35	Arizona	3.1%	0.3%	1.7%	2,881	285	3,166
36	Nevada	2.7%	0.6%	1.7%	1,027	240	1,267
37	Ohio	2.4%	1.1%	1.8%	3,564	1,609	5,173
38	Alaska	2.0%	0.0%	1.0%	211	0	211
39	Minnesota	1.4%	1.0%	1.2%	1,044	687	1,731
40	Rhode Island	0.9%	0.0%	0.5%	108	0	108
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	50 States	28.0%	4.2%	16.1%	1,151,653	171,323	1,322,976
	D.C.	91.8%	68.9%	88%	6,945	4,722	11,667

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

¹ Nationwide, an additional 9,687 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,332,663.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	2001-2002 TO 2011-2012				2010-2011 TO 2011-2012			
	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	NA	3,150	+5%	0	NA	36	0%
Alaska	0	NA	211	+2%	0	NA	-37	0%
Arizona*	285	NA	-1,396	-3%	285	0%	2,881	+3%
Arkansas	3,542	+9%	13,060	+31%	367	+1%	-2,186	-7%
California	37,251	+7%	49,332	+10%	-3,862	-1%	-1,510	-1%
Colorado	3,562	+5%	6,588	+7%	6	0%	88	0%
Connecticut	1,522	+4%	979	+3%	-58	0%	-121	0%
Delaware	0	NA	0	-1%	0	NA	0	0%
Florida	0	NA	175,122	+79%	0	NA	10,734	+3%
Georgia	0	NA	19,255	+5%	0	NA	260	-1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,604	+12%	7,995	+6%	-685	0%	-2,215	-1%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	551	NA	20,109	+48%	516	+1%	402	0%
Kansas	0	NA	6,363	+15%	0	NA	-44	0%
Kentucky	-1,189	-3%	4,660	+7%	-366	-1%	-639	-2%
Louisiana	0	NA	12,902	+20%	0	NA	163	-1%
Maine	0	NA	3,065	+22%	0	NA	600	+5%
Maryland	1,517	+2%	7,304	+9%	2,925	+4%	-1,393	-3%
Massachusetts*	-7,007	-9%	1,282	+3%	-464	-1%	-468	-1%
Michigan	0	NA	-2,898	0%	0	NA	1,512	+1%
Minnesota*	-128	0%	-226	0%	-15	0%	-23	0%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,501	-2%	-628	-1%	-234	0%	118	0%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	3,448	+13%	5,551	+21%	1,054	+4%	-1,073	-4%
Nevada	129	0%	706	+2%	-45	0%	-5	0%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,521	+7%	7,353	+8%	-99	0%	432	0%
New Mexico	-470	-2%	4,221	+14%	0	NA	327	+1%
New York	-5,634	-2%	38,868	+20%	0	NA	-1,078	-1%
North Carolina	0	NA	23,596	+18%	0	NA	-5,931	-5%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,105	-5%	-10,321	-6%	-5	0%	-8	0%
Oklahoma	0	NA	14,210	+18%	0	NA	1,648	+1%
Oregon	1,331	+3%	2,140	+4%	195	0%	1,066	+2%
Pennsylvania*	7,815	+5%	18,162	+12%	-1,298	-1%	-3,045	-2%
Rhode Island	0	NA	108	+1%	0	NA	-18	0%
South Carolina	2,161	+3%	10,960	+13%	260	0%	2,343	+2%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-241	0%	16,135	+19%	-43	0%	196	0%
Texas	1,764	-1%	75,560	+12%	-2,113	-1%	2,962	0%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	669	+11%	3,732	+57%	-128	-1%	-35	-2%
Virginia	0	NA	10,740	+10%	0	NA	737	+1%
Washington	-125	0%	2,582	+2%	-348	0%	717	+1%
West Virginia	139	0%	7,748	+37%	-32	0%	645	+3%
Wisconsin*	43	0%	31,254	+42%	-25	0%	4,552	+6%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 States	68,455	+1%	589,533	+14%	-4,212	0%	12,590	0%
D.C.	3,597	+51%	3,934	+48%	654	+4%	916	+2%

* 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.

† This represents the change in the percent of the population served from the respective year to the 2011-2012 school year. In earlier editions, we reported the percent change in the number of children enrolled as opposed to the change in the percentage of children enrolled.

TABLE 4: 2011-2012 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 ^{††}			
	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	950	2%	5,373	8%	6,347	11%	15,008	24%
Alaska*	420	4%	798	7%	1,428	13%	2,249	21%
Arizona	3,399	4%	7,125	8%	8,411	8%	17,963	20%
Arkansas	6,495	16%	17,235	42%	10,978	27%	22,230	54%
California*	53,371	10%	100,900	19%	85,965	16%	161,515	31%
Colorado	6,804	10%	18,682	26%	10,881	16%	24,023	34%
Connecticut	4,850	12%	7,697	18%	7,556	19%	11,344	27%
Delaware [†]	504	4%	1,522	13%	940	8%	2,398	21%
Florida	6,492	3%	177,385	80%	19,830	9%	198,001	89%
Georgia	2,297	2%	84,038	60%	14,054	10%	94,471	67%
Hawaii	592	3%	707	4%	1,482	8%	2,501	14%
Idaho	712	3%	993	4%	1,671	7%	3,290	13%
Illinois	35,722	21%	51,820	31%	50,983	30%	71,642	43%
Indiana	4,012	5%	5,065	6%	8,186	10%	12,945	15%
Iowa	1,815	5%	22,615	54%	4,547	12%	26,399	64%
Kansas	2,090	5%	11,818	29%	5,323	13%	15,198	37%
Kentucky	3,747	6%	17,477	30%	9,439	16%	26,225	46%
Louisiana*	1,116	2%	21,583	33%	12,515	19%	30,100	47%
Maine*	678	5%	4,965	35%	1,715	12%	6,563	46%
Maryland	5,713	8%	29,726	40%	10,494	14%	34,314	46%
Massachusetts	5,612	7%	14,013	19%	10,281	13%	19,976	26%
Michigan	3,847	3%	23,579	19%	16,303	13%	42,349	34%
Minnesota [†]	3,522	5%	5,404	7%	7,564	11%	11,395	15%
Mississippi	760	2%	1,743	4%	11,123	26%	17,146	39%
Missouri	3,468	4%	7,501	10%	9,553	12%	16,018	21%
Montana	159	1%	321	2%	1,891	15%	2,622	20%
Nebraska	3,572	13%	5,907	22%	5,363	20%	8,535	32%
Nevada	1,773	5%	3,537	10%	2,908	8%	5,184	14%
New Hampshire	786	6%	1,046	7%	1,336	10%	1,927	13%
New Jersey	24,352	22%	37,007	33%	30,977	28%	44,263	40%
New Mexico	1,376	5%	6,684	23%	4,574	15%	11,108	38%
New York*	16,898	7%	110,050	47%	36,311	15%	134,736	58%
North Carolina	3,425	3%	28,353	21%	10,336	8%	39,985	30%
North Dakota	273	3%	386	4%	1,405	16%	2,099	23%
Ohio	5,978	4%	10,382	7%	19,282	13%	29,193	20%
Oklahoma	691	1%	40,089	74%	7,255	15%	47,201	87%
Oregon	4,390	9%	6,930	14%	7,145	15%	11,167	23%
Pennsylvania ^{††}	13,615	9%	28,016	19%	25,199	17%	44,196	30%
Rhode Island	634	5%	954	8%	1,454	12%	2,421	21%
South Carolina*	3,626	6%	26,610	43%	9,645	16%	32,588	52%
South Dakota	468	4%	722	6%	1,981	16%	2,825	23%
Tennessee	2,315	3%	19,895	24%	7,984	10%	29,919	36%
Texas	23,807	6%	203,143	51%	52,321	13%	241,356	61%
Utah	2,143	4%	2,737	5%	4,030	8%	6,531	12%
Vermont	1,210	19%	4,352	65%	1,595	27%	4,943	74%
Virginia*	3,198	3%	19,210	19%	8,099	8%	26,735	26%
Washington	4,020	4%	11,102	12%	8,139	9%	18,580	20%
West Virginia	1,907	9%	12,833	61%	3,852	19%	17,352	82%
Wisconsin [†]	3,219	4%	45,560	62%	9,917	14%	51,726	71%
Wyoming	717	9%	1,048	13%	1,433	18%	2,030	25%
50 States	283,545	7%	1,266,639	31%	559,535	15%	1,705,564	42%
D.C. [§]	4,722	69%	6,945	92%	5,200	76%	7,471	100%

* 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.

†† This figure includes federally funded and state funded Head Start enrollment.

§ D.C. enrollment figures may reflect out of district enrollments on precise population estimates estimates, and incomplete unduplication. These figures should be regarded as estimates. For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

TABLE 5: 2011-2012 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 2011-2012
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓	✓			✓	✓	✓			✓	6
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California	✓		✓		✓		✓				4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓			✓	✓	✓	8
Illinois	✓	✓	✓		✓	✓	✓	✓		✓	8
Iowa Shared Visions	✓		✓			✓	✓	✓	✓		6
Iowa SVPP	✓	✓	✓			✓	✓	✓		✓	7
Kansas At-Risk	✓	✓		✓	✓	✓	✓	✓			7
Kansas Pilot Pre-K	✓	✓		✓	✓	✓	✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana 8g	✓	✓	✓		✓	✓	✓		✓		7
Louisiana LA4	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana NSECD	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓		✓	✓	✓	✓	8
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓		✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓			8
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			✓					✓		✓	3
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania EABG	✓		✓			✓	✓				4
Pennsylvania HSSAP	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania K4	✓	✓									2
Pennsylvania Pre-K Counts	✓	✓	✓		✓	✓	✓			✓	7
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina 4K	✓	✓	✓		✓	✓	✓				6
South Carolina CDEPP	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓				✓						2
Vermont Act 62	✓				✓	✓	✓				4
Vermont EEL	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓			6
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin 4K	✓	✓	✓		✓					✓	5
Wisconsin HdSt	✓		✓		✓	✓	✓	✓	✓		7
Totals	51	30	44	15	42	44	45	37	24	32	
D.C. (DCPS & CBO)	✓	✓	✓		✓	✓	✓		✓		7
D.C. (Charter)	✓								✓		2

Note: Note: Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, South Dakota, Utah and Wyoming are not included in this table because they do not fund state prekindergarten initiatives.

Check marks in red show new policy changes effective with the 2011-2012 school year.

For more details about quality standards and benchmarks, see the Roadmap to the State Profile pages sections.

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 2010-2011 to 2011-2012 Adjusted dollars	Total state preschool spending in 2011-2012	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,659	-\$383	\$600,893,867	2	\$11,659
Oregon	2	\$8,509	-\$216	\$61,000,000	7	\$8,509
Connecticut	3	\$8,388	-\$1,268	\$75,431,544	1	\$11,725
Alaska	4	\$8,057	\$983	\$1,700,000	8	\$8,057
Minnesota	5	\$7,592	-\$122	\$13,764,296	10	\$7,592
Delaware	6	\$6,795	-\$217	\$5,727,800	15	\$6,795
Washington	7	\$6,665	-\$332	\$57,055,931	14	\$6,800
West Virginia	8	\$6,002	\$218	\$91,644,229	4	\$8,901
Pennsylvania	9	\$5,474	\$115	\$157,591,897	18	\$5,474
Arkansas	10	\$5,409	\$227	\$111,000,000	5	\$8,753
North Carolina	11	\$5,160	-\$171	\$128,147,360	9	\$7,803
Alabama	12	\$4,887	\$197	\$19,086,953	12	\$7,198
Tennessee	13	\$4,528	-\$240	\$84,254,767	17	\$5,814
Louisiana	14	\$4,459	-\$359	\$91,065,707	22	\$4,557
Michigan	15	\$4,422	-\$174	\$104,275,000	23	\$4,422
California	16	\$4,136	-\$1,009	\$728,223,316	20	\$5,069
Massachusetts	17	\$4,058	\$250	\$53,839,631	24	\$4,344
Ohio	18	\$3,980	-\$87	\$22,688,446	25	\$3,980
Virginia	19	\$3,778	-\$152	\$62,780,182	16	\$5,872
Vermont	20	\$3,744	\$368	\$20,374,443	27	\$3,744
New York	21	\$3,707	-\$96	\$380,170,105	28	\$3,707
Oklahoma	22	\$3,652	\$81	\$146,406,556	11	\$7,427
Maryland	23	\$3,609	-\$946	\$103,262,453	6	\$8,599
Kentucky	24	\$3,533	\$26	\$74,765,158	13	\$6,876
Georgia	25	\$3,490	-\$945	\$289,222,657	31	\$3,490
Iowa	26	\$3,423	\$36	\$78,490,486	26	\$3,925
Rhode Island	27	\$3,315	-\$2,419	\$358,000	3	\$9,278
Texas	28	\$3,232	-\$650	\$727,213,344	33	\$3,291
Illinois	29	\$3,210	-\$349	\$259,770,892	34	\$3,210
Wisconsin	30	\$3,205	-\$373	\$153,864,100	19	\$5,111
New Mexico	31	\$3,161	-\$513	\$14,514,300	35	\$3,161
Arizona	32	\$2,913	\$2,913*	\$9,223,883	30	\$3,496
Missouri	33	\$2,682	-\$501	\$11,004,934	37	\$2,682
Nevada	34	\$2,592	\$46	\$3,338,875	29	\$3,584
Florida	35	\$2,281	-\$219	\$399,463,552	38	\$2,281
Maine	36	\$2,213	\$164	\$10,587,015	21	\$5,022
Kansas	37	\$2,123	-\$601	\$18,243,382	39	\$2,123
Colorado	38	\$1,912	-\$196	\$37,255,421	32	\$3,445
South Carolina	39	\$1,226	-\$159	\$35,708,905	36	\$2,888
Nebraska	40	\$944	-\$715	\$9,629,490	40	\$2,094
Hawaii	No Program	\$0	\$0	\$0	No Program	\$0
Idaho	No Program	\$0	\$0	\$0	No Program	\$0
Indiana	No Program	\$0	\$0	\$0	No Program	\$0
Mississippi	No Program	\$0	\$0	\$0	No Program	\$0
Montana	No Program	\$0	\$0	\$0	No Program	\$0
New Hampshire	No Program	\$0	\$0	\$0	No Program	\$0
North Dakota	No Program	\$0	\$0	\$0	No Program	\$0
South Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Utah	No Program	\$0	\$0	\$0	No Program	\$0
Wyoming	No Program	\$0	\$0	\$0	No Program	\$0
50 state		\$3,841	-\$442	\$5,119,322,047		\$4,596
D.C.		\$13,974	\$1,935	\$157,440,000		\$14,938

* Although Arizona's FTF has been newly added as a state funded pre-K program, the program and its funding are not new. For details about how these figures were calculated, see the Methodology and Roadmap to the State Profile Pages sections.

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	Connecticut*	\$11,725	\$7,543	Yes	\$0	6
2	New Jersey*	\$11,659	\$9,425	Yes	\$0	8.8
3	Rhode Island	\$9,278	\$8,859	Yes	\$0	10
4	West Virginia*	\$8,901	\$7,096	Yes	\$0	8
5	Arkansas	\$8,753	\$7,217	Yes	\$0	9
6	Maryland*	\$8,599	\$6,438	Yes	\$0	8
7	Oregon*	\$8,509	\$8,012	Yes	\$0	8
8	Alaska	\$8,057	\$4,545	Yes	\$0	10
9	North Carolina	\$7,803	\$8,276	No	\$473	10
10	Minnesota	\$7,592	\$4,628	Yes	\$0	9
11	Oklahoma*	\$7,427	\$6,229	Yes	\$0	9
12	Alabama	\$7,198	\$7,682	No	\$484	10
13	Kentucky	\$6,876	\$4,230	Yes	\$0	9
14	Washington*	\$6,800	\$5,411	Yes	\$0	9
15	Delaware	\$6,795	\$4,870	Yes	\$0	8
16	Virginia*	\$5,872	\$9,327	No	\$3,455	6
17	Tennessee	\$5,814	\$8,059	No	\$2,245	9
18	Pennsylvania*	\$5,474	\$7,467	No	\$1,993	5.0
19	Wisconsin	\$5,111	\$4,545	Yes	\$0	5.0
20	California*	\$5,069	\$6,594	No	\$1,525	4
21	Maine	\$5,022	\$3,998	Yes	\$0	6
22	Louisiana	\$4,557	\$7,602	No	\$3,045	8.0
23	Michigan*	\$4,422	\$5,904	No	\$1,481	7
24	Massachusetts*	\$4,344	\$9,450	No	\$5,106	6
25	Ohio	\$3,980	\$4,586	No	\$606	3
26	Iowa*	\$3,925	\$4,232	No	\$307	6.9
27	Vermont	\$3,744	\$4,050	No	\$306	4
28	New York*	\$3,707	\$6,424	No	\$2,717	7
29	Nevada	\$3,584	\$4,764	No	\$1,181	7
30	Arizona	\$3,496	\$4,387	No	\$891	6
31	Georgia	\$3,490	\$8,609	No	\$5,119	8
32	Colorado	\$3,445	\$4,593	No	\$1,148	6
33	Texas	\$3,291	\$4,738	No	\$1,446	2
34	Illinois	\$3,210	\$4,943	No	\$1,733	8
35	New Mexico	\$3,161	\$4,200	No	\$1,038	8
36	South Carolina*	\$2,888	\$5,029	No	\$2,141	6.2
37	Missouri*	\$2,682	\$6,777	No	\$4,094	8
38	Florida*	\$2,281	\$4,597	No	\$2,316	3
39	Kansas	\$2,123	\$4,052	No	\$1,929	7
40	Nebraska	\$2,094	\$4,050	No	\$1,956	6
NA	Hawaii	\$0	\$4,536	No	\$4,536	NA
NA	Idaho	\$0	\$3,856	No	\$3,856	NA
NA	Indiana	\$0	\$4,253	No	\$4,253	NA
NA	Mississippi	\$0	\$3,978	No	\$3,978	NA
NA	Montana	\$0	\$3,543	No	\$3,543	NA
NA	New Hampshire	\$0	\$4,457	No	\$4,457	NA
NA	North Dakota	\$0	\$3,839	No	\$3,839	NA
NA	South Dakota	\$0	\$3,642	No	\$3,642	NA
NA	Utah	\$0	\$4,387	No	\$4,387	NA
NA	Wyoming	\$0	\$3,877	No	\$3,877	NA
	D.C.	\$14,938	\$10,772	Yes	\$0	4.6

† For each state, a school-day, part-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. (2006). 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. & Fowler, W. (2006). A comparable wage approach to geographic cost adjustment. Washington DC: IES, U.S. Department of Education.

* 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 and Roadmap to the State Profile Pages sections.

CHILD CARE PRICES AND AFFORDABILITY

A STRUGGLE FOR COLORADO FAMILIES & PROVIDERS

JUNE 2014

ABOUT THIS BRIEF: INFORMING ACTION

In 2013 The Women's Foundation of Colorado produced a comprehensive research report entitled *The Status of Women & Girls in Colorado*. Throughout the research phase for that report, many questions and concerns about child care access and affordability were raised. In particular, single mothers were found to be struggling with the price of child care. As a direct result, The Women's Foundation of Colorado provided a grant to Qualistar Colorado to investigate and address the barriers to affordable child care. Qualistar Colorado has produced this brief with that generous funding. Additional effort on this project has been provided by the Colorado Children's Campaign. This brief is the first in a series to be produced in conjunction with this project.

CHILD CARE IN COLORADO

Child care is a term that refers to a wide range of settings in which young children are cared for and educated. Licensed child care includes programs that have gone through the necessary steps to become licensed by the State of Colorado. Licensing ensures that the facility has complied with basic health and safety standards, and that it has met certain requirements for staff training and background checks. In addition, licensing regulations outline the staff-to-child ratios required in each type of child care setting, the age range of children that can be cared for, and the total number of children that can be cared for at one time. In Colorado, child care licenses are issued to child care centers, part-day preschools, family child care homes and school-age facilities.¹

TYPES OF LICENSED CHILD CARE



Child Care Centers and Preschools: Care is provided in a setting similar to school where there may be many classrooms and children are usually grouped by age. These facilities are regulated by the Colorado Department of Human Services, Division of Early Care and Learning. Preschools are specifically licensed to serve children for only part of the day.



Family Child Care Homes: Care is provided in a home that has been licensed and is regulated by the Colorado Department of Human Services, Division of Early Care and Learning.



School-Age Child Care: Care is provided for children ages 5 and up before and after school, on holidays and during the summer. It is offered by many kinds of programs. Some programs serve only school-age children and some also serve younger children.

WHY IS CHILD CARE SO EXPENSIVE?

Many families struggle to find child care that meets their needs. While the availability of care poses challenges in many areas of the state, perhaps the most common barrier to using licensed child care is affordability. Child care, particularly high-quality child care, is expensive to provide. Many new parents are shocked by the price of licensed child care and find that they are financially unprepared for it when they need it.

Child care is a labor-intensive industry. Child care professionals earn considerably less than workers in similar industriesⁱⁱ, and many do not receive employee benefits such as health insurance. Nevertheless, **personnel costs** are by far the largest expense category within child care programs' budgets. These costs (wages, payroll taxes and fees) are higher for child care programs than for many other types of businesses because of two main factors: staff-to-child ratios and multiple shifts.

Staff-to-child ratios: As in most states, Colorado's child care center licensing regulations dictate the maximum number of children that can be with one teacher. And while Colorado's ratio requirements do not meet nationally recommended levels, they nevertheless mean that child care programs need a large number of teachers on staff. For infants and young toddlers in Colorado's centers, there must be one teacher for every five children. For older toddlers that ratio is 1:7; for young preschoolers it is 1:8, and for 3- to 4-year olds the ratio is 1:10. Consider those ratios (and the associated staffing costs) compared to an elementary school classroom in which there is one teacher for 20 children, or a college lecture class in which there is one professor teaching hundreds of students at one time.

Multiple shifts: Full-time child care programs are generally open for 11 or 12 hours per day in order to accommodate the needs of working families. A parent working an eight-hour shift might need her children to be in care for 10 hours in order to give her time to get to and from work, and of course not all parents work the same schedules. In order for child care programs to operate for that many hours, they must be staffed with enough qualified teachers to cover all of the operating hours. A large child care center can employ 40 teachers and an additional 10 non-classroom staff such as administrators and cooks.

In addition to personnel costs are facility costs. **Facility costs** are significant because child care programs must ensure that the environment is safe for children and adequately supports their developmental needs. Whether facilities are rented or owned, the costs to occupy, maintain and improve them are substantial. **Food costs** are another major expense for most child care programs, as many children are in care for up to 10 hours per day and therefore require multiple well-balanced meals and snacks.

WHAT DOES ALL THIS MEAN FOR FAMILIES?

Licensed child care is a major expense for families who use it. It tends to be one of the largest expenses for families, particularly families with multiple young children.ⁱⁱⁱ Married couples can expect to spend 15 percent of their

COST vs. PRICE

Though they may sound like the same thing, the cost of child care and the price of child care are actually quite different. "Cost" refers to the full extent of resources needed to provide care; "price" is the amount that is actually charged to families. Child care, particularly high-quality child care, is expensive to provide. Most often child care programs cannot charge prices high enough to cover all their costs because families would not be able to afford it.

household income on infant care and another 10 percent on preschool-age care.^{iv} The price for child care for an infant is nearly half (48 percent) the median annual income for single mothers, which is a particularly staggering amount for the third of single mothers who live in poverty.^v Licensed child care in Colorado is more expensive than in-state tuition and fees at a public four-year college.^{vi} While child care comprises a significant part of virtually any family's budget, there is some variation in child care prices. The price of child care varies according to the ages of children, the type of care setting and geographical factors.

Ages of children

Infant care is particularly expensive to provide. It requires the highest staff-to-child ratios, the smallest group size, the most square footage per child, specific equipment and furnishings and, ideally, specially trained caregivers. Due to the added costs, many child care programs find the expense of providing infant care prohibitive. Child care prices drop as children age. The price for a preschooler in a child care center is approximately 20-25% lower than for an infant. In Arapahoe County, for example, full-time infant care in a center averages \$12,824 per year and full-time preschool-age care averages \$10,375 per year, a difference of 23.6%.^{vii}

Type of care setting

Center-based child care is more expensive than home-based care. Much of the difference can be attributed to personnel costs and facility costs. Home-based child care providers do not have to pay salaries or employer-related taxes and fees.^{viii} Since home-based child care providers operate their businesses out of their homes, they do not have the extensive costs associated with operating a large facility. In Boulder County, centers charge an average of \$13,210 per year for care for 4-year-olds, and family child care providers charge an average of \$10,440 per year for 4-year-olds, a difference of 26.5%.^{vii}

Geographical factors

Families living in cities and large towns can expect to pay significantly more for child care than families in rural areas, with the exception of rural resort communities. The price difference is largely due to the overall cost of living. Families in urban areas also pay more for housing and transportation than rural families.ⁱⁱⁱ The average annual price for full-time center-based infant care in non-resort rural counties in Colorado is \$8,800; in urban counties it is 55% higher, at \$13,662.^{viii,ix} It is the resort areas in Colorado that have the highest prices for child care, with an annual infant care price of \$14,100.^{vii,ix} Child care prices can vary significantly even within a large urban area. For example, child care prices in downtown Denver are 42% higher than in the Cherry Creek and Baker neighborhoods a few miles south of downtown.^x

The price for licensed center-based child care in Colorado ranges from \$6,000 to \$17,000 per year.^{vii}

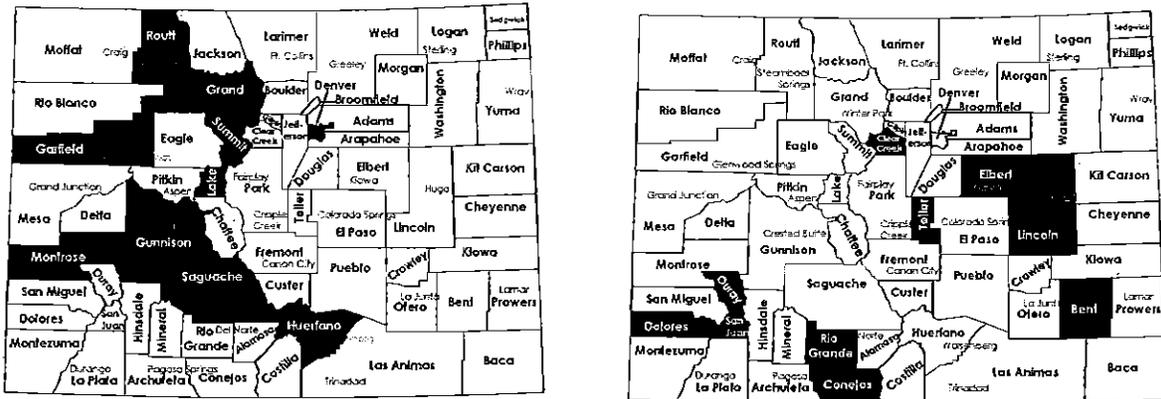
AFFORDABILITY

Child care prices have differing impacts on families. The impact of child care on a family's budget can be measured by comparing child care price to family income. Just as the price of child care varies throughout the state, so does family income. The median annual income for married couples with children ranges from \$38,281 in Saguache County to \$125,477 in Douglas County.^{xi} For households headed by single mothers, median incomes range from \$12,401 in Fremont County to \$55,938 in Pitkin County.^{xi}

Least-Affordable and Most-Affordable Counties

The following figures and tables depict the top ten least-affordable and top ten most-affordable counties in Colorado for full-time preschool-age care in a child care center for married couples and for single mother families.^{vii, xi} Child care affordability was calculated by dividing the average price of care in each Colorado county by the county median income.^{xii} For a complete list of median incomes and child care prices by age group and county, see the Appendix on page 8.

FIGURE 1: TOP 10 LEAST-AFFORDABLE AND MOST-AFFORDABLE COLORADO COUNTIES FOR CENTER-BASED PRESCHOOL-AGE CARE FOR MARRIED COUPLES WITH CHILDREN



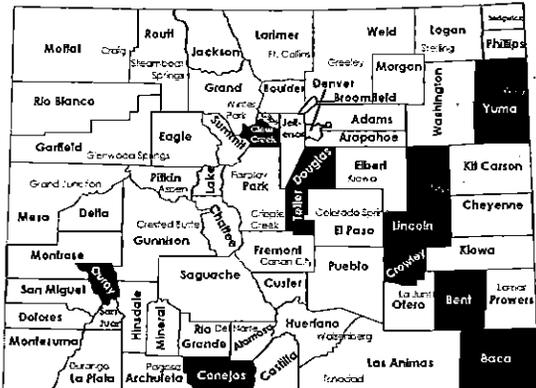
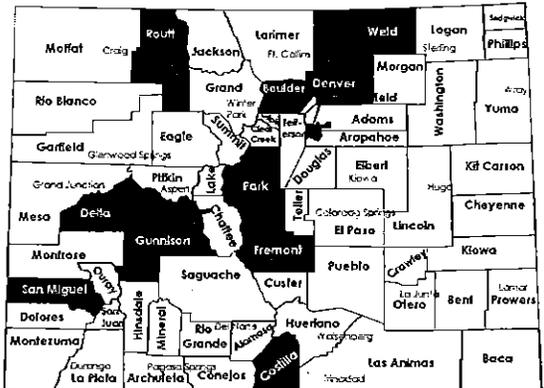
County	Average Annual Price of Preschool-age Care in a Center ^{vii}	County Median Income for Married Couples with Children ^{xi}	Price of Care as a Percentage of County Median Income
Routt	\$14,711	\$87,635	16.79%
Huerfano	\$6,495	\$41,000	15.84%
Lake	\$8,047	\$51,771	15.54%
Saguache	\$5,677	\$38,281	14.83%
Grand	\$10,522	\$71,047	14.81%
Gunnison	\$11,359	\$77,028	14.75%
Summit	\$12,588	\$86,494	14.55%
Denver	\$11,477	\$78,929	14.54%
Montrose	\$7,664	\$53,814	14.24%
Garfield	\$10,842	\$76,577	14.16%
San Juan	\$4,157	\$75,566	5.50%
Ouray	\$4,313	\$70,515	6.12%
Teller	\$6,982	\$88,250	7.91%
Lincoln	\$5,066	\$63,750	7.95%
Conejos	\$4,440	\$55,156	8.05%
Clear Creek	\$9,076	\$106,473	8.52%
Rio Grande	\$5,160	\$55,938	9.22%
Elbert	\$8,314	\$90,000	9.24%
Dolores	\$5,456	\$58,846	9.27%
Bent	\$4,780	\$51,500	9.28%

Top 10 Least Affordable

Top 10 Most Affordable



FIGURE 2: TOP 10 LEAST-AFFORDABLE AND MOST-AFFORDABLE COLORADO COUNTIES FOR CENTER-BASED PRESCHOOL-AGE CARE FOR SINGLE MOTHER FAMILIES



County	Average Annual Price of Preschool-age Care in a Center ^{vii}	County Median Income for Single Mother Families ^{xi}	Price of Care as a Percentage of County Median Income
Gunnison	\$11,359	\$13,262	85.65%
Park	\$9,888	\$20,284	48.75%
Denver	\$11,477	\$23,607	48.62%
Fremont	\$5,716	\$12,401	46.09%
Delta	\$6,646	\$14,600	45.52%
Weld	\$10,178	\$22,635	44.97%
San Miguel	\$11,431	\$25,694	44.49%
Routt	\$14,711	\$33,500	43.91%
Costilla	\$6,235	\$14,271	43.69%
Boulder	\$13,210	\$32,287	40.92%
Ouray	\$4,313	\$36,023	11.97%
Lincoln	\$5,066	\$36,688	13.81%
Crowley	\$5,196	\$29,583	17.56%
Teller	\$6,982	\$39,006	17.90%
Bent	\$4,780	\$24,357	19.63%
Yuma	\$6,322	\$29,942	21.11%
Clear Creek	\$9,076	\$38,750	23.42%
Conejos	\$4,440	\$17,782	24.97%
Douglas	\$12,359	\$49,089	25.18%
Baca	\$5,196	\$20,625	25.19%

Top 10 Least Affordable

Top 10 Most Affordable

INFORMING ACTION

Despite the high prices being charged, many child care programs struggle to stay afloat. Programs cannot withstand long periods of decreased enrollment or habitual non-payment from the families they serve if they are to succeed financially. Often the price of care is not high enough to allow child care programs to pay teachers a living wage or offer benefits.

If the price of child care is not unnecessarily high, and if families cannot afford the price that is charged, then the solution to the affordability problem is not as simple as charging less or paying more. Child care affordability is a challenge nationally. However, the challenges for families in Colorado, especially for low-income single mother families, are particularly pronounced because Colorado ranks as the fifth least-affordable state for center-based care.^{xiii} The Women's Foundation of Colorado, Qualistar Colorado and the Colorado Children's Campaign are working together to explore and address the reasons behind the affordability problem in our state.

Qualistar will continue analyzing our state's current system of child care funding and examining the costs of operating child care businesses in other states. This project will culminate in a large and detailed report in late 2014 that will include an action plan and innovative strategies for addressing child care affordability in Colorado.

END NOTES

ⁱSome child care programs are exempt from licensing requirements. A list of exemptions can be found in *General Rules for Child Care Facilities*, issued by Division of Child Care, Colorado Department of Human Services, accessible at <http://www.coloradoofficeofearlychildhood.com/#!/rules-and-regulations/c86y>

ⁱⁱUnited States Department of Labor, Bureau of Labor Statistics. (2013). May 2013 State Occupational Employment and Wage Estimates Colorado. http://www.bls.gov/OES/current/oes_co.htm

ⁱⁱⁱColorado Center on Law and Policy. The Self-Sufficiency Standard for Colorado, 2011: Self-Sufficiency Standard Tables by County, All Family Types.

^{iv}See Figures 1-2 on pages 5-6.

^vAs reported in *The Status of Women and Girls in Colorado*, The Women's Foundation of Colorado (2013). Primary source: Child Care Aware® of America. 2012. Child Care In America: 2012 State Fact Sheets. <http://www.naccra.org/public-policy/in-the-states/0>

^{vi}CollegeBoard. *In-State Tuition and Fees by State, 2013-14, and Five-Year Percentage Changes*. <http://trends.collegeboard.org/college-pricing/figures-tables/in-state-tuition-fees-state-2013-14-and-5-year-percentage-changes>

^{vii}Throughout this brief, references to Colorado child care prices come from Qualistar Colorado and its network of Child Care Resource & Referral partners and were the prices on record as of January 2014.

^{viii}Some home-based family child care providers, particularly those licensed as Large Family Child Care Homes, do employ other caregivers.

^{ix}For the purposes of this brief, counties are defined as urban, rural or rural resort as follows: Urban: Adams, Arapahoe, Boulder, Broomfield, Denver, Douglas, El Paso, Jefferson, Larimer, Mesa, Pueblo, Weld. Rural resort: Eagle, Garfield, Grand, Lake, Pitkin, Routt, Summit. The remaining 45 counties are defined as rural.

^xZip code 80202 was used to determine the downtown Denver price. Zip code 80209 was used to determine the price in Cherry Creek and Baker neighborhoods.

^{xi}U.S. Census Bureau, American Community Survey, 2012 five-year estimates. Table B19126.

^{xii}At the time of publication, in some counties there was no full-time licensed center-based care for one or more age groups. Additionally, there was no county median income reported for single mother families in Dolores, Hinsdale, Mineral or San Juan counties. Affordability rankings only include counties for which there is both child care price data and county median income data.

^{xiii}Child Care Aware of America. *Parents and the High Cost of Child Care 2013 Report*. http://usa.childcareaware.org/sites/default/files/cost_of_care_2013_103113_0.pdf

APPENDIX

County	County Median Income for a Married Couple ^{xi}	County Median Income for a Single Mother Family ^{xi}	Average Annual Cost of Infant Care in a Center ^{vii}	Average Annual Cost of Preschool-age Care in a Center ^{vii}
Adams	\$72,918	\$28,683	\$13,009	\$10,231
Alamosa	\$55,348	\$18,068	\$6,695	\$6,076
Arapahoe	\$91,248	\$32,223	\$12,824	\$10,376
Archuleta	\$59,025	\$27,222	N/A	\$7,404
Baca	\$54,474	\$20,625	N/A	\$5,196
Bent	\$51,500	\$24,357	\$7,794	\$4,780
Boulder	\$113,971	\$32,287	\$15,193	\$13,210
Broomfield	\$119,277	\$49,208	\$15,734	\$12,790
Chaffee	\$67,971	\$25,278	N/A	\$7,559
Cheyenne	\$71,406	\$25,208	N/A	N/A
Clear Creek	\$106,473	\$38,750	\$11,119	\$9,076
Conejos	\$55,156	\$17,782	N/A	\$4,440
Costilla	\$58,417	\$14,271	\$6,235	\$6,235
Crowley	\$48,906	\$29,583	\$6,495	\$5,196
Custer	\$61,000	\$15,069	N/A	N/A
Delta	\$70,893	\$14,600	N/A	\$6,646
Denver	\$78,929	\$23,607	\$15,410	\$11,477
Dolores	\$58,846		\$4,936	\$5,456
Douglas	\$125,477	\$49,089	\$16,311	\$12,359
Eagle	\$86,809	\$29,300	\$13,033	\$11,105
El Paso	\$80,688	\$25,667	\$11,434	\$9,389
Elbert	\$90,000	\$31,696	N/A	\$8,314
Fremont	\$60,906	\$12,401	\$7,067	\$5,716
Garfield	\$76,577	\$37,162	\$12,297	\$10,842
Gilpin	\$99,063	\$26,250	\$13,769	\$9,613
Grand	\$71,047	\$27,917	\$13,250	\$10,522
Gunnison	\$77,028	\$13,262	\$12,539	\$11,359
Hinsdale	\$80,288		\$10,392	\$9,093
Huerfano	\$41,000	\$19,237	N/A	\$6,495
Jackson	\$67,778	\$26,429	N/A	N/A
Jefferson	\$103,404	\$35,950	\$14,125	\$10,675
Kiowa	\$61,250	\$14,821	N/A	N/A

County	County Median Income for a Married Couple ^{xi}	County Median Income for a Single Mother Family ^{xi}	Average Annual Cost of Infant Care in a Center ^{vii}	Average Annual Cost of Preschool-age Care in a Center ^{vii}
Kit Carson	\$60,380	\$16,125	\$5,975	\$5,975
La Plata	\$73,570	\$31,224	\$10,350	\$8,258
Lake	\$51,771	\$30,240	N/A	\$8,047
Larimer	\$89,763	\$29,128	\$14,683	\$11,101
Las Animas	\$68,871	\$30,078	N/A	\$7,989
Lincoln	\$63,750	\$36,688	N/A	\$5,066
Logan	\$59,650	\$17,917	\$7,015	\$6,430
Mesa	\$74,194	\$20,568	\$8,648	\$7,111
Mineral	\$63,214		N/A	N/A
Moffat	\$72,479	\$23,750	N/A	N/A
Montezuma	\$54,143	\$18,609	\$7,794	\$6,851
Montrose	\$53,814	\$21,007	\$7,729	\$7,664
Morgan	\$61,632	\$24,129	\$7,794	\$6,495
Otero	\$44,141	\$15,536	\$5,867	\$5,391
Ouray	\$70,515	\$36,023	N/A	\$4,313
Park	\$91,667	\$20,284	N/A	\$9,888
Phillips	\$71,149	\$16,833	\$7,145	\$6,625
Pitkin	\$116,771	\$55,938	\$18,186	\$16,333
Prowers	\$54,375	\$17,821	\$7,794	\$5,820
Pueblo	\$68,143	\$20,589	\$8,000	\$6,873
Rio Blanco	\$76,934	\$33,333	N/A	\$10,392
Rio Grande	\$55,938	\$19,279	N/A	\$5,160
Routt	\$87,635	\$33,500	\$16,497	\$14,711
Saguache	\$38,281	\$17,031	\$7,794	\$5,677
San Juan	\$75,556		\$5,716	\$4,157
San Miguel	\$92,000	\$25,694	\$12,990	\$11,431
Sedgwick	\$58,542	\$20,833	N/A	\$7,015
Summit	\$86,494	\$33,717	\$15,324	\$12,588
Teller	\$88,250	\$39,006	\$7,794	\$6,982
Washington	\$64,500	\$24,500	\$6,430	\$6,430
Weld	\$76,457	\$22,635	\$12,322	\$10,178
Yuma	\$59,057	\$29,942	\$6,495	\$6,322

No median income was reported for single mother families in Dolores, Hinsdale, Mineral or San Juan counties. N/A indicates there was no full-time licensed center-based care in these counties at the time of publication.

THE WOMEN'S FOUNDATION OF COLORADO

The Women's Foundation of Colorado's mission is to build resources and lead change so that every woman and girl in Colorado achieves her full potential. The Women's Foundation of Colorado is a leader in conducting research, bringing together resources, impacting policy and investing in community partners who share their goals and impact their ability to dramatically change lives of women and girls in our state. Extensive, strategic research guides their work and is combined with their dedication to education, advocacy and collaboration as they set the agenda and lead systemic change in Colorado.

QUALISTAR COLORADO AND THE COLORADO CHILDREN'S CAMPAIGN

Qualistar Colorado is a statewide non-profit dedicated to advancing quality early childhood education across Colorado. We believe that all children deserve a high-quality early childhood education experience. Qualistar works to improve early childhood education by helping families find child care through a free referral service, rating the quality of child care programs, providing college scholarships for child care teachers, managing grants to improve child care facilities and strengthening federal, state and local policy through the use of data and information.

The Colorado Children's Campaign is a non-profit, non-partisan advocacy organization that works to create hope and opportunity in Colorado, more than one million kids at a time. The Campaign uses accurate, compelling data and research on child well-being to champion policies and programs that improve children's lives.

THE WOMEN'S
FOUNDATION
OF COLORADO



Best, Laurie

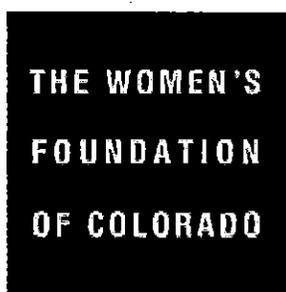
From: Johanna Kugler [johanna@earlychildhoodoptions.org]
Sent: Tuesday, June 10, 2014 4:26 PM
To: Best, Laurie; Tamara Drangstveit; (director@lakedillonpreschool.com); (director@summitcountypreschool.com); Beth O'Riley; Chris Boettcher; Elizabeth Lowe; Greta McCormic; Kristin Elliott; Leslie Davis; Lucinda Burns; Mark Lapka; Martha Meier; Rocky Mountain Montessori; Sharon Kelley; Tara Skredynski; Ali McAlpine (alispalscc@gmail.com); Blanca-Estela Urquidi-Perez (blancaeurquidi@gmail.com); candace plum (plumpage@msn.com); Carol Vollendorf; Christina Wood (woodfamilychildcare@gmail.com); Corinne O'Hara (cohara81@gmail.com); Diane George (dag21760@hotmail.com); Grace Marts (mazetu@hotmail.com); Jenny Vinyard-Houx (WinifredsAChildCareHome@gmail.com); Jerry Bouchard (zlboo@hotmail.com); Joanne Green (joanne.cogreen2@gmail.com); Judy Dombrowski (dexterjld73@aol.com); LauraC@co.summit.co.us; Linda Farrell (rico1037@comcast.net); Loretta Vigil (TLVigil@msn.com); Maria Naylor (littlamlamdayhome@gmail.com); Marisela Gutierrez (mariselagutierrez29@gmail.com); Marsha Youngdahl (my2mountain@yahoo.com); sophie Garza (sopgar@bresnan.net); Sue Payer (spayer@yahoo.com); Wendy Leonardi (winiepoo67@comcast.net)
Subject: Part one of Child Care Cost Report

First part of the Child Care Cost Report Across Colorado.
Thanks,

Johanna Kugler
Child Care Resource & Referral Manager
Early Childhood Options
970-406-3070

Check us out on 

From: Tara Manthey [mailto:Tara@coloradokids.org]
Sent: Tuesday, June 10, 2014 8:43 AM
Subject: REPORT: CHILD CARE COSTS VARY WIDELY ACROSS COLORADO



NEWS RELEASE
June 10, 2014

Contact:
Tara Manthey, Colorado Children's Campaign
720-256-1312 or tara@coloradokids.org

Kim Sporrer, The Women's Foundation of Colorado
303-285-2961 or kims@wfco.org

REPORT: CHILD CARE COSTS VARY WIDELY ACROSS COLORADO

Understanding costs first step to ensuring all families have access to quality care

DENVER—Working parents in Colorado pay widely different shares of their income on child care depending on their location, according to a new analysis supported by The Women’s Foundation of Colorado. A family headed by a single mother in Park County may dedicate up to half of household income to child care costs, but the same family living in Ouray County may spend only 12 percent of household income on child care costs.

The first brief in a three-part series of reports from The Women’s Foundation of Colorado, Qualistar Colorado and the Colorado Children’s Campaign explores the affordability of care state-wide to better understand what is driving prices and what can be done to ensure more Colorado families can access the quality care they need to work and ensure kids have the stimulating experiences they need to learn and grow.

“By looking closely at what families across Colorado are experiencing as they search for affordable care, we can see what is driving differences in local communities and begin to look for solutions to making child care more affordable for families,” said Louise Atkinson, President and CEO of The Women’s Foundation of Colorado. “Working together, we can ensure Colorado families, especially low-income single working women, have the opportunity to achieve self-sufficiency.”

Colorado is the fifth-least affordable state in the country for center-based care for infants and for 4-year-olds, according to Child Care Aware. Costs are so high that licensed child care in Colorado is more expensive than in-state tuition and fees at a public four-year university, according to the College Board.

The new report, “Child Care Prices and Affordability: A Struggle for Colorado Families and Providers” compares, county by county, the average cost of care relative to median annual income for married couples as well as households headed by single mothers to better understand the affordability of child care across the state.

The report found that child care is a labor-intensive industry, and personnel costs account for most of providers’ budgets. This is driven by staff-to-child ratios needed to provide safe spaces and ensure children have the attention they need to learn and grow. Since families may need care for up to 12 hours a day, multiple shifts are also required to ensure adequate staffing. Still, the report noted Colorado doesn’t meet national recommendations for ratios.

At the same time, early childhood professionals are among the lowest-paid in the workforce, and many do not receive benefits. The median salary for child care workers in Colorado in 2012 was \$22,726, or \$10.93 per hour. Even though personnel costs are significant portions of budgets, child care workers are often low-wage workers themselves, thus making cutting these costs a challenging approach to addressing high prices. Subsequent briefs in the three-part series will explore potential solutions to the high cost of care.

“Finding affordable child care is one of many barriers Colorado women face when trying to achieve financial self-sufficiency,” Atkinson said. “Women are nearly half of all workers in Colorado’s workforce of 2.8 million, and a high ratio of those working women have dependent children.”

The report builds on last year’s publication, *The Status of Women and Girls in Colorado*, by The Women’s Foundation of Colorado and is the first in a three-part series exploring the topic this year. The second report expected to be released in August will focus on the affordability of child care in Colorado compared to other states and the root causes for the state’s low ranking for affordability. The final report to be released this winter will recommend strategies and policies to help families access affordable, high quality care.

To download a copy of the report and graphics, please visit: <http://www.qualistar.org/child-care-cost.html>

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The mission of The Women's Foundation of Colorado is to build resources and lead change so that every woman and girl in Colorado achieves her full potential. We are committed to boldly leading systemic change to advance economic opportunity for all women and girls in Colorado; using research to build knowledge and guide action; building philanthropy that supports and champions women and girls in Colorado; demonstrating and promoting inclusiveness and commitment to a diversity of people, partners and ideas; and creating strategic partnerships throughout the state to service our mission. For more information, visit www.wfco.org or call 303-285-2960.

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