The Road to High-Quality Early Learning

Lessons From the States

CHART BOOK

Marjorie Wechsler, David Kirp, Titilayo Tinubu Ali, Madelyn Gardner, Anna Maier, Hanna Melnick, and Patrick M. Shields

LEARNING POLICY INSTITUTE

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External Reviewers

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Introduction:
Pathways to Quality Early Education

Table 1.1
Case Study States Vary in Size and Demographics[i]

	Michigan	North Carolina	Washington	West Virginia
Number of 3- and 4-year-olds	231,000	246,500	179,000	41,000
Program scope	Targeted	Targeted	Targeted	Universal
Percent of 4-year-olds in state pre-k, Head Start, or special education[ii]	41%[iii]	32%[iv]	17%[v]	75%[vi]
Children in poverty[vii]	26%	27%	19%	28%
English language learners[viii]	10%	15%	22%	2%
Race/ethnicity				
White	66%	51%	56%	89%
Black	17%	23%	4%	4%
Hispanic	8%	17%	22%	2%
Asian	3%	3%	7%	1%
Other	6%	6%	11%	4%

[i]   Unless noted otherwise, data are from the Annie E. Casey Foundation Kids Count Data Center, 2014 data set. Retrieved from http://www.datacenter.kidscount.org/data.

[ii]   These numbers represent, to the best of our knowledge, the number of unduplicated students in state- and federally funded preschool and Head Start. Due to extensive blending and braiding of programs at the local level in all states, there may be some double counting of students.

[iii] Preschool enrollment data from Michigan's Center for Educational Performance and Information. *Early childhood count, all ISDs, GSRP /Head Start Blend and GSRP, all ISDs (2014-15)*. Retrieved from https://www.mischooldata.org/EarlyChildhood/EarlyChildhoodCount.aspx#; Head Start and special education data from Barnett, S. W., Friedman-Krauss, A. H., Gomez, R., Horowitz, M., Weisenfeld, G., Brown, K. C., & Squires, J. H. (2016). *The state of preschool 2015*. New Brunswick, NJ: National Institute for Early Education Research.

[iv]   Includes preschool slots funded by Title I. Preschool enrollment and unduplicated Head Start data from unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, February 25, 2016); Special education data from Barnett et al. (2016). Title I data from Pruette, J. (2016, February 25). *North Carolina early education system: Sustaining impact*. Retrieved from http://www.ncleg.net/documentsites/committees/JLOCHHS/HHS%20Subcommittees%20by%20Interim/2015-16%20HHS%20Subcommittees/Early%20Ed%20and%20Family%20Support%20Subcommittee/2%20-%20February%2025,%202016/Handouts%20and%20Presentations/Pruette%20-%20NC%20Early%20Ed%20System.pdf.

[v]   Preschool enrollment data for 4-year-olds from Washington Department of Early Learning. (n.d.). *ECEAP outcomes 2014-15*. Retrieved from http://www.del.wa.gov/publications/eceap/docs/ECEAP_Outcomes_2014-15.pdf; Head Start data from Office of Head Start (2015). *Program information report (PIR): Enrollment statistics report – 2015 – state level*. Washington, DC: Administration for Children and Families. Special education data from Barnett et al. (2016).

[vi]   Data for 2013-14, since 2014-15 data unavailable. Participation rate represents the proportion of kindergarteners enrolled in West Virginia Pre-K the previous school year and includes special education students and Head Start participants who are served in blended state pre-k/Head Start settings. Children enrolled in Head Start classrooms that do not partner with West Virginia Pre-K are not included. Office of Early Learning, West Virginia Department of Education (n.d.). *Overview of West Virginia Universal Pre-K: WVBE Policy 2525—West Virginia's universal access to a quality early education system, 2014–15*. Retrieved from https://wvde.state.wv.us/oel/docs/wv-prek-overview.pdf.

[vii] Represents the percentage of children ages 0-5 with a family income below the federal poverty line.

[viii] Represents the percentage of children ages 0-5 who speak a language other than English at home.

Michigan: Quality From the Start

Figure 2.1
Michigan's Pre-K Program Has Continued to Grow
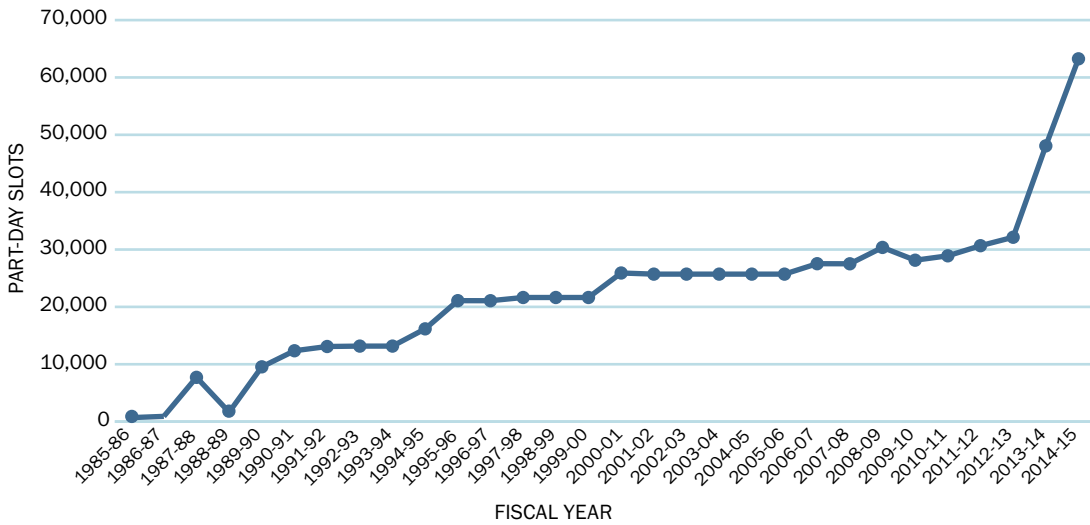
Note: This graph represents the number of part-day slots, not the number of children enrolled. Children who attend full-day programs use two part-day slots.

Source: Michigan Department of Education. (2015, May 28). History of funding*. Retrieved from* *https://www.michigan.gov/documents/mde/GSRP_Funding_History_2015_490520_7.pdf*.

Figure 2.2

The Number of Children Attending Full-Day Michigan Pre-K Programs Has Sharply Increased from 2011–2015
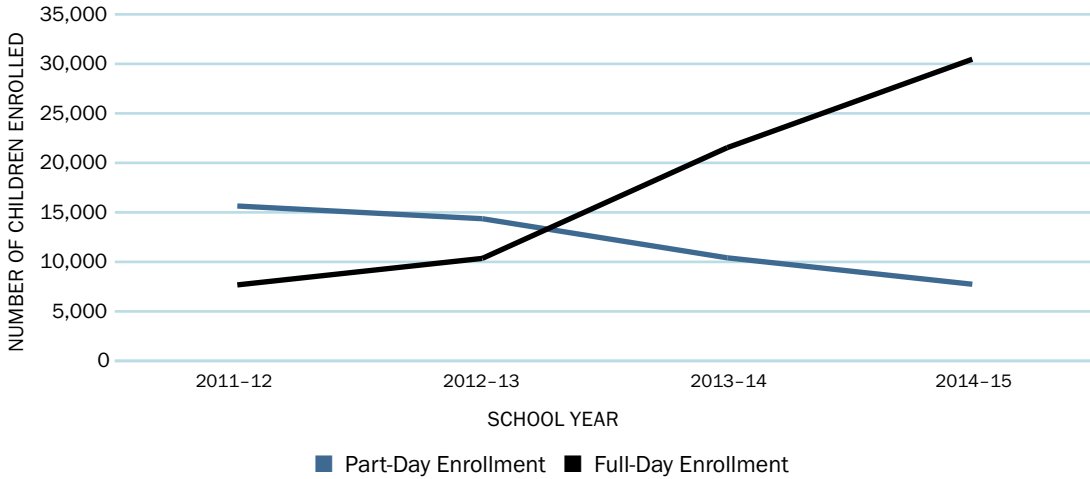
Source: Michigan's Center for Educational Performance and Information. Early childhood count, all ISDs, GSRP/Head Start blend and GSRP, delivery schedule, trend (2011–15). Available from https://www.mischooldata.org/EarlyChild-hood/EarlyChildhoodCount.aspx.

Figure 2.3

Michigan Pre-K Funding Has Steadily Risen

Measured in 2015 dollars
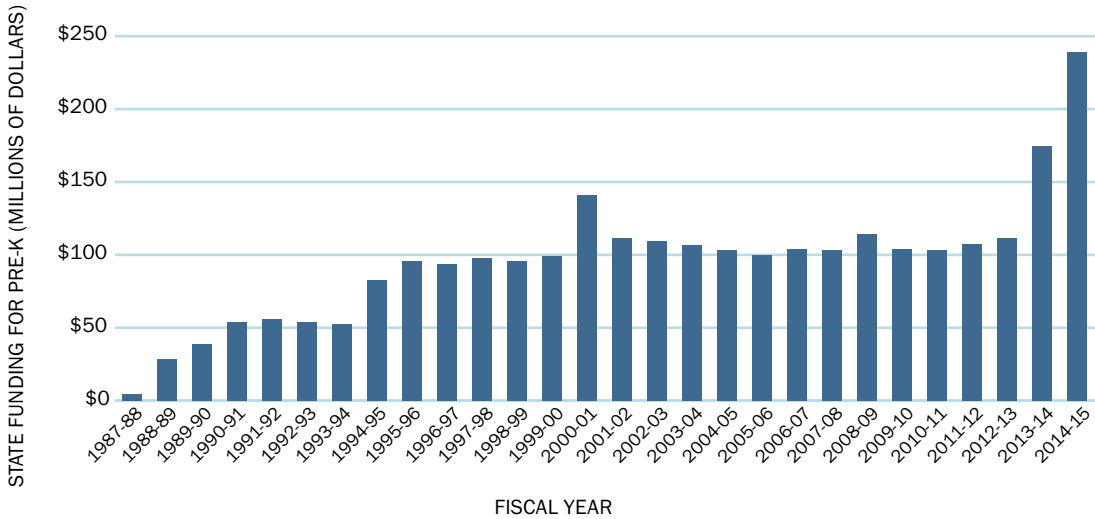
Source: Michigan Department of Education (2015, May 28). *History of funding. Retrieved from https://www.michigan.gov/documents/mde/GSRP_Funding_History_2015_490520_7.pdf.*

Figure 2.4

While Overall Funding for Michigan Pre-K Has Increased, Per-Slot Funding Shows a Decline When Adjusted for Inflation
Measured in 2015 dollars
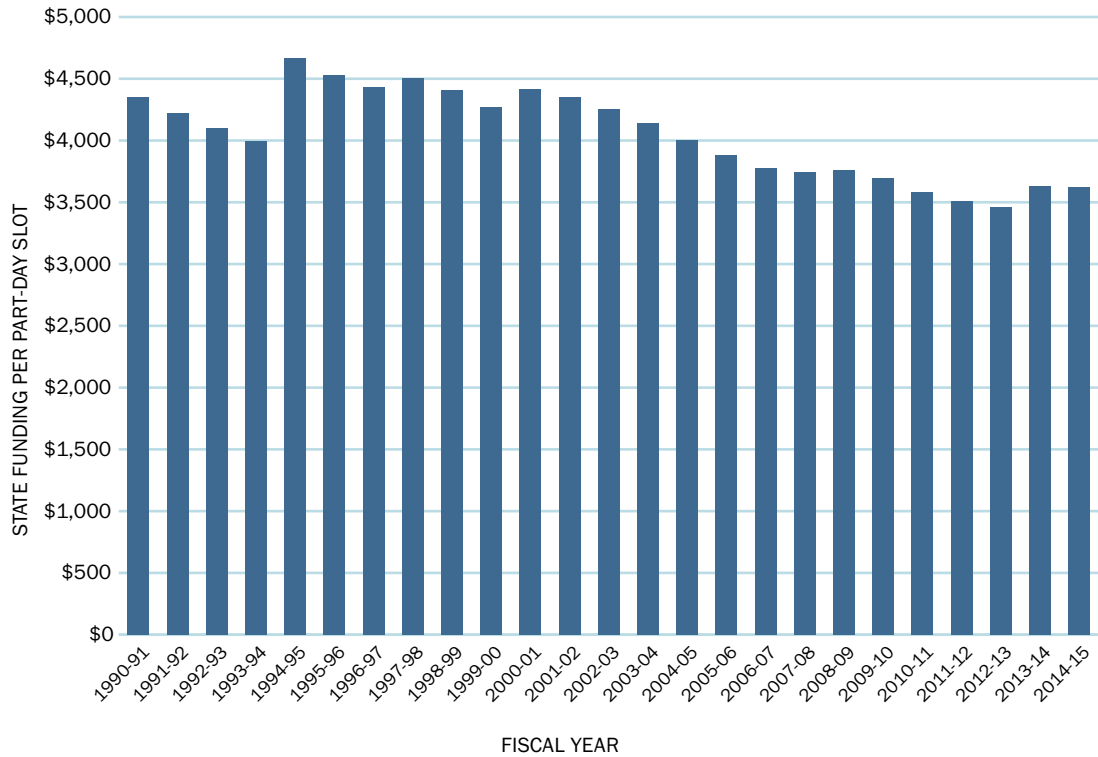
Note: Data are not available for years prior to 1990–1991. Slots are part-day. Numbers are adjusted for inflation; data do not reflect the true amount paid to providers, which typically remains stable for several years at a time.

Source: Michigan Department of Education. (2015, May 28). History of funding. Retrieved from https://www.michigan. gov/documents/mde/GSRP_Funding_History_2015_490520_7.pdf.

Table 2.1
Key Facts About Michigan's Great Start Readiness Program

| Element	
Number of children served	38,213 children in 2014–15[i]
Age	4-year-old children
Eligibility	Targeted for children in greatest need: • Family income below 250% of the federal poverty level ($60,750 for a family of four)[ii] • Families at or below 100% of the federal poverty level ($24,300 for a family of four) are referred to Head Start and may choose between the two programs.[iii] • When space is limited, children are prioritized locally based on risk factors. • A maximum of 10% of children may be from families above 250% of the federal poverty line who pay tuition on a sliding scale based on family income.
Length of program day	Determined locally: • Full-day (80% of children) • Part-day (20% of children)
Maximum class size	18
Teacher-child ratio	1:8 or better
Administration	• Department of Education, Office of Great Start administers at the state level • Intermediate school districts administer at the regional level
Setting	Programs are provided in a variety of settings: • Community-based organizations (must be awarded at least 30% of preschool slots) • Intermediate school districts • School districts • Charter schools • Private providers • Public agencies
Curriculum	Programs required to use a research-validated curriculum, including: • HighScope's Early Childhood Curriculum (used by 36% of providers) • Creative Curriculum (used by 60% of providers) • 4% of providers combine other approaches with Creative Curriculum[iv]
Minimum teacher qualifications	Lead teachers must have: • Valid Michigan teaching certificate with an Early Childhood Education, or Early Childhood-General and Special Education endorsement; *or* • B.A. in early childhood education or child development with a specialization in preschool teaching Assistant teachers must have: • A.A. in early childhood education or child development or the equivalent; *or* • Child Development Associate credential; *or* • Existing approval of 120 clock hours as a Child Development Associate credential equivalency[v]
Coaching for teachers	Early Childhood Specialists—experts with an M.A. and five or more years of relevant experience—conduct classroom visits on at least a monthly basis to support and mentor teaching teams.
Wraparound services	Children receive a variety of wraparound services, including developmental, hearing, and vision screenings.
Family engagement	• Program providers make a minimum of four family contacts per year, preferably two home visits and two parent-teacher conferences. • Each intermediate school district has parents participating in the regional Great Start Collaborative Parent Coalition, a network of key community advocates for early childhood. • Parents act as liaisons to local preschool advisory committees, which meet at least twice each program year.

[i] Michigan's Center for Educational Performance and Information. (2016). *Early childhood count, all ISDs, GSRP/Head Start blend and GSRP, all ISDs (2014-15)* [Data file]. Available from https://www.mischooldata.org/EarlyChildhood/ EarlyChildhoodCount.aspx.

[ii] U.S. Department of Health and Human Services. (2016, January 25). *Poverty guidelines.* Retrieved on May 23, 2016, from https://aspe.hhs.gov/poverty-guidelines.

[iii] U.S. Department of Health and Human Services. (2016, January 25); State of Michigan. (2015, January 28). *Great Start Readiness Program income eligibility guidelines for Fiscal Year 2015–16.* Retrieved from https://www.michigan.gov/docu-ments/mde/GSRP_Income_Eligibility_Guidelines_012815_480025_7.pdf.

[iv] Personal communication with Richard Lower, Director, Office of Preschool and Out-of-School Time Learning, Office of Great Start (2016, April 13).

[v] This provision no longer exists; all teachers who received approval prior to 2011 are grandfathered.

Source: Michigan Department of Education. (2015, August 31). GSRP implementation manual. Retrieved from http://www. michigan.gov/mde/0,4615,7-140-63533_50451-217313--,00.html.

Table 2.2
What a Michigan Great Start Readiness Program/Head Start Blended Program Looks Like

Blending defined	A GSRP/Head Start blended program combines a part-day GSRP slot with a part-day Head Start slot to create a full-day slot for one child.
Funding	Same per-slot amount as GSRP-only programs ($3,625 per child per part-day slot). GSRP/Head Start blends require two slots.
Length of program day	Blended programs must operate for at least the same number of hours a day as the local school district's or public school academy's 1st-grade program and must implement a full-day routine.
Length of program year	Must meet Head Start requirements. Programs that operate for four days per week must provide at least 128 days per year of planned class operations. Programs that operate for five days per week must provide at least 160 days per year of planned class operations.
Other requirements	All Head Start and GSRP policies and regulations must be applied to the blended slots, with the highest standard from either program given precedence.

Source: Michigan Department of Education. (n.d.). GSRP/Head Start blend: Meeting the standards. Retrieved from http://www. michigan.gov/documents/mde/GSRP_Head_Start_Blend._Meeting_the_Standards._July_2014_467921_7.pdf.

Table 2.3
Michigan's Great Start Readiness Program Is Funded by a Variety of State, Federal, and Local Sources

Funding Source	Description	Funding Amount
State	State funds make up the majority of state preschool funding, most of which comes from state school aid. Intermediate school districts may also use state funds specified for at-risk children to supplement underfunded GSRP programs.	$233.6 million in 2015–16 from state school aid[i]
Federal	Head Start funds are often combined, or blended, with state pre-k funds at the intermediate school district level to create full-day slots for children.	Head Start: $224 million in overall funding in 2012–13, a portion of which was used to extend the day for state preschool students[ii]
	Title I funds may be set aside for early childhood programs by intermediate school districts.	Title I: $7 million allocated to state preschool in 2012–13[iii]
	Individuals with Disabilities Education Act (IDEA), Part B funds may also be used by intermediate school districts to fund students in state preschool with individualized education plans.	IDEA, Part B: $11.1 million estimated allocation for state preschool students in 2016-17[iv]
Local	State preschool programs may also receive contributions from district-level set-asides, as well as funding for transportation and facilities from local school districts.	Amount varies
Public-private partnerships	The Early Childhood Investment Corporation, a public-private partnership, provides additional funding for early learning programs, including state preschool.	Amount varies

[i] Michigan Department of Education. (2016). *Great Start Readiness Program (GSRP) Public Act 85 of 2015 final 2015–16 state aid allocations*. Retrieved from http://www.michigan.gov/documents/mde/rptAllocList-2016_8.6.15_496384_7.pdf

[ii] Michigan Department of Education. (2013). *Great Start, great investment, great future: The plan for early learning and development in Michigan, Appendix II – fiscal map: Investment detail by program, type, age range, and source for FY 2012*. Retrieved from http://www.michigan.gov/documents/mde/3_Appendix_-_II-VII_-_FINAL_422082_7.pdf. Figure includes Head Start funding for eligible 3-year-old children and may include funding for children in non-GSRP programs. Funding data restricted to GSRP/Head Start blend and GSRP-only programs were not available.

[iii] Michigan Department of Education (2013). Figure may include funding for birth-to-three programs. Funding data restricted to GSRP/Head Start blend and GSRP-only programs were not available.

[iv] Michigan Department of Education. (n.d.). *Office of Great Start estimated IDEA, Part B, Section 619, special education preschool allocations for fiscal year 2016–17*. Retrieved from http://www.michigan.gov/documents/mde/16-17_Revised_619_Estimated_Allocations_526050_7.pdf.

Table 2.4
Great Start to Quality Star Ratings as of October 2015

Program type	Total number of participating programs statewide	Empty Star	1 Star	2 Star	3 Star	4 Star	5 Star
Child care and preschool centers	3,937	2,136	5	30	543	1,090	133
Group child care homes	1,771	1,394	24	78	222	34	19
Family child care homes	3,610	3,145	47	12	265	14	15
Total programs per star level	9,318*	6,675	76	232	1,030	1,138	167

* Total includes programs/providers that are eligible to participate in Great Start to Quality and does not include programs/providers that provide only school-age services or those programs without licensing in good standing. Total published ratings include programs that have chosen to decline validation or program quality assessment and are posting as an Empty Star.

Source: Great Start to Quality. (2015, October 1). Great Start to Quality dashboard data. Retrieved from http://greatstart-toquality.org/great-start-quality-data.

West Virginia: Pre-K for All

Figure 3.1

Enrollment in West Virginia Pre-K Has Risen Over Time
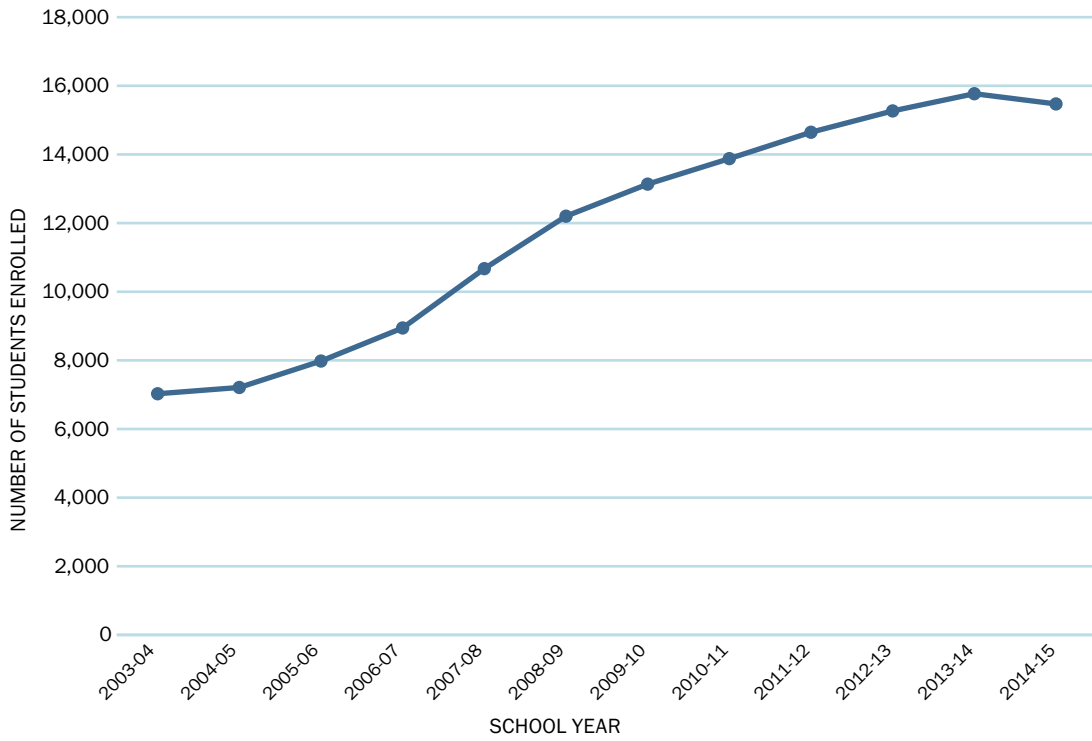
Note: Figures include special education students and Head Start participants served in West Virginia Pre-K classrooms.

Source: Unpublished data from the West Virginia Department of Education (personal communication, November 6, 2015).

Figure 3.2
Most West Virginia Pre-K Programs Are Full-Day
2014–15
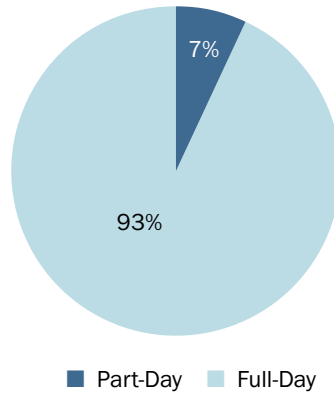
Part-Day   Full-Day

Note: Full-day programs are 24 or more hours per week; part-day programs are 14-23 hours per week.

Source: Office of Early Learning, West Virginia Department of Education. (n.d.). Overview of West Virginia Universal Pre-K: WVBE Policy 2525—West Virginia's universal access to a quality early education system, 2014-2015. Retrieved on April 13, 2016 from https://wvde.state.wv.us/oel/docs/wv-prek-over-view.pdf.

Figure 3.3

Average State Per-Pupil Funding for West Virginia Pre-K Has Remained Relatively Stable Over Time

Measured in 2015 dollars
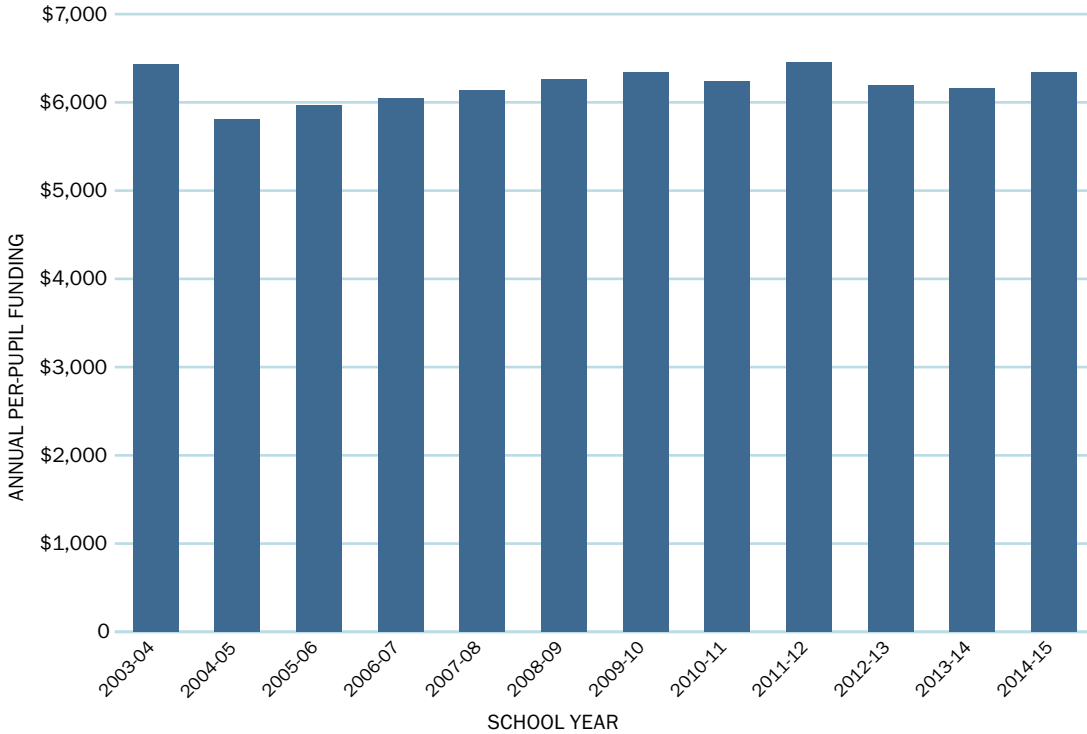
Note: The state per-pupil funding was calculated by dividing the total state funding for WV Pre-K by the number of children served. However, because enrollment numbers include some 3-year-olds who are supported by federal, rather than state, funding, the actual average state per-pupil spending is likely higher than shown in the graph.

Source: Unpublished data from the West Virginia Department of Education (personal communication, November 6, 2015); annual funding data from the National Institute for Early Education Research annual report, The State of Preschool. See West Virginia data from 2004–2015 Yearbooks. For individual-year publications, see http://nieer.org/-publications/annual-state-pre-k-reports-state-preschool-yearbooks.

Figure 3.4
State Spending on West Virginia Pre-K Has Risen With Enrollment
Measured in 2015 dollars
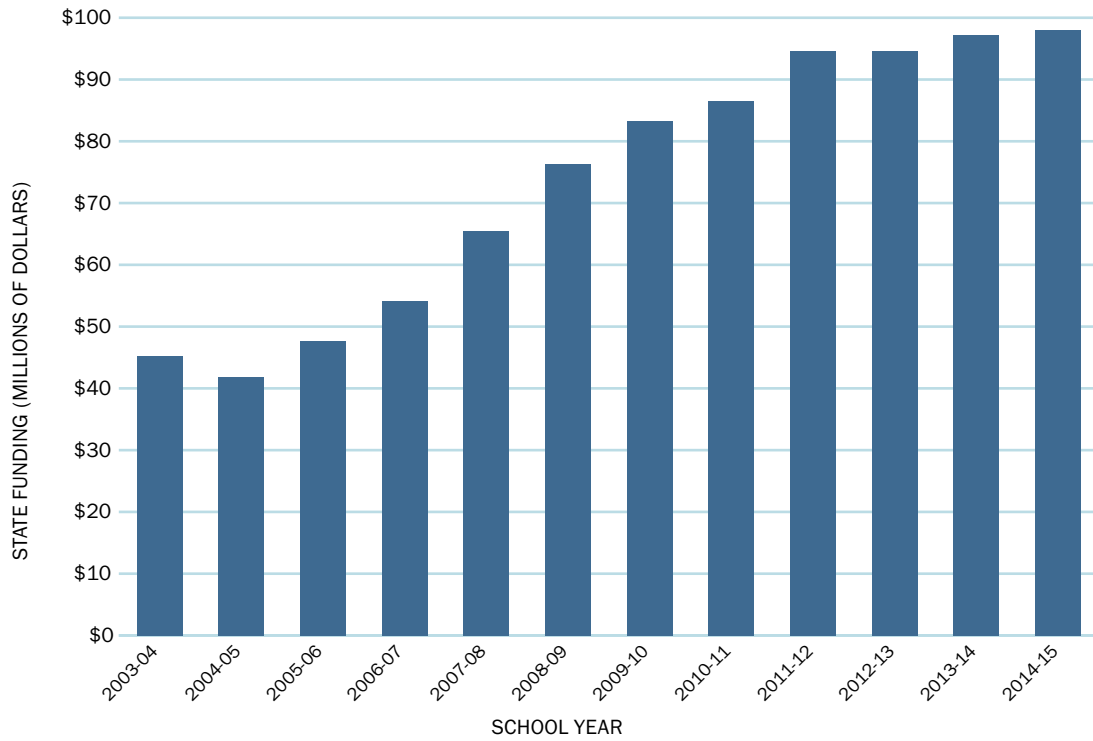
Note: Figures do not include federal or local contributions.

Source: Data from the National Institute for Early Education Research annual report, The State of Preschool. See West Virginia data from 2004–2015 Yearbooks. For individual-year publications, see http://nieer.org/publications/annu-al-state-pre-k-reports-state-preschool-yearbooks.

Figure 3.5
State-Level Governance for West Virginia Pre-K Is Highly Collaborative
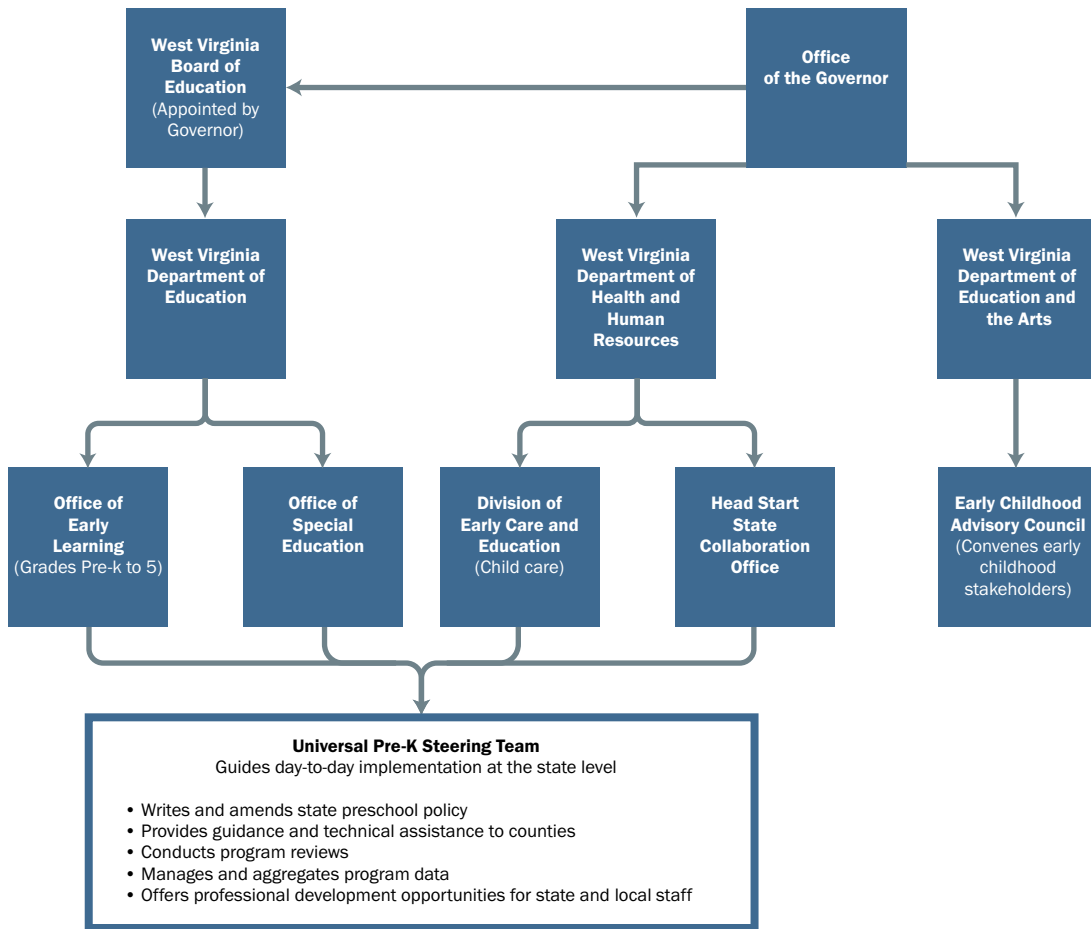
Source: W. Va. Code R. §§ 126-28-4, 126-28-18 (2015), available at http://apps.sos.wv.gov/adlaw/csr/ruleview.aspx?document=9959*; Interview with Janet Bock-Hager, Virginia (Ginger) Huffman, Rhonda Fisher, and Lisa Ray, West Virginia Department of Education coordinators on October 23, 2015; Interview with Steven Paine, former State Superintendent of Schools on October 19, 2015.*

Figure 3.6

County Collaborative Teams Oversee Implementation at the Local Level

| County Board of Education | Preschool Special Needs Representative | Head Start Grantee(s) | Local Child Care Provider(s) | Other Stakeholders[i] (Locally determined) |

County Collaborative Team

Shared decision-making about local implementation within framework created by state policy

- Determines locations of local pre-k classrooms
- Decides enrollment process and attendance rules
- Chooses curriculum and assessments
- Selects school calendar and length of program day
- Designs and implements continuous quality improvement plan
- Designs dispute resolution process
- Facilitates contracts with non-school providers

[i] "Other stakeholders" may include parents, principals, classroom teachers, private preschool providers, representatives of early intervention services, and staff from child care resource and referral agencies, among others.

Source: W. Va. Code R. §§ 126-28-4 (2015). Retrieved from http://apps.sos.wv.gov/adlaw/csr/ruleview.aspx?document=9959.

Table 3.1
Key Facts About West Virginia Pre-K

Element	
Number of children served	15,472 children in 2014–15[i]
Age	4-year-old children and 3-year-old children with an identified special need
Eligibility	Universally available
Length of program day	Determined locally:[ii] • Full-day (93% of classrooms) • Part-day (7% of classrooms)
Maximum class size	20
Teacher-child ratio	1:10 or better
Administration	• The Department of Education, in cooperation with the Department of Health and Human Resources, administers the program at the state level. • School districts, in cooperation with other local early childhood stakeholders, administer the program at the county level.
Setting	School districts collaborate with a variety of partners to offer preschool classes: • Head Start (61%) • School districts alone (21%) • Center-based child care (15%) • Head Start and center-based child care (3%)
Curriculum	Counties select from three state-approved choices:[iii] • Creative Curriculum for Preschool (used by 97% of classrooms in 2008-09)[iv] • HighScope Preschool Curriculum and Assessment • HighReach Curriculum for Pre-K
Minimum teacher qualifications	Lead teachers must have: • West Virginia teaching license with early education or preschool special needs endorsement, • Professional teaching certificate with early childhood, preschool education, or preschool special needs endorsement, or • B.A. in child development, early childhood, or occupational development with early childhood emphasis. Assistant teachers must have: • High school degree and • Early Childhood Classroom Assistant Teacher Authorization (requires Child Development Associate credential or equivalent coursework).
Coaching for teachers	Determined locally
Wraparound services	Children receive a variety of wraparound services, including: • Health, vision, dental, and hearing screenings for all children and • Additional screenings and support services determined locally.[v]

Family engagement	Programs must offer:
	• Minimum of two face-to-face parent-teacher conferences each year.
	• Additional outreach, including:
	  - parent communication through newsletters, phone calls, home visits, and/or email;
	  - encouragement for parents/guardians to participate in classroom activities;
	  - communication and support services for families who speak a language other than English.

[i] Unpublished data from the West Virginia Department of Education (personal communication, November 6, 2015).

[ii] Full-day programs are 24 or more hours per week; part-day programs are 14-23 hours per week.

[iii] West Virginia Department of Education. *Official multiple list*. Retrieved on April 14, 2016 from http://wvde.state.wv.us/materials/2010/2011/UniversalPre-K.html.

[iv] Templeton, R., Dozier, J., & Boswell, L. (2009). *Universal access to pre-k in West Virginia*. Retrieved on April 13, 2016 from https://sites.google.com/a/wvde.k12.wv.us/wv-universal-pre-k-county-administrators-summer-institute-2009/Home/july-9-2009/universal-access-to-pre-k-in-west-virginia.

[v] Barnett, W.S., Carolan, M.E., Squires, J.H., Brown, K.C., & Horowitz, M. (2015). *The state of preschool 2014*. Retrieved on April 13, 2016 from http://nieer.org/sites/nieer/files/Yearbook2014_full3.pdf.

Source: Office of Early Learning, West Virginia Department of Education. (n.d.). Overview of West Virginia Universal Pre-K: WVBE Policy 2525—West Virginia's universal access to a quality early education system, 2014–15. Retrieved on April 13, 2016 from https://wvde.state.wv.us/oel/docs/wv-prek-overview.pdf; W. Va. Code R. §§ 126-28-1-22 (2015), available at http://apps.sos.wv.gov/adlaw/csr/ruleview.aspx?document=9959.

Table 3.2
West Virginia Pre-K Is Funded Primarily by State and Federal Sources

Funding source	Description[i]	Funding amount
State	State funds make up the majority of West Virginia Pre-K funding and come mainly from the state school aid formula. These funds are distributed on a per-pupil basis to school districts.	$86 million in 2012–13 from state school aid
Federal	Providers rely on funding from various federal sources to support West Virginia Pre-K enrollment, including: • Head Start • Federal child care programs • The Individuals with Disabilities Education Act (IDEA), Part B • Title I	$48.4 million in 2012–13 from: • Head Start: $36.7 million • Federal child care programs: $5.4 million[ii] • IDEA, Part B: $4.2 million • Title I: $2.1 million
Local	Local spending on state preschool varies by county, and has traditionally been limited.[iii]	$1.2 million statewide in 2012–13; amount varies by county.

[i]   Interview with Janet Bock-Hager, Virginia (Ginger) Huffman, Rhonda Fisher, and Lisa Ray, West Virginia Department of Education Coordinators on October 23, 2015; Interview with Melanie Clark, Program Manager, Family Child Care Regulations, West Virginia Department of Health and Human Resources, and Melissa Smith, Early Care and Education Specialist, West Virginia Department of Health and Human Resources on October 19, 2015.

[ii]   Includes funds from the Child Care Development Fund, Child Care and Development Block Grant, and Temporary Assistance for Needy Families.

[iii]   Some districts provide in-kind support for the program, and these contributions may not be fully captured in the estimated funding amount.

Washington State: Pre-K and Child Care for the Whole Child

Figure 4.1
Washington's Preschool Enrollment Has Grown Over Time
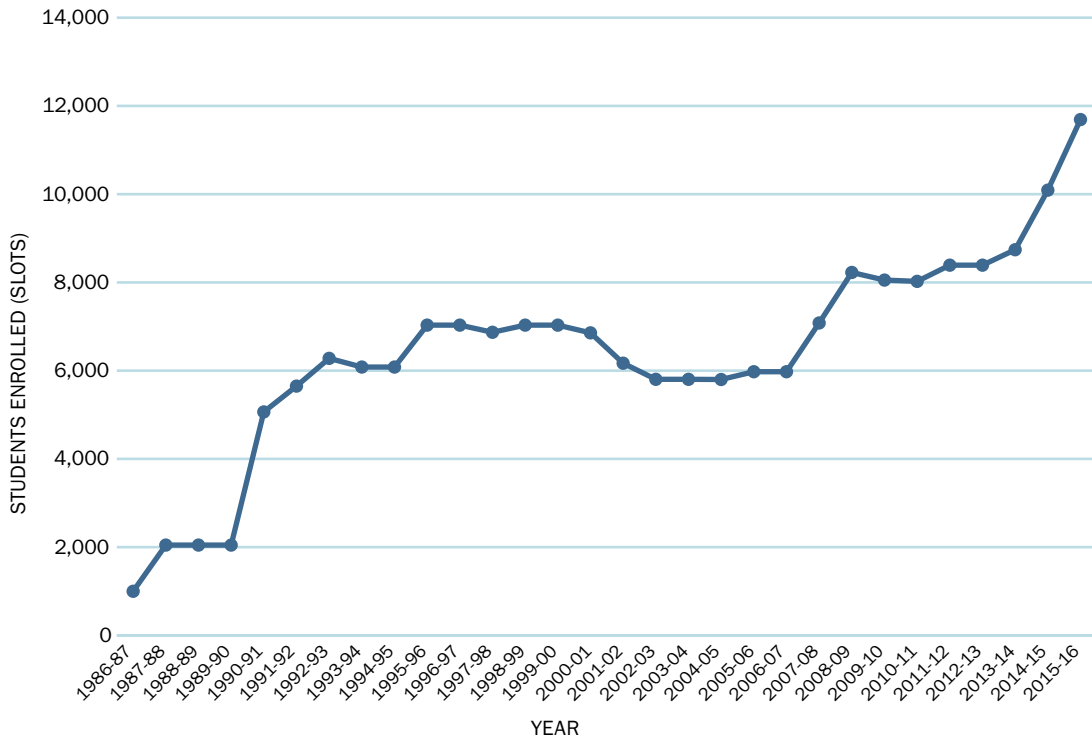
Source: Unpublished data from the Washington Department of Early Learning (personal communication, March 31, 2016).

Figure 4.2

Most Children in Washington's Pre-K Attend Part-Day Programs

2014-15
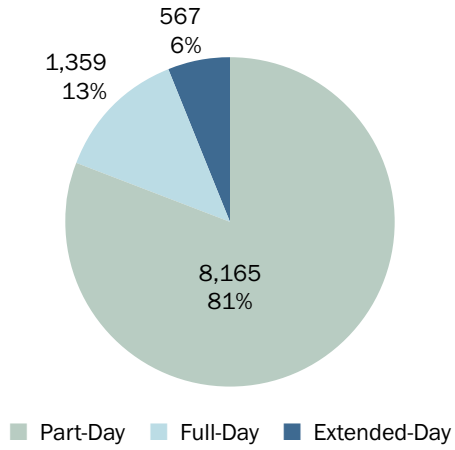
567
6%

1,359
13%

8,165
81%

■ Part-Day ■ Full-Day ■ Extended-Day

Source: Washington Department of Early Learning. (n.d.). ECEAP Outcomes 2014-15. Retrieved on April 6, 2016, from http://www.del.wa.gov/publications/eceap/docs/ECEAP_Outcomes_2014-15.pdf

Figure 4.3

Washington Spends Over $7,000 Per Pupil for Part-Day Pre-K
2014
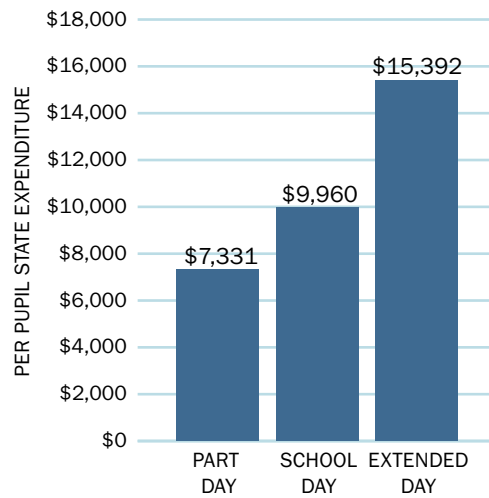
Source: Washington Department of Early Learning. (2014). 2014 ECEAP Models. Retrieved on May 12, 2016, from http://www.del.wa.gov/publications/eceap/docs/ECEAP%20Models.pdf.

Figure 4.4

Washington's Average Per-Pupil Funding Has Increased Over Time

Measured in 2015 dollars
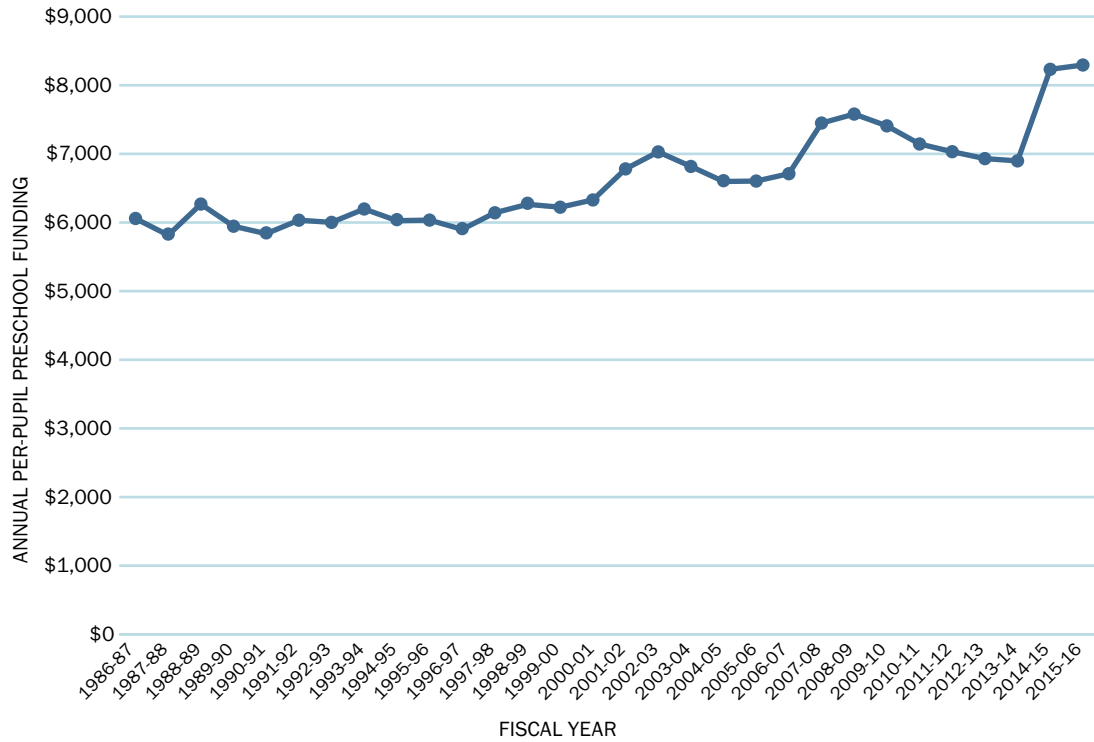
Note: Data for 1986-87 through 1997-98 were adjusted to include an estimated administrative cost of 7.5% since original data did not include the amount retained for ECEAP administration. Adjustment is based on the Community, Trade, and Economic Development administration rate from 1998.

Source: Unpublished data from the Washington Department of Early Learning (personal communication, March 31, 2016).

Figure 4.5
Washington's State Preschool Funding Has Recently Increased
Measured in 2015 dollars
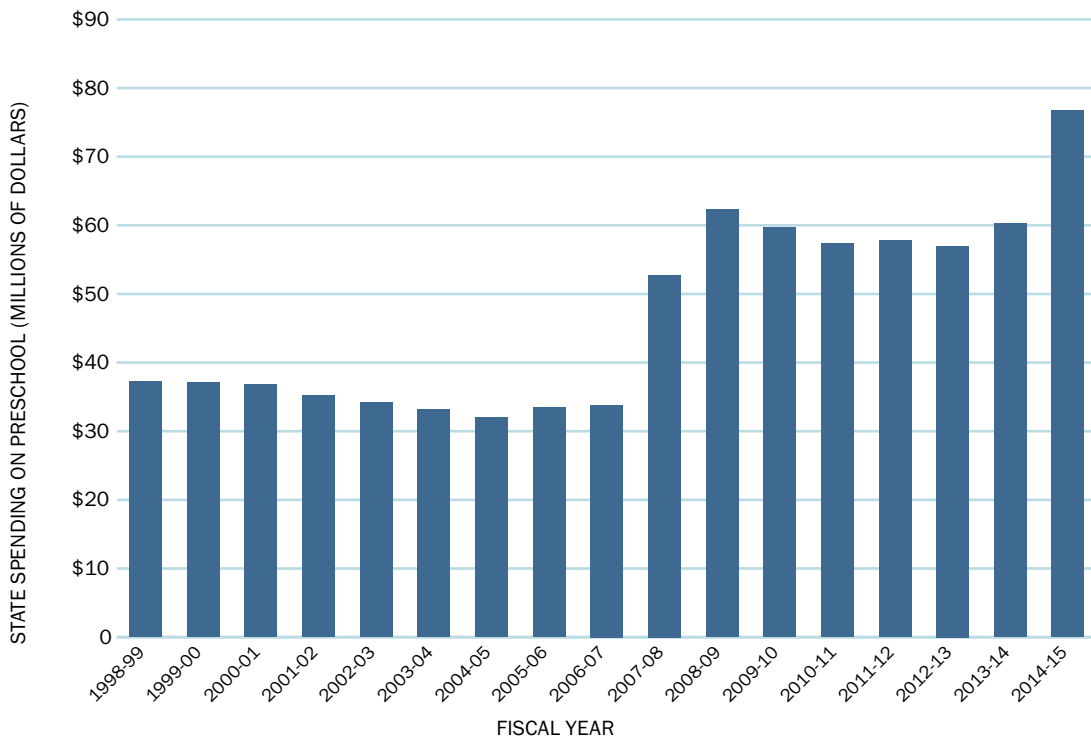
Note: Data unavailable for 1985–98.

Source: Unpublished data from the Washington Department of Early Learning (personal communication, March 31, 2016).

Table 4.1
Key Facts About Washington's Early Childhood Education and Assistance Program

| Element	
Number of children served	10,091 children in 2014–15[i]
Age	3- and 4-year-old children
Eligibility	Targeted for children in greatest need: • Family income under 110% of the federal poverty level ($26,730 for a family of four)[ii] • Enrolled in Special Education • Involved in the child welfare system
Length of program day	Determined locally: • Part day (81% of all children) • Full day (13% of all children) • Extended day (6% of all children)
Maximum class size	20
Teacher-child ratio	1:10 or better
Administration	The Washington Department of Early Learning administers the program and contracts directly with local providers.
Setting	Programs are located in a variety of settings: • Public schools (57%) • Child care centers (12%) • Head Start facilities (12%) • Nonprofit organizations (9%) • Faith-based facilities (4%) • Other (5%)
Curriculum	Providers are required to use a research-based, developmentally appropriate, and culturally relevant curriculum. • 87% of teachers use Creative Curriculum for Preschool • 13% of teachers use HighScope Preschool Curriculum and Assessment[iii]
Minimum teacher qualifications	Lead teachers must have: • A.A. with 30 credits in early education or • Teaching degree or • Washington State teaching certificate with an endorsement in early education Assistant teachers must have: • 12 college quarter credits in early childhood education or • State Early Childhood Education Certificate or • Child Development Associate credential
Coaching for teachers	All classes are required to have a coach; coaches and teachers are encouraged to meet once a week.[iv]
Wraparound services	Children receive a variety of wraparound services, including: • Health care coordination, such as health care referrals and follow-up, and • Health, dental, and vision screenings
Family engagement	Programs must provide: • Minimum of 3 hours of documented family support per year • Information about community resources and referrals to housing, energy, legal, and health services • Parent education on topics such as child development, leadership, and advocacy skills

[i]   Data reflect the number of slots, or the children that could be served at any given time.
[ii]   U.S. Department of Health and Human Services. (2016, January 25). *Poverty guidelines*. Retrieved on May 23, 2016, from https://aspe.hhs. gov/poverty-guidelines.
[iii]   Washington Department of Early Learning. (n.d.). *Preschool essential elements: Supporting strong curricula*. Retrieved from http://www.del. wa.gov/publications/eceap/docs/curriculum.pdf.
[iv]   Ganz, K. (2015, November). *Coaching orientation part 3 of 4: Roles and resources*. Retrieved from https://www.youtube.com/ watch?v=RGkTlgU365M.

Source: Washington Department of Early Learning. (n.d.). ECEAP outcomes 2014–15. Retrieved from http://www.del.wa.gov/publications/ eceap/docs/ECEAP_Outcomes_2014-15.pdf; Washington Department of Early Learning. (2014, July). 2014–15 ECEAP performance standards. Retrieved from http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf.

Table 4.2
Washington's Pre-K Is Funded by a Variety of State, Federal, and Local Sources

Funding source	Description	Funding amount
State	State funds make up the majority of preschool funding, drawing from both general fund appropriations and the state lottery fund.	• State general fund: $36.7 million in 2013–14 • State lottery fund: $40 million in 2013–14[i]
Federal	Head Start funds are often combined, or braided, with state pre-k funds to serve additional children in the same program.[ii]	• Head Start: $137.6 million in overall funding in 2013–14, a portion of which was combined with state preschool funds • Child Care Development Block Grant: $6.4 million set aside for state preschool in 2014–15[iv]
	Child Care Development Block Grant (CCDBG) funds are sometimes used to pay for full- and extended-day classes. The amount set aside for state preschool has varied significantly over the past decade.[iii]	
	Title I and Individuals with Disabilities Education Act (IDEA), Part B funding may also be used by school districts to fund state preschool, but the extent of this braiding is unclear.	
Local	State preschool programs may also receive substantial contributions from local sources such as local property tax revenue or transportation and facilities from local school districts. For example, Seattle has a property tax levy that will provide $58 million for the city's preschool program over four years.[v]	Amount varies
Public-private partnerships	Foundation funding for non-programmatic costs, such as research, quality rating and improvement, and assessment development is substantial in Washington. Many foundations, including the Gates, Bezos, and Boeing Foundations, contribute through the state's public-private partnership, Thrive Washington.	Thrive Washington provided $10.8 million for all early learning programs in 2013–14, a portion of which went to state preschool.[vi]

[i]   Unpublished data from the Washington Department of Early Learning (personal communication, March 31, 2016).

[ii]   Dropkin, E. (2013, July). *Partners for success: Case studies of collaboration between Head Start and pre-k*. Washington, DC: National Head Start Association.

[iii] Washington Department of Early Learning. (2015, February). *2014 ECEAP Models*. Retrieved on June 2, 2016, from http://www.del.wa.gov/publications/eceap/docs/ECEAP%20Models.pdf.

[iv]   In 2014-15, the state conducted a one-year pilot to extend the school day with Child Care Development Block Grant funds. This pilot has been suspended, and little to no funding was allocated from CCDBG in 2015–16 at the state level (any braiding that occurred happened at the local level).

[v]   City of Seattle. (n.d.). *Seattle Public Preschool implementation plan*. Retrieved on June 2, 2016, from http://www.seattle.gov/Documents/Departments/OFE/AboutTheLevy/EarlyLearning/SPP%20Implementation%20Plan.April%201.PostCommittee.pdf.

[vi]   Thrive Washington. (2014, April). *2014 annual report*. Seattle: Thrive Washington.

Table 4.3
Washington's QRIS Differs for Pre-K and Child Care

State preschool providers	Child care providers
• Facilities are automatically rated a level 3 upon receiving a state preschool license.	• Facilities are required to receive a level 3 rating to receive subsidies.
• Enrollment is mandatory for providers.	• Enrollment is "optional," but providers must be enrolled in Early Achievers to receive state subsidies.
• Coaching is provided to programs through the Department of Early Learning.	• Coaching is provided to programs by Child Care Aware, a statewide nonprofit, through the Department of Early Learning.
• The reimbursement rate for providers is fixed.	• The reimbursement rate for providers varies by quality level.

Source: Washington Department of Early Learning. (2016, January). Early Achievers: Participant operating guidelines. Retrieved on February 19, 2016, from http://www.del.wa.gov/publications/elac-qris/docs/EA_operating_guidelines.pdf.

Table 4.4
Higher Rated Programs Receive Larger Subsidies and Grants in Washington

QRIS Level	Subsidy rate increase	Quality improvement award[i]	Professional development grants[i]
1	0%	None	None
2	2%	None[ii]	None
3	4%	$5,000 (center) $2,000 (home)	• $4,000–$6,000 tuition for training • $1,000 books for training
4	10%	$7,500 (center) $2,250 (home)	
5	15%	$9,000 (center) $2,750 (home)	

[i]   Awards are for one-time funding only.

[ii]   Home-based providers reaching level 2 were eligible to receive $750 through June 30, 2015.

Source: Washington Department of Early Learning. (2016, January). Early Achievers: Participant operating guidelines.
Retrieved on February 19, 2016, from http://www.del.wa.gov/publications/elac-qris/docs/EA_operating_guidelines.pdf.

North Carolina: Birth-to-Age-3
Leads the Way

Figure 5.1

The Number of NC Pre-K Slots Has Declined in Recent Years
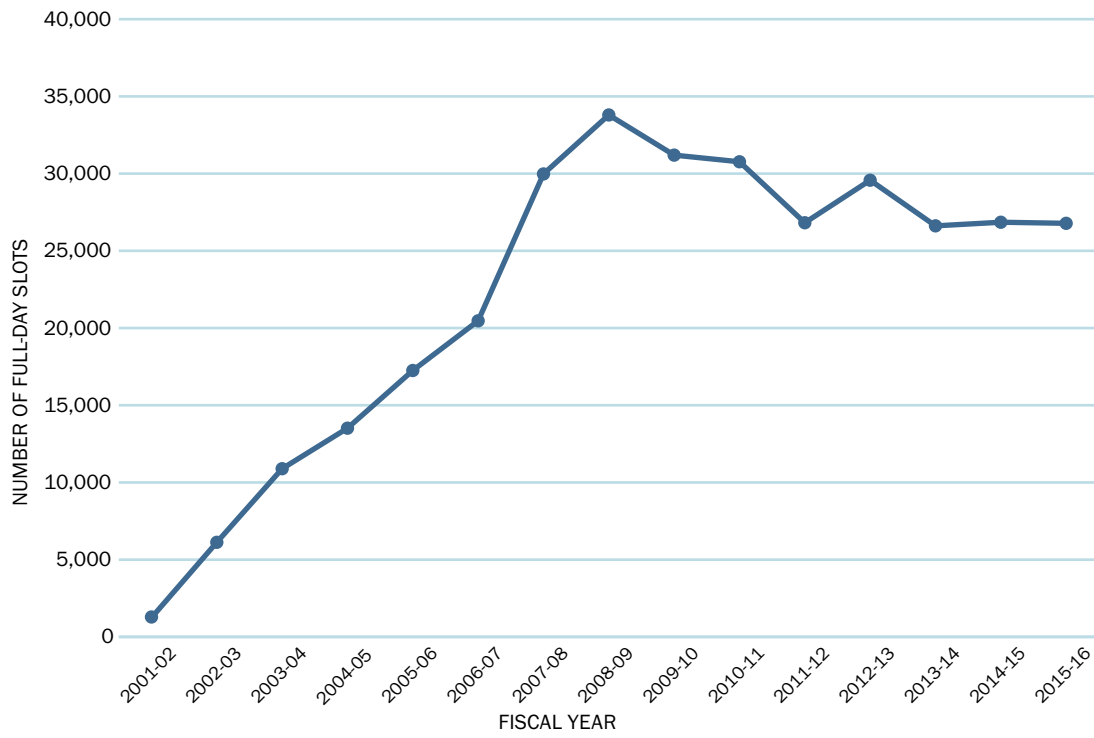
Source: Unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, February 25, 2016).

Figure 5.2

Only a Fraction of 4-Year-Olds Receive State-Funded Preschool in North Carolina[i]

124,000
4-year-olds in state

Estimated 77,000
at-risk 4-year-olds in state[ii]

27,000 NC
Pre-K slots
(22% of all 4-year-olds,
35% of at-risk
4-year-olds)
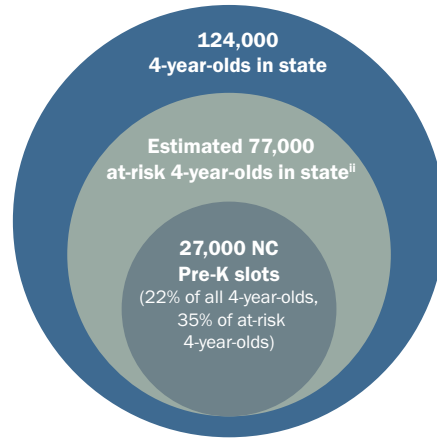
[i] All 4-year-old children enrolled in NC Pre-K attend full-day preschool programs.

[ii] We derived this number mathematically knowing that (1) there are 27,000 NC Pre-K slots and (2) NC Pre-K serves 35% of the state's "at-risk" 4-year-olds according to the state's Preschool Development Expansion Grant application. While the grant narrative does not define "at-risk," we assume it equates to the risk factors that qualify students for NC Pre-K. The grant narrative also does not explain the state's methodology for determining this percentage, so this number should be viewed as a rough estimate.

Note: All numbers rounded to the nearest thousand.

Source: State of North Carolina. Preschool Development Expansion Grant: Application for Initial Funding (2014).

Figure 5.3
Smart Start Funding Has Declined in Recent Years
Measured in 2015 dollars
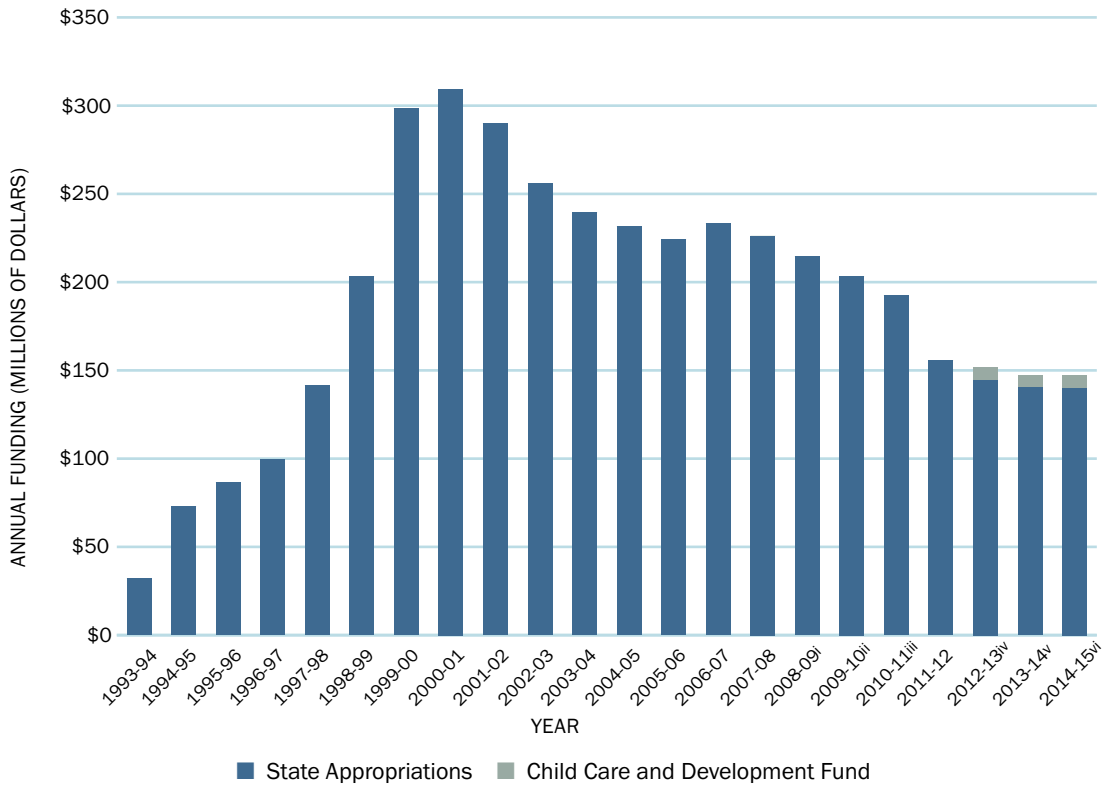
ᶦ Reflects budget reduction of $16 million (equivalent to $17.3 million in 2015 dollars).

ᶦᶦ Reflects budget reduction of $7 million (equivalent to $7.6 million in 2015 dollars).

ᶦᶦᶦ Reflects budget reduction of $6 million (equivalent to $6.3 million in 2015 dollars).

ᶦᵛ Reflects budget reduction of $1 million.

ᵛ Reflects recurring budget reduction of $3.7 million.

ᵛᶦ Reflects recurring budget reduction of $3.7 million.

Source: Unpublished data from the North Carolina Partnership for Children (personal communication, March 31, 2016); North Carolina Partnership for Children. (2015). Fiscal Year 2014 Report to the North Carolina General Assembly.

Figure 5.4

NC Pre-K Funding Has Declined in Recent Years

Measured in 2015 dollars

■ State Appropriations ■ Lottery Receipts ■ Temporary Assistance for Needy Families Receipts
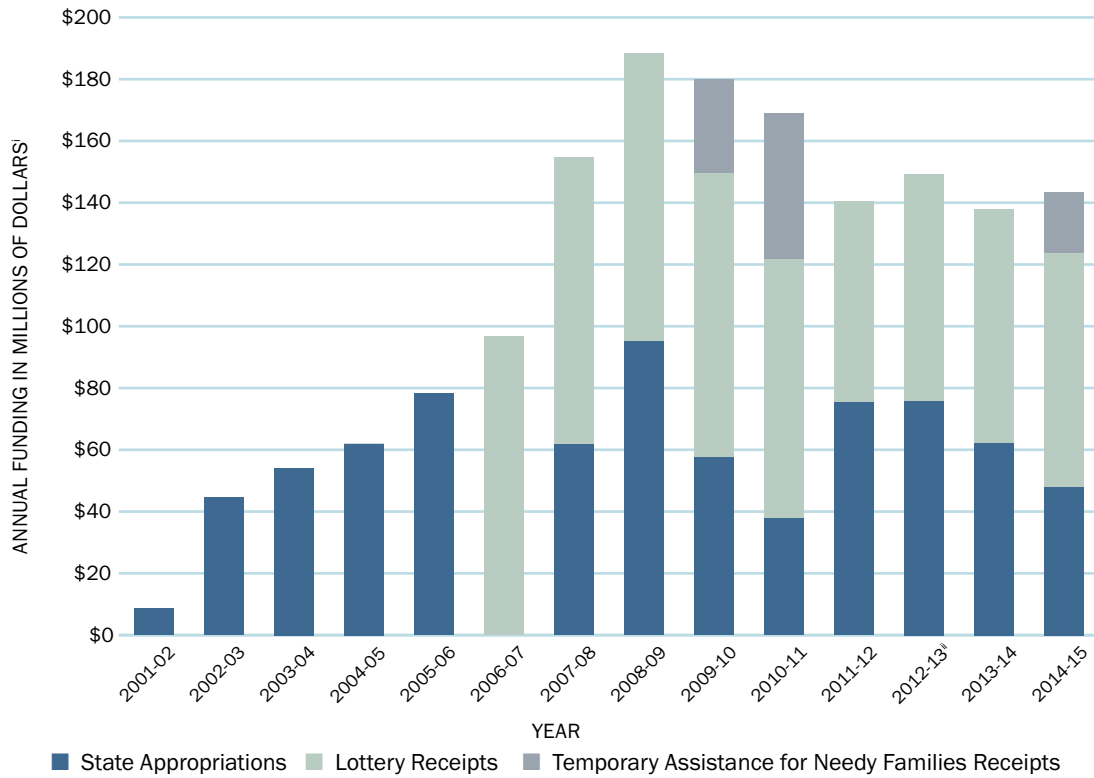
[i] Actual expenditures.

[ii] Includes $3.6 million in unspent funding carried over from 2011–12 (equivalent to $3.7 million in 2015 dollars).

Source: Unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, February 3, 2016).

Figure 5.5

State Spending Per NC Pre-K Slot Has Remained Relatively Stable for the Last Decade

Measured in 2015 dollars
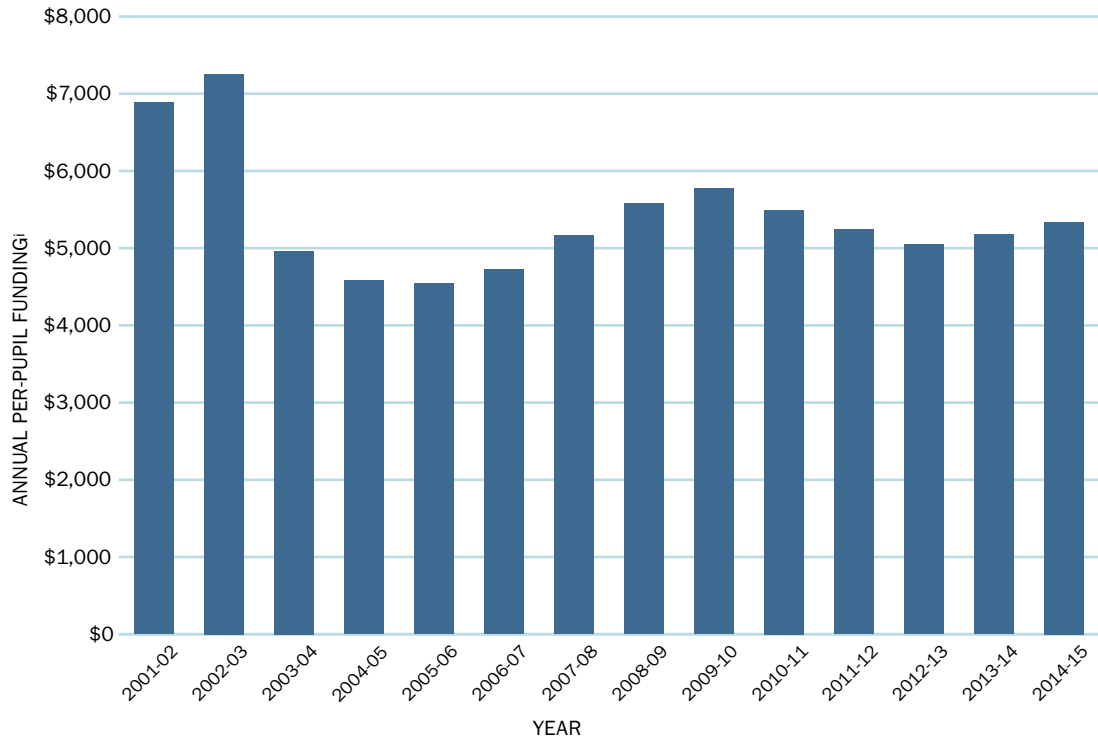
i Actual expenditures.

Source: Calculations by author using unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, February 3, 2016).

Figure 5.6

Multiple Agencies Administer Early Childhood Services in North Carolina
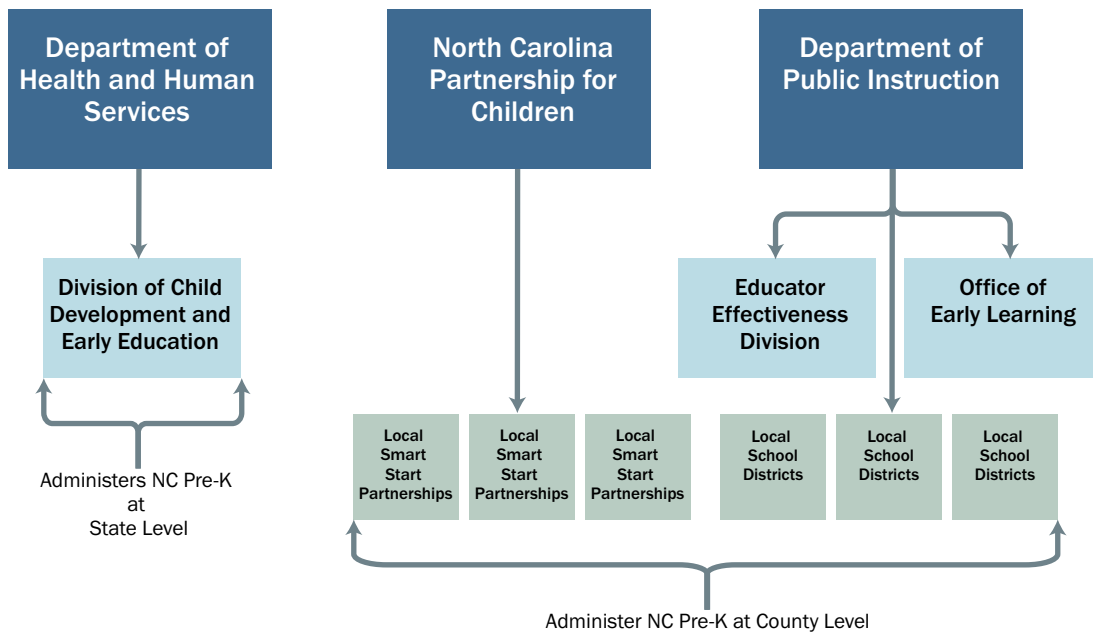
Figure 5.7
The Quality of North Carolina's Child Care Programs Keeps Getting Better
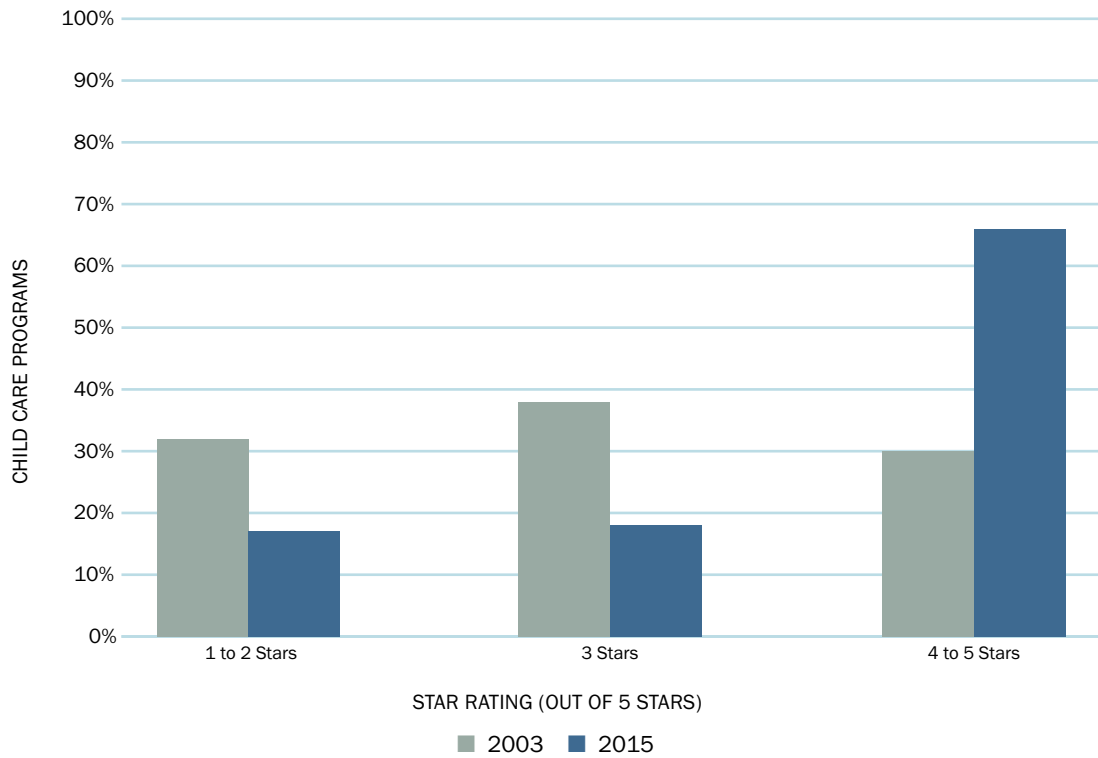
Source: Child Care Services Association. (2003). Working in Child Care in North Carolina: The North Carolina Child Care Workforce Survey 2003; Child Care Services Association. (2015). Working in Early Care and Education in North Carolina: 2015 Workforce Study.

Figure 5.8

More North Carolina Children From Birth to Age 5 Are Enrolled in Highly Rated Child Care Programs[i]
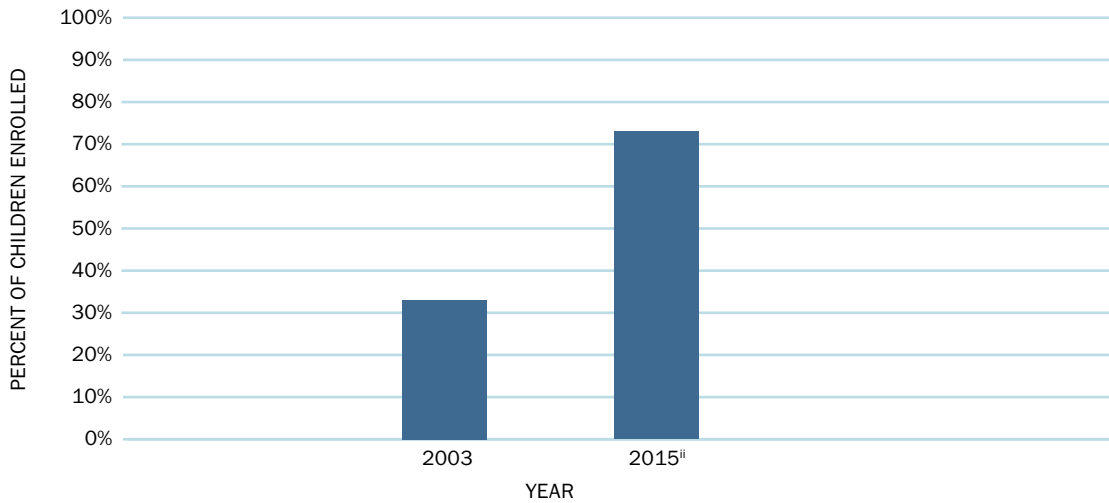
[i] Highly rated programs receive four or five stars.

[ii] In 2015, 50% were in five-star care.

Source: Child Care Services Association. (2003). Working in Child Care in North Carolina: The North Carolina Child Care Workforce Survey 2003; Child Care Services Association. (2015). Working in Early Care and Education in North Carolina: 2015 Workforce Study.

Table 5.1
Key Facts About North Carolina Pre-Kindergarten

Element	
Number of children served	26,781 children in 2015-16[i]
Age	4-year-old children
Eligibility	Targeted for children in greatest need. • Family earns 75% of state median income or less ($51,000 for a family of four). • Up to 20% of students may qualify based on other risk factors (e.g., special education status, family on active military duty, limited English proficiency). • Priority is given to children with no prior formal educational or child care experiences.
Length of program day	Full-day (100% of children)
Maximum class size	18
Teacher-child ratio	1:9 or better
Administration	• Department of Health and Human Services, Division of Child Development and Early Education administers the program at the state level. • Smart Start partnerships or school districts, as determined by a NC Pre-K Committee, administer the program locally.
Setting	Classrooms were located in a variety of settings in 2014-15:[ii] • Public schools (53%) • Private for-profit child care centers (25%) • Head Start centers (14%) • Private nonprofit child care centers (8%)
Curriculum	Over 25 state-approved options • Creative Curriculum is the most prevalent (used in 78% of classrooms in 2014–15)[ii]
Minimum teacher qualifications	Lead teachers must have: • B.A. in early childhood education, child development, or a related field and • Birth-through-kindergarten teaching license or • Preschool add-on teaching license Assistant teachers must have: • High school diploma or GED and • A.A. in Early Childhood Education or Child Development or • Child Development Associate credential
Coaching for teachers	Coaching, observational assessments, and support for first three years in classroom as part of licensure process, followed by annual observational assessments and professional development thereafter
Wraparound services	Children receive a variety of wraparound services, including: • Universal developmental screenings • Health assessment upon program entry, with referrals for additional services as needed
Family engagement	Providers must: • Develop a family engagement plan in conjunction with their local NC Pre-K committee that includes elements such as home visits, formal and informal parent-teacher conferences, and parent education opportunities • Keep a log of activities, opportunities, or communications made for family engagement on file at the NC Pre-K site

[i]   Unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, February 25, 2016).

[ii]   Unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, November 6, 2015).

Source: North Carolina Department of Health and Human Services, Division of Child Development and Early Education. (2016). North Carolina Pre-Kindergarten Program (NC Pre-K) Requirements and Guidance: Effective State Fiscal Year 2015-16.

Table 5.2
NC Pre-K Is Funded by a Variety of State, Federal, and Local Sources

Funding source	Description	Funding amount
State	State funds make up the majority of preschool funding, drawing from both general fund appropriations and lottery receipts.	• State general fund: $48 million in 2014–15 • Lottery receipts: $75.5 million in 2014–15[i]
Federal	Temporary Assistance for Needy Families (TANF) funds sometimes supplement state funding for NC Pre-K.	• TANF: $19.8 million allocated to NC Pre-K in 2014–15[i]
	Head Start funds are combined, or braided, with state funds when NC Pre-K slots are offered in Head Start classrooms.	• Head Start: $191 million in overall funding in 2014–15, a portion of which was combined with NC Pre-K funds[ii]
	Title I preschool funds are also used in some NC Pre-K classes that are offered in public schools.	• Title I: $50 million estimated annual set-aside for NC Pre-K[iii]
	Individuals with Disabilities Education Act (IDEA), Part B is sometimes braided with NC Pre-K, but the extent of this braiding is unclear.	
Local	NC Pre-K programs may also receive contributions such as local property tax revenue or transportation and facilities from local school districts.	• Amount varies
Public-private partnerships	Local Smart Start agencies are required to match state funds with a combination of private grants and cash or in-kind donations. Many agencies use a portion of this funding to supplement the state reimbursement rate for private NC Pre-K providers who lack access to other funding sources. In 2014–15, the local match requirement was 15%.[iv]	• Smart Start local match: $29 million in 2014–15 for all Smart Start programs ($20.5 million cash and $8.5 million in-kind contributions).[iv] The amount spent on NC Pre-K varied locally.

[i] Unpublished data from the North Carolina Department of Health and Human Services, Division of Child Development and Early Education (personal communication, February 3, 2016).

[ii] Administration for Children and Families Early Childhood Learning & Knowledge Center, Office of Head Start. (2015). *Head Start program facts fiscal year 2015*. Retrieved on May 17, 2015 from https://eclkc.ohs.acf.hhs.gov/hslc/data/factsheets/docs/head-start-fact-sheet-fy-2015.pdf.

[iii] Unpublished data from the North Carolina Department of Public Instruction, Office of Early Learning (personal communication, May 10, 2016).

[iv] North Carolina Partnership for Children. (2015); North Carolina Fiscal Research Division. (2016, January 28). *Smart Start*. Retrieved on May 9, 2016 from http://www.ncleg.net/documentsites/committees/JLOCHHS/HHS%20Subcommittees%20by%20Interim/2015-16%20HHS%20Subcommittees/Early%20Ed%20and%20Family%20Support%20Subcommittee/1%20-%20January%2028,%202016/Handouts-Presentations/FRD%20Smart%20Start%20Overview%20EEFSP%20HHS%20LOC%20January%2028%202016%20AM.pdf.

Table 5.3
NC Pre-K and Five-Star Child Care Program Standards

	Five-Star Child Care	NC Pre-K
Teacher qualifications	A.A. in Early Childhood Education	B.A. plus Birth-to-Kindergarten License
Adult-child ratio	1:12	1:9
Class size	24	18
Minimum environment rating scale score	Average of 5 out of 7 across all classrooms	5 out of 7 in the NC Pre-K classroom
Developmental screenings	No	Yes
Approved curriculum	Yes	Yes
Early learning standards	No	Yes

Source: North Carolina Department of Health and Human Services, Division of Child Development and Early Education. (2016). North Carolina Pre-Kindergarten Program (NC Pre-K) Requirements and Guidance: Effective State Fiscal Year 2015-16; North Carolina Department of Health and Human Services, Division of Child Development and Early Education. (2016). North Carolina Child Care Rules and Law.

Appendix: Methodology

Table A1
Interview Topics by Interviewee Role

Topic	Policymakers and staffers	State program administrators	Local program administrators	Advocates, public/private partnerships, and foundations	Researchers	Media	Providers, principals, and teachers	Parents
History	X	X	X	X	X	X		
Politics	X	X		X		X		
Program design	X	X	X	X	X	X		
Funding	X	X	X	X	X	X	X	
Workforce development		X	X	X	X		X	
Teacher support		X	X		X		X	
Curriculum and assessments		X	X		X		X	
Monitoring and evaluation		X	X		X		X	
System linkages	X	X	X	X				
Personal program experiences							X	X

Table A2
Interviewees by Role[i] and State

Michigan (30 interviews)	
Policymakers and staffers	• Jennifer Granholm, Former Governor • Karen McPhee, Senior Advisor for Education, Executive Office of Governor Rick Snyder[ii] • Ken Sikkema, Former State Representative, State Senator, House Majority Floor Leader, and Senate Majority Leader and Current Senior Policy Fellow at Public Sector Consultants • David Woodward, Commissioner, Oakland Country Board of Commissioners; State Director, Center for Progressive Leadership; and Former State Representative
State program administrators	• Susan Broman, Deputy Superintendent, Office of Great Start, Michigan Department of Education • Lindy Buch, Former Director of Early Childhood Education and Family Services, Michigan Department of Education • Michael Flanagan, Former State Superintendent of Public Instruction , Michigan Department of Education • Richard Lower, Director, Preschool and Out-of-School Time Learning, Office of Great Start, Michigan Department of Education
Regional/local program administrators	• Christine Boisvert Maier, Early Childhood Preschool Consultant, Oakland Schools • Joan Firestone, Director, Early Childhood, Oakland Schools • Cheryl Granzo, Director of Early Childhood Programs, Ionia County Intermediate School District • Scott Menzel, Superintendent, Washtenaw Intermediate School District • Alan Oman, Executive Director, Early Childhood Programs, Washtenaw Intermediate School District • Krista Shambleau, Early Childhood Consultant, Oakland Schools
Advocates	• Matt Gillard, President and CEO, Michigan's Children • Mina Hong, Senior Policy Associate, Michigan's Children
Public/private partnerships and foundations	• Marijata C. Daniel-Echols, CEO, Early Childhood Investment Corporation[ii]
Research: policy and academic	• John Bebow, President and CEO, The Center for Michigan • Cheryl Polk, President, HighScope Educational Research Foundation • Phil Power, Founder and Chairman, The Center for Michigan • Lawrence Schweinhart, Former President, HighScope Educational Research Foundation • Michael Van Beek, Director of Research, Mackinac Center for Public Policy • Tomoko Wakabayashi, Director, Center for Early Education Evaluation, HighScope Educational Research Foundation
Media	• Ron French, Senior Writer, Bridge Magazine
Providers, principals, teachers, and parents[iii]	• 6 interviewees

North Carolina (43 interviews)	
Policymakers and staffers	• Josh Dobson, State Representative • Rick Glazier, Former State Representative • James Hunt, Former Governor • Jeff Jackson, State Senator • Lucy Maxwell, Executive Director for the Race to the Top Early Learning Challenge • Louis Pate, State Senator
State program administrators	• Tamara Barnes, Interim Director, Division of Child Development and Early Education, Department of Health and Human Services[ii] • Anna Carter, President, Child Care Services Association • Janice Fain, Assistant Director for Administration, Division of Child Development and Early Education, Department of Health and Human Services • Stephanie Fanjul, Former President, North Carolina Partnership for Children • Jennifer Johnson, Assistant Director for Education and Quality, Division of Child Development and Early Education, Department of Health and Human Services • Andrea Lewis, Senior Manager of Investigations and Enforcement, Division of Child Development and Early Education, Department of Health and Human Services • Karen Ponder, Former President, North Carolina Partnership for Children • John Pruette, Director, Office of Early Learning, Department of Public Instruction • Sue Russell, Executive Director, T.E.A.C.H. Early Childhood National Center • Cindy Watkins, President, North Carolina Partnership for Children • Cynthia Wheeler, Senior Manager of NC Pre-K, Division of Child Development and Early Education, Department of Health and Human Services
Regional/local program administrators	• Pattie Allen, Ready Schools Coordinator, Down East Partnership for Children • Julie Babb, Pre-K Director, Charlotte-Mecklenburg Schools • Laura Benson, Executive Director, Durham's Partnership for Children • Robin Britt, Executive Director, Guilford Child Development • Danielle Johnson, NC Pre-K Program Manager, Durhams' Partnership for Children • Renee Johnson, Preschool Coordinator, Edgecomb Public Schools • Debra Lanham, Research and Development Director, Down East Partnership for Children • Elizabeth Mitchell, Pre-K Director, Hoke County Schools • Wendy Price, Program Director, Down East Partnership for Children • Henrietta Zalkind, Executive Director, Down East Partnership for Children
Advocates	• Brett Beckerson, Associate Director, Fight Crime, Invest in Kids • Matt Gross, Policy Director, North Carolina Partnership for Children • Michele Rivest, Executive Director, North Carolina Child Care Association • Judith Rizzo, Executive Director and CEO, Hunt Institute • John Wilson, Former Executive Director, North Carolina Association of Educators • Tracy Zimmerman, Executive Director, North Carolina Early Childhood Foundation
Public/private partnerships and foundations	• Leslie Winner, Executive Director, Z. Smith Reynolds Foundation[ii]
Research: policy and academic	• Deborah Cassidy, Professor, School of Health and Human Sciences, University of North Carolina-Greensboro and former Director of the Department of Health and Human Services, Division of Child Development and Early Education • Richard Clifford, Senior Scientist Emeritus, Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill and Former Director of the Department of Health and Human Services, Division of Child Development and Early Education • Ellen Peisner-Feinberg, Senior Scientist, Frank Porter Graham Child Development Institute, University of North Carolina-Chapel Hill • Catherine Scott-Little, Professor, School of Health and Human Sciences, University of North Carolina-Greensboro
Media	• 0 interviewees
Providers, principals, teachers, and parents[iii]	• 4 interviewees
Additional anonymous respondents[iv]	• 1 interviewee

Washington (46 interviews)	
Policymakers and staffers	• Tim Burgess, Councilmember, City of Seattle • RaShelle Davis, Policy Advisor to Governor Inslee • Christine Gregoire, Former Governor • Ruth Kagi, State Representative • Steve Litzow, State Senator • Marty Loesch, Former Chief of Staff for Governor Gregoire • Jada Rupley, Former Early Learning Advisory Council Co-Chair • Matt Steuerwalt, Executive Director of Policy for Governor Inslee
State program administrators	• Robert Butts, Assistant Superintendent for Early Learning, Office of Superintendent of Public Instruction • Ross Hunter, Director, Department of Early Learning • Bette Hyde, Former Director of the Department of Early Learning • Michael Mann, Managing Consultant, Legislative Evaluation and Accountability Program Committee • Heather Moss, Deputy Director, Department of Early Learning • Shane Riddle, Program and Policy Administrator, Department of Social and Health Services • Nicole Rose, Assistant Director for Quality Practice and Professional Growth, Department of Early Learning • Matthew Judge, Rules Coordinator, Department of Early Learning • Mary Seaton, Former Director of Early Learning, Office of the Superintendent of Public Instruction • Caroline Shelton, Director of Quality Improvement and Professional Development, Child Care Aware[ii] • Mari Taylor, Former President, Washington State School Directors Association • Katy Warren, Deputy Director, Washington State Association of Head Start and ECEAP
Regional/local program administrators	• Anne Arnold, Early Learning and P-3 Director, Highline School • Kristi Baker, Executive Director, Southwest Child Care Consortium • Leilani Dela Cruz, Early Learning and Child Development Manager, City of Seattle • Anna Marie Dufault, Project Coordinator, Educational Service District 105, Yakima • Stacie Marez, Early Learning Coordinator, Educational Service District 105, Yakima • Cindy Morris, Early Learning Coordinator, United Way of Chelan and Douglas Counties • Sandy Nelson, Assistant Superintendent of Early Learning, Educational Service District 113 • Alan Walker, Executive Director, United Way of Chelan and Douglas Counties
Advocates	• Jon Gould, Deputy Director, Children's Alliance • Frank Ordway, Government Relations Director, League of Education Voters[ii] • Ryan Pricco, Policy and Advocacy Director, Child Care Aware • Lani Todd, Legislative and Public Policy Coordinator, Service Employees International Union
Public/private partnerships and foundations	• Jodi Haavig, Program Officer, Gates Foundation • Edie Harding, Senior Program Officer, Gates Foundation • Angus Mairs, Deputy Director, Thrive WA • Dan Torres, Director of Community Momentum, Thrive WA • Sarah Weber, Advocacy Lead, Gates Foundation • Sam Whiting, President and CEO, Thrive WA
Research: policy and academic	• Noa Kay, Research Associate, Washington Institute of Public Policy • Christina Weiland, Assistant Professor, University of Michigan School of Education
Media	• Paul Nyhan, Former Media Consultant, Thrive by Five Washington and Gates Foundation
Providers, principals, teachers, and parents[iii]	• 5 interviewees

West Virginia (40 interviews)	
Policymakers and staffers	• Gretchen Frankenberry, Executive Director, West Virginia Early Childhood Advisory Council[ii] • Lloyd Jackson, Vice President, West Virginia Board of Education and Former State Senator • Alyssa Keedy, Policy Analyst, Office of Governor Earl Ray Tomblin • Lawrence Malone, Director of Policy, Office of Governor Earl Ray Tomblin • Steven Paine, Former West Virginia State Superintendent of Schools • Robert Plymale, State Senator • Chip Slaven, Director of Federal Policy and Intergovernmental Affairs, Office of Governor Bob Wise
State program administrators	• Clayton Burch, Chief Academic Officer, West Virginia Department of Education • Janet Bock-Hager, Coordinator, Office of Early Learning, West Virginia Department of Education • Melanie Clark, Program Manager, Family Child Care Regulations, West Virginia Department of Health and Human Resources • Rhonda Fisher, Coordinator, Office of Early Learning, West Virginia Department of Education • Bill Huebner, Former Director, West Virginia Head Start State Collaboration Office • Virginia (Ginger) Huffman, Coordinator, Office of Special Education, West Virginia Department of Education • Cathy Jones, Former Early Childhood Coordinator, West Virginia Department of Education • Lisa Ray, Coordinator, Office of Early Learning, West Virginia Department of Education • Melissa Smith, Early Childhood Education Specialist, Division of Early Care and Education, West Virginia Department of Health and Human Resources[ii] • Kay Tilton, Former Director, Division of Early Care and Education, West Virginia Department of Health and Human Resources
Regional/local program administrators	• Joan Adkins, Pre-K Manager, Cabell County Schools • Carol Fleming, Director of Preschool, Kanawha County Schools • Pamela Mullins, Director of Preschool, Clay County Schools • Geraldine Sawrey, Former Assistant Superintendent of School Improvement, Cabell County Schools
Advocates	• Nancy Cheshire, President, Southern Early Childhood Association • Amelia Courts, President/CEO, The Education Alliance • Barbara Gebhard, Assistant Director of Public Policy, Zero to Three • Laura Gondee, Director of Communications WV Kids Count[ii] • Becky Gooch-Erbacher, Executive Director, West Virginia Head Start Association • Margie Hale, Executive Director, WV Kids Count[ii] • Amy Wolfe, board member, West Virginia Association for Young Children
Public/private partnerships and foundations	• Kim Tieman, Program Officer, Benedum Foundation
Research: policy and academic	• Calvin Kent, Professor Emeritus, Marshall University • Robert Mahaffey, Executive Director, Rural Education and Community Trust • Kent Sowards, Director of Research and Strategy, Rahall Transportation Institute, Center for Business and Economic Research, Marshall University
Media	• 0 interviewees
Providers, principals, teachers, and parents[iii]	• 7 interviewees
Additional anonymous respondents[iv]	• 1 interviewee

i   Includes individuals who currently or previously held this role. Some interviewees held multiple roles; in that case, they are categorized by the role most relevant to the case study at the time of the interview.
ii   Individual is no longer in this position at the time of publication.
iii   We do not provide the names of providers, principals, teachers, or parents because we guaranteed them confidentiality.
iv   Several respondents requested anonymity.

LEARNING POLICY INSTITUTE

The Learning Policy Institute conducts and communicates independent, high-quality research to improve education policy and practice. Working with policymakers, researchers, educators, community groups, and others, the Institute seeks to advance evidence-based policies that support empowering and equitable learning for each and every child. Nonprofit and nonpartisan, the Institute connects policymakers and stakeholders at the local, state, and federal levels with the evidence, ideas, and actions needed to strengthen the education system from preschool through college and career readiness.