



# JOY GOEBEN

STATE REPRESENTATIVE • 5<sup>th</sup> ASSEMBLY DISTRICT

February 7, 2024

## Testimony on Assembly Bill 1035 Committee on Education

Chairman Snyder and honorable members of the Committee, thank you for hearing my testimony on AB 1035 relating to the community approach to four-year-old Kindergarten.

Our child care centers are in trouble. One of the many reasons is that when 4K was pulled into the public schools, the most profitable age was removed from child care centers. This reduced profits and increased costs. AB 1035 seeks to help save Wisconsin's child care centers. The bill benefits the centers financially and returns a good portion of the control back to the experts in early childhood development and play-based curriculums.

AB 1035 focuses on the 'community approach' or 'mixed delivery model', which provides every four-year-old in the community access to a quality, early learning experience, and is recommended by DCF and DPI. The community approach is not new. The concept was introduced in the late 1980's and expanded greatly in the 1990's. The 'community approach' emphasized the need for collaboration and coordination between public schools and community-based early care and education programs.

A review of 4K quality reports by The National Institute for Early Education Research (NIEER) show that over the past 8-years, Wisconsin has met and continues to only meet 3 of 10 quality standards, a dismal 30%. Based on this information, 4K quality is lacking in our public schools. Child care teachers are specifically trained in early childhood education and play-based interactions. They are best suited to evaluate not only four-year-old student performance and program standards but also in the delivery of high quality education and care to young children. Quality 4K is ensured through current DCF regulated licensing requirements.

Under AB 1035 parents have the option to open enroll their child into any 4K program, regardless of location. The bill follows the public school open enrollment program and does not change open enrollment procedures. The community approach to 4K in child care centers will positively impact the quality of 4K education, add continuity of care, offer financial stability to the centers, and make life easier and less expensive for parents.

Thank You for your consideration.

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# KAREN HURD

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STATE REPRESENTATIVE • 68<sup>TH</sup> ASSEMBLY DISTRICT

Assembly Bill 1035  
Public Testimony  
Assembly Committee on Children and Families  
February 7, 2024

Thank you, Chair Snyder and members of the committee for holding this hearing on Assembly Bill 1035.

The child care industry for a number of years has been struggling. When investigating the causes that put our child care industry into the current state of financial duress, it was repeatedly and empathically brought to the fore that the transfer of children in 4K to the schools was a major contributor of the financial downfall of the child care industry.

We have certain provider to child ratios that are maintained by the state of Wisconsin. For instance, one provider is required for every four 0-2 year olds. By the time children reach 4K, the provider to child ratio has expanded to one provider for thirteen 4-year olds. When the 4K children switched to attending 4K programs in the public schools, the main source of income that child care facilities used to maintain operations diminished dramatically. Providing childcare for youngest children demands more staffing and resources than the older children.

4K in public schools is at no cost to the parent as it is a part of the public education system in Wisconsin. The state of Wisconsin pays the public school for each student enrolled in the 4K program. AB 1035 provides for a community approach to 4K. The school board would contract with family child care centers, group child care centers or head start agencies that hold a license issued by the Department of Children and Families to provide 4K early education. The child care center would then receive 95% of the per pupil revenue limit that applies to 4K pupils in the school district in which the community-based provider is located.

There are benefits of allowing the 4K children to remain with younger siblings in the child care facility as well as the benefit of alleviating the problem of wrap-around care as the 4K student's parent would not have to seek child care services before and after the child's school-day hours.

Of the ten different pieces of child care legislation that this session's legislature has considered, I believe AB 1035 is the most significant in addressing the child care issue that is plaguing Wisconsin.

I am happy to answer any questions the committee may have.



# DAVE MAXEY

STATE REPRESENTATIVE • 15<sup>TH</sup> ASSEMBLY DISTRICT

## Testimony for Assembly Bill 1035

### Assembly Committee on Children and Families

February 7, 2024

Chairman Snyder and Members of the Assembly Committee on Children and Families, thank you for allowing me to submit testimony to express my and the School District of New Berlin's opposition to Assembly Bill 1035. After further discussion with Superintendent Garza of the School District of New Berlin, we concluded that we could not support this legislation.

While we are sympathetic to the childcare problem that Wisconsin is currently facing, we believe that School Districts should not be required to act as a funding mechanism for a third-party entity to use the district's facilities, fund staffing, and the program as a whole. This is about local control; if your district wants to implement a 4k program, they can do so by voting to do so. Implementing a program that would require districts to pay for such a program would result in property tax increases across the state, as districts would need ample funding to pay for staff that they have no control over and, in some cases, to create more space to house these 4k programs.

I want the committee members to consider how much this would cost school districts and how that cost would reflect on our taxpayers' property tax bills. In short, requiring school districts to pay for 4k programs they have no control over is irresponsible from a fiscal and administrative perspective. On behalf of Wisconsin's 15th Assembly District and the School District of New Berlin, I ask the committee not to move forward with Assembly Bill 1035.

Sincerely

A handwritten signature in black ink, appearing to read "Dave Maxey". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Representative Dave Maxey

Wisconsin's 15<sup>th</sup> Assembly District



February 7, 2024

**Assembly Committee on Children and Families**

**Department of Public Instruction Testimony  
2023 Senate Bill 1035**

Thank you, Chairman Synder, and members of the committee, for the opportunity to testify in opposition to Assembly Bill 1035 (AB 1035).

The Department of Public Instruction (DPI) supports the authors' intent of increasing access to early childhood education through partnerships between schools and child care providers. The department is opposing AB 1035 because it does not solve the biggest problem facing schools and providers: a desperate need for additional state resources. Instead, this proposal distorts an innovative, mostly successful approach to early childhood – the four-year-old kindergarten community approach (4KCA) – to divert resources from schools to child care providers.

Wisconsin has a deep history and connection to early childhood. We are home to the first private kindergarten (1856 in Watertown) in our nation, and one of the first public kindergartens (1873 in Manitowoc). That history springs from our constitutional guarantee in Article X, Section 3, that a free education be provided to "all children between the ages of 4 and 20 years." The 4KCA, which this bill seeks to formally define, was started by public schools and private child cares around 2000, during a period of rapid growth of 4K programming.

The 4KCA seen across Wisconsin is modeled on the program run by the School District of La Crosse, which used multiple service delivery models including providing education services with teachers integrated into private child care settings. This approach was championed by the Wisconsin Early Childhood Collaborating Partners (WECCP), a group of early childhood advocates that included child care providers and advocates, public school educators, and stakeholders. Then and for years since, the Department of Public Instruction has supported and promoted 4KCA as a local option. The strength of the model is its ability to provide direct instruction and wrap-around care within the same setting, allowing for a seamless experience for learners and families.

AB 1035 attempts to address a challenge some early child care providers face – negotiating an acceptable contract with a local district – by legislating a funding scheme and removing several requirements of school districts. Most critically, this bill does not increase state spending. This

means the result of this proposal is a redistribution of resources across the state, as well as a property tax increase to support private 4K child care businesses.

From a technical standpoint, this bill does not address several issues that are of great concern to the department. 4KCA programs, alongside traditional 4K public school programs, provide a link between birth-to-three services and regular school environments for students experiencing a disability. Schools are required to serve learners experiencing a disability, whereas private child care providers are not. There is an identified shortage of care for children experiencing a disability, as articulated throughout the Department of Children and Family's 2022 Preschool Development Grant Needs Assessment. The department is concerned the legislation may result in a disruption of service for kids experiencing a disability.

Schools receive revenue authority based on a three-year rolling average. In practice, that means a learner entering 4K only counts for one-third of their eventual revenue authority. The resulting calculation of revenue for an individual 4K learner appears to be significantly lower than many 4KCA contracts in place. If the bill authors intend to require districts to provide full revenue authority, then districts will be required to divert resources for learners who remain in the public school system to cover this loss. This concern is exacerbated by the bill's intent to take effect in the 2024-25 school year.

Finally, the legislature and DPI made a commitment to advancing early reading efforts which this proposal would erode. Educators exempted from licensing under this bill would not be subject to the Foundations of Reading Test (FORT) or the training requirement spelled out in 2023 Act 20. Furthermore, if a district elects to use high-quality instructional materials, this proposal allows the provider to select a separate set of materials. The bill also does not address how early interventions would be handled for a learner identified by the 4K screener provided to all public school students.

The examples above represent a small sample of the concerns the department has with the proposal as drafted. The department believes that with additional time and stakeholder work between schools and child care providers, a reasonable solution can be found that includes additional investments. DPI remains committed to working with DCF and the child-care community to pursue ways we can work together toward that shared objective.

If you have questions or want additional information, please contact Kevyn Radcliffe, Legislative Liaison, at [kevyn.radcliffe@dpi.wi.gov](mailto:kevyn.radcliffe@dpi.wi.gov) or (608) 264-6716.



**TO:** Chair Snyder, Vice-Chair Goeben, and Honorable Members of the Assembly Committee on Children and Families

**FROM:** Jeff Pertl, Deputy Secretary  
Priya Bhatia, Administrator, Division of Early Care and Education

**DATE:** February 7, 2024

**SUBJECT:** Assembly Bill 1035

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Thank you for holding this hearing today. The flurry of legislative proposals around child care on the heels of the Governor's historic investments in Child Care Counts make one thing clear: folks across the state recognize the access and affordability crisis in child care.

While there are many strategies to address this crisis worth exploring, working together to improve and expand the 4-year-old kindergarten (4K), in particular the community approach, would be impactful for many young learners, their families, and providers. **Today, DCF is testifying for information only on AB1035** to help policy makers understand the current system, outline potential benefits, and highlight some of the concerns likely to be raised.

## Impact of 4K and Early Education

Over the last 30 years, a significant body of research has identified the wide-ranging and long-term benefits of early care and education. Aggregating the most prominent findings, the National Institute of Health notes "studies show that supporting children's early years can lead to:<sup>i,ii,iii</sup>

- Higher test scores from preschool to age 21
- Better grades in reading and math
- A better chance of staying in school and going to college
- Fewer teen pregnancies
- Improved mental health
- Lower risk of heart disease in adulthood
- A longer lifespan"

Similarly, [Professor James Heckman](#), a renowned economist at the University of Chicago, has calculated a staggering 13% per year return on investment for high quality birth-to-five programs, noting the long-term benefits of greater high school graduation rates, more years of education, higher wages, lower drug use and improved health outcomes.<sup>iv</sup>

The Wisconsin Model Early Learning Standards (WMELS), outlines five domains of development for children as they progress from birth to first grade (from early childhood to elementary school):

- Health and physical development;
- Social and emotional development;
- Language development and communication;
- Approaches to learning; and
- Cognition and general knowledge

For a lot of young learners, 4K is the bridge between early care and education and elementary school. Wisconsin's mixed delivery system approach allows districts and child care providers to braid funds, wrap around care programs, and meet families where they are at. Whether provided in a school or child care setting, 4K is a tremendous equalizer... if families can access it.

## Origins of 4K & The Community Approach

Wisconsin was an early adopter of early learning, including education for 4-year-olds in the 1848 Constitution and founding the nation's first kindergarten in Watertown in 1856. However, over the next century rural one-room schools faded from the landscape and by 1980 only six school districts offered 4K.<sup>v</sup>

In 1984, 4K was added to the school funding formula (counting the student 0.5 FTE), and later an outreach component was added. Rapid growth in 4K enrollments helped lead to a mixed delivery, community approach model across the state. Today, nearly every school district offers 4K, with over 100 districts offering a community approach.<sup>vi</sup>

However, despite nearly every district offering 4K, many Wisconsin families cannot access 4K either in their school or in the community. Half-day funding, licensing barriers, and limited space in K-12 schools often limit access or restrict enrollment.

## Proposed Legislation

DCF hopes the introduction of AB1035 will be a **catalyst for the critical conversations** needed for the expansion of the 4K community approach in a way that meets the needs of families, child care providers and K-12 schools. DCF is committed to working with our partners at the Department of Public Instruction (DPI) and stakeholders in the child care and K-12 spaces to evolve Wisconsin's 4K model.

The committee will hear from child care stakeholder groups who broadly support the opportunities presented in AB1035. DCF has heard from child care providers interested in offering 4K programs, but believe they are at a disadvantage relative to school districts in setting contract terms, including funding amounts, curriculum, and assessment decisions.

The community approach was created in part to address the financial instability child care programs faced as districts expanded 4K programming. Due to staffing ratios, 4-year-olds are less expensive to care for than infants and toddlers in child care. So, when districts began creating 4K programs in the late 1990s and early 2000s, school enrollments grew, while child care provider enrollments declined. Moreover, child care providers were left with a more expensive and staff-intensive mix of children to serve.

AB1035 would provide more **stability and continuity of care** for children and families. Under the current system, some children travel between their part-day school 4K program to their child care provider for wrap around care. This causes disruption for children and can be a transportation burden for families. The 4K community approach reduces these disruptions by providing a seamless educational program and wrap around experience in a single location, offered by a provider parents already know and trust.

**Early care and education programs are designed and equipped to serve 4-year-olds.** Providers have reported that some families prefer the learning environment that is available through their child care provider, which have been designed and regulated to serve younger children.

## Key Issues Identified by Stakeholders

Based on stakeholder feedback, DCF has identified **three priority issue areas** that would need to be addressed to win support from both child care providers and K-12 stakeholders:

- ensure children are fully counted (1.0 FTE) in the school finance system;



- establish a fair payment structure, and
- streamline licensing for 4K teachers.

**Providing full day 4K (counting 4K students as 1.0 FTE):** Currently, in the school finance formula 4K is only funded as a half day (0.5 or 0.6 FTE) program. Fully counting our youngest learners is an essential update for both child care providers and K-12 school providing 4K, and the current version of the bill does not address this critical issue.

The current part-time policy underserves providers and puts undue financial strain on families who have to pay for child care for the remainder of the day. This model also creates instability for children who need a stable learning environment for the entire time their parents are at work. Funding 4K students at 1.0 FTE creates the opportunity for child care providers to receive adequate funding for providing 4K, while still allowing school districts to retain enough funding for their contract monitoring responsibilities.

**Defining per-pupil payments:** The appropriate division of per pupil payments between child care providers and school districts is essential to meet everyone's needs and obligations. The current version of the bill requires districts to pay at least 95% of the local per-pupil funding amount. Establishing a fair and reasonable payment structure would bring clarity to this process and greater certainty to the provider market. However, likely further discussion among stakeholders is needed to determine the appropriate balance between provider program costs and district administrative costs.

**Rethinking 4K licensure:** Ensuring educator credentialing appropriately reflects the knowledge, skill and abilities needed for the early education workforce is vital to maintain and grow high quality programs. However, DPI and K-12 stakeholders have identified concerns with the current licensing approach in AB1035.

Child care providers have expressed concerns that DPI's current Birth - 3<sup>rd</sup> grade license is geared more toward the early elementary years rather than 4K, requiring different credentials and course work than the DCF early care and education license (which covers 4-year-olds in child care outside of a 4K program). Greater alignment in licensure could reduce barriers to participation in the 4K community approach for child care providers.

Additionally, child care staff who earn DPI's Birth - 3<sup>rd</sup> grade license often can then earn higher wages and better benefits by working in the elementary education system. Rather than creating

alignment between the systems, the current model can perpetuate turn over as educators migrate from early care and education to elementary education. Again, greater alignment in licensing for 4K could make that credential a bridge, rather than a waterfall.

DCF is committed to working alongside child care providers, DPI, K-12 educators and school districts to work through critical conversations and problem-solve through the myriad issues, requirements and considerations outlined by stakeholders today. Resolution will require trade-offs, but these are practical issues that if resolved constructively will benefit all of Wisconsin's children and families. DCF welcomes the opportunity to answer any questions the committee may have.

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<sup>i</sup> Frank Porter Graham Child Development Institute. *The Carolina Abecedarian Project: Groundbreaking follow-up studies*. Retrieved September 16, 2015, from <http://abc.fpg.unc.edu/groundbreaking-follow-studies>

<sup>ii</sup> Kaplan, R.M. (2014). Behavior change and reducing health disparities. *Preventive Medicine*, 68, 5–10.

<sup>iii</sup> Reynolds, A. J., Temple, J. A., White, B. A., Ou, S. R., & Robertson, D. L. (2011). Age 26 cost-benefit analysis of the child-parent center early education program. *Child Development*, 82(1), 379–404.

<sup>iv</sup> "There's more to gain by taking a comprehensive approach to early childhood development." James Heckman. [https://heckmanequation.org/wp-content/uploads/2017/01/F\\_Heckman\\_CBAOnePager\\_120516.pdf](https://heckmanequation.org/wp-content/uploads/2017/01/F_Heckman_CBAOnePager_120516.pdf)

<sup>v</sup> "The Unique History of Four-Year-Old Kindergarten in Wisconsin" The Wisconsin Council on Children and Families. Sept. 2010 [https://kidsforward.net/assets/great\\_start\\_6\\_history\\_4K.pdf](https://kidsforward.net/assets/great_start_6_history_4K.pdf)

<sup>vi</sup> Ibid

## Great Start Series: Policy Brief #6

# The Unique History of Four-Year-Old Kindergarten in Wisconsin

The Wisconsin Council on Children and Families

September 2010





## ACKNOWLEDGEMENTS

This policy brief is a publication of the Wisconsin Council on Children and Families. Dave Edie, Early Education Policy Analyst at the Council, was the primary author.

The Council thanks Jill Haglund, Early Childhood Consultant at the Department of Public Instruction (DPI), and Jim McCoy, former DPI Consultant, for their extensive help in piecing together the history of 4-year-old Kindergarten in Wisconsin—most of the content of this report is from materials they developed or researched.

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# Great Start Series: Policy Brief #6

## The Unique History of Four-Year-Old Kindergarten in Wisconsin

### Introduction

Wisconsin has a proud tradition of progressive innovation, largely due to Robert La Follette and the Wisconsin Idea, a concept that emerged among Wisconsin leaders in the early 1900s. The Wisconsin Idea encourages a strong connection between research knowledge, the informed involvement of its citizenry, and the democratic process in forming sound public policy, and it has led to, among other things, groundbreaking legislation regarding the income tax, worker's compensation, unemployment compensation and campaign finance.

But even before the Wisconsin Idea, the state was already an innovative pioneer in 4-year-old Kindergarten (4K). Schooling for 4-year-olds was envisioned way back when Wisconsin was becoming a state; in fact, education for 4-year-olds was part of Wisconsin's Constitution in 1848. As universal public 4-Year-Old Kindergarten (4K) continues to expand across the state, many are not aware that 4K has a history going back over 160 years. The first kindergarten in the United States was founded in Watertown, Wisconsin in 1856, shortly after the first "kindergarten" was opened in Germany in 1837 by Friedrich Fröbel.

**We notice that if children are not given the care which takes their stage of human development into consideration, they will lack the foundation for the task ahead in school and for their later lives in general"**

- Friedrich Fröbel, 1844

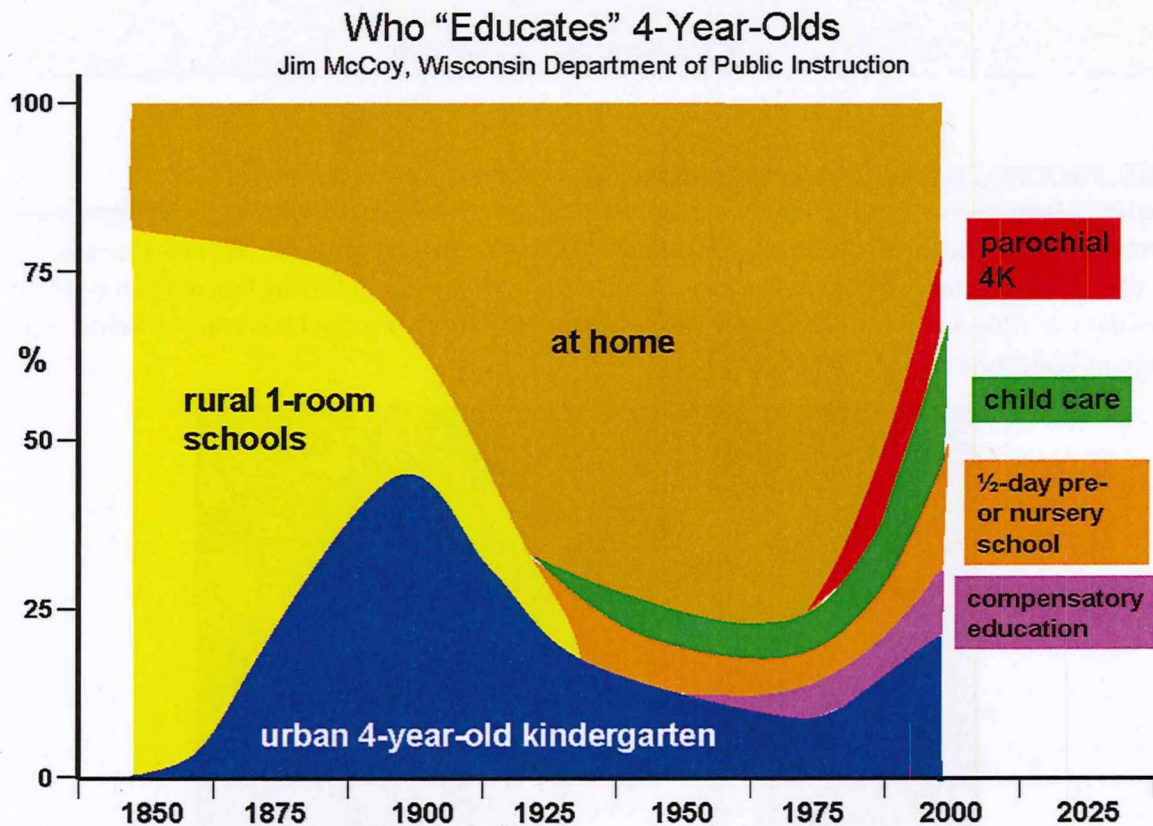
Modern scientific research has strongly reinforced many of Fröbel's theories on early development over a century and a half later. This paper explores the rich and unique history of 4K in Wisconsin, from its innovative beginning, the early growth in the 1800s, the decline from 1900-1980, and the resurgence in the last 30 years.

### History Overview

An intriguing historical overview of how 4-year-olds were educated in Wisconsin-- from 1850 to 2000-- was developed by Jim McCoy, a former DPI Consultant, who did extensive investigation on the history of 4K. He developed a graph (see Figure 1) that provides a broad picture of the percentage of 4-years-olds in different education and care settings over time. He estimates that

over 75 percent of 4-year-olds were educated in rural one-room schools in the mid- to later 1800s. By 1900 urban 4-year-old kindergarten was serving nearly half of the state's 4-year-olds, but out-of-home education declined dramatically by 1925 and stayed fairly stagnant until a surge beginning in the 1970s and 1980s. Finally, by 2000 once again over 75 percent of 4-year-olds were in a variety of out-of-home early care and education settings: public 4K, parochial 4K, child care, half-day pre- or nursery school, and compensatory education.

**Figure 1**



By 2010, over half of Wisconsin's 4-year-olds were in public 4K. The next sections will look more closely at the trends over time from 1850 to 2010.

### The Early History: 1840s – 1920s

#### 1848: Education for 4-Year-Olds in the Constitution

Wisconsin may be the only state that included education for 4-year-olds in its original Constitution. Article X, Section 3 of the 1848 state Constitution called for the establishment of district schools, which "shall be as nearly uniform as practicable, and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years." <sup>1</sup> The waves of German immigrants

who came to Wisconsin in the 1800s almost certainly influenced the inclusion of early education in the Constitution, bringing the ideas of the German kindergarten movement begun by Fröbel. According to Department of Public Instruction (DPI) records, it was common for 3- and 4-year-olds to attend one-room schools in the 19<sup>th</sup> century in Wisconsin.

**“...schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years.”**

- 1848 Wisconsin Constitution

**1856: The First Private Kindergarten in the U.S.**

The first kindergarten in the United States was founded in Watertown, Wisconsin by German-born Mararethe Meyer Schurz in 1856. It was based on Fröbel’s work that she had learned about in Europe. Her husband Carl Schurz became a prominent statesman, supporting Lincoln in his bid for president in 1860, and serving as a general in the Union Army during the Civil War.<sup>2 3</sup> Below is a photo of Watertown’s first kindergarten.



**1873: The First Public Kindergarten in Wisconsin**

The first public kindergartens in the state began in 1873 in Manitowoc. The kindergarten was started by Charles Frederic Viebahn, a German-educated principal of the First Ward School. Viebahn was influenced by Fröbel, and was committed to the kindergarten concept. According to a history of Manitowoc and Two Rivers, in a few years “every public school in the city had a kindergarten program for its youngest students and Manitowoc was known in educational circles for the success of its endeavors.”<sup>4</sup>





Kindergartens expanded to many Wisconsin communities in the late 1800's, typically limiting enrollment to 4- and 5-year olds. The photo above is of a Watertown kindergarten in 1895. It appears to include a wide age range, including the very young children in the front row. In 1898 the Wisconsin Legislature passed a law formally permitting school districts to establish 4- and 5-year-old kindergarten, and in 1919 state statutes allowed local taxes to be levied for kindergarten programs.

### **The Declining Decades: 1920s – 1970s**

Even though legislative authority had provided clear authority for school districts to establish 4K programs and levy taxes to cover the costs, the period from 1920 to 1980 marked a waning of the 4K movement that had flourished in the 1800s and peaked in the 1890s. According to DPI records, one-room schools became a thing of the past, and the kindergarten movement had been replaced by a change toward grade level structures and a new focus on higher grade levels, partially in efforts to increase high school attendance.<sup>5</sup> For a significant part of the twentieth century, the predominant view across the nation was that the best place for most children below school age was with their mothers in their homes.

**By 1980, only six districts were offering public 4K.**

In 1927, state financial aids were established for 4- and 5-year-old kindergarten, but by 1940, only a handful of districts retained 4K—most of them in Milwaukee and the southeastern part of the state. In 1949 the state legislature passed a bill establishing that 4K students were counted as a 0.5 full-time equivalent pupil for state school aids, providing fiscal support to local school districts. But attitudes about 4K had changed, and in 1957 the legislature repealed 4K aids. By 1980, only six districts were offering public 4K using local funds.<sup>6</sup>

However, from 1940 to 1975 other early care and education programs were emerging outside the

public school system. The nursery school movement in Wisconsin began to grow in the 1970s. Child care surged during World War II, and then began a steady expansion in the 1970s, largely tied to workforce or welfare considerations. Head Start was launched in the 1960s as a compensatory education program to combat poverty. But public 4K didn't begin to re-emerge until the 1980s.

## **Resurgence and Rapid Expansion: 1980s – 2010**

### **State Aids to 4K Reinstated and Adjusted: 1984 & 1991**

The state legislature decided to reinstate state school aid to local school districts for 4K a quarter century after financial support for public 4K had been repealed. The change probably had to do with growing awareness of the importance of early development -- boosted by research on early development, fueled by the Head Start and nursery school movements, and influenced by demands from families who wanted 4K. The 1984 bill also included state school aid for full-day 5-year-old kindergarten, probably in reaction to the growing number of mothers entering the workforce.

A task force on 4K appointed by the DPI Superintendent in 1980 reported that the overriding advantage of reinstating 4K was that early education would be available to all children of all social and economic groups. But it's interesting that the majority of the task force did *not* endorse reinstating 4K, noting several disadvantages, including negative impacts on Head Start and private child care and nursery school programs. But four years later, in 1984, the political decision was made to bring back state 4K funding. However, the report to the Superintendent and the later 1989 Decker Task Force report planted the seeds for the "community approach" to 4K that developed later. The "community approach" emphasized the need for collaboration and coordination between public schools and community-based early care and education programs.

Under the school funding formula adopted in 1984 and adjusted periodically, school districts that decided to offer universal 4K shared the cost with the state, based on a formula that measured each district's ability to cover costs. Children were counted as a 0.5 full-time equivalent in drawing down state equalization aid. In 1991, the legislature added an additional fiscal incentive in the formula for districts to engage in outreach activities with parents and families. Sheboygan Superintendent George Longo and Principal Jeanne Bitkers successfully lobbied DPI and the legislature to help fund outreach to parents of 4K students, with help from communities like Stoughton and Plymouth.

### **Rapid Growth: 1996-2010**

4K expanded at an extraordinary rate beginning in the 1990s. The numbers of school districts offering 4K jumped from 72 to 335 from school year 1996-97 to 2009-2010 (see Figure 2). As of the 2009-10 school year, 80 percent of districts were offering 4K, serving 38,000 students, 53 percent of the 4-year-olds in the state.<sup>7</sup> Wisconsin was ranked sixth among the states in the percentage of 4-year-olds enrolled in state prekindergarten in a 2009 report by the National Institute of Early Education Research (NIEER).<sup>8</sup> 4K enrollment doubled between the 2002-03 school year and the 2009-10 school year.

Figure 2

### Trends in 4-Year-Old Kindergarten

The number of Wisconsin school districts offering 4-year-old kindergarten, 1996-2010 and  
The number of Wisconsin school districts using the Community Approach, 2001-2010

Year	1996-97	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Districts	72	85	99	115	138	166	180	189	208	235	257	283	319	335
Community Approaches						3	7	10	19	31	48	58	87	100

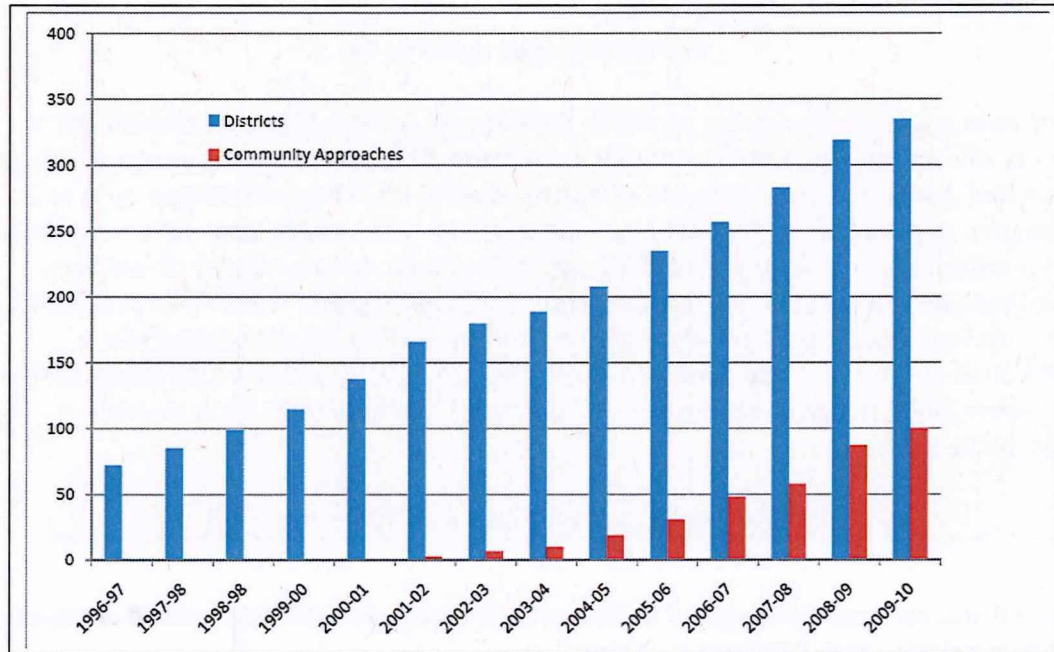


Figure 2 also shows that by 2009-10, 100 districts (30 percent of districts with 4K programs) used “community approaches” to 4K delivery. The community approach to 4K delivery involved collaboration with community-based programs like child care and Head Start.

There were several other influences that drove the expansion of 4K from 1996-2010, including:

- Continued support of parents who wanted 4K in their districts
- Extensive new research on the benefits of preschool and early investment
- Interest in inclusive settings for 4-year-olds with special needs being served by public schools
- School districts seeking additional state funding as enrollments declined

#### **Close Call: 4K Funding Threatened in 2001 and 2003**

In two consecutive biennial budgets (2001-2003 and 2003-2005), the Legislature completely cut funding for 4K from the Governor’s budgets. However, in each case, the Governors (first Republican Governor McCallum and then Democratic Governor Doyle) used their veto power to

preserve the policy of providing state school aid for 4K students.

### **Community Approaches to 4K**

In 2001 the La Crosse school district launched an innovative preschool partnership, providing 4K in child care and other community-based centers. Milwaukee Public Schools had earlier sent public school teachers into child care centers. The LaCrosse approach, however, offered three service delivery models for collaboration, and led to several other urban areas to adopt a “community approach,” eventually including Beloit, Eau Claire, Green Bay, Janesville, Kenosha, Oshkosh, Racine, Sheboygan, Stevens Point, and Wausau. Currently, 100 school districts use the community approach to 4K.

#### Community Approach to 4K

“Community approaches bring together community leaders representing business, schools, child care, Head Start, parents, recreation, and parent education to explore the issues and develop community-based approaches to 4K. They are finding new and innovative approaches that may be school-based or community-based. For example, some communities have 4-year-old kindergartens located in a variety of settings including elementary schools, licensed child care centers, and Head Start programs. One approach has school teachers and support staff providing the 4K program in established community programs. In another approach, the school district contracts with established programs that have DPI-licensed teachers on staff to provide kindergarten.”

- DPI Advisory to school districts, February 2008

Potential and realized advantages of the community approach to 4K were spelled out in a report by the Wisconsin Council on Children and Families:

- Reducing the negative impact on child care providers that may result if new or expanded 4K programs take away a significant part of the market for other preschool programs;
- Creating relationships between private preschool programs and the schools, which can help improve coordination across the education system;
- Bringing additional funding into the early education system, as 4K programs yield additional state and local funding for early education;
- Improving quality, if all the quality factors are put into place, by increasing teacher qualifications and parent involvement, and by reducing pupil-to-staff ratios; and
- Addressing the needs of working families in a more coordinated way.<sup>9</sup>

Many districts that went to a community approach to 4K saw it as a win-win proposition--for the schools, for the early care and education community, and for children and families.

For the first time in this community, almost all agencies affiliated with birth through 8-year-old services have come together at the same table to consolidate efforts, realize joint goals, and plan future initiatives.

-Oshkosh planner for a community approach to 4k, 2005

A large percentage of districts adding 4K programs in the last 10 years used the community approach. They were assisted by 4K coaches made available through the state, planning grants from WCCF in 2004-2006 (financed by the Joyce Foundation), and 4K start-up funding available 2008-2011 from the legislature -- with a strong priority given to districts with community approaches. In some districts, the public schools have become a catalyst for improving early learning and development throughout their community. The 4K coaches have continued to play a significant role in helping school districts plan for successful 4K programs, engaging the community in a collaborative planning effort.

Wisconsin's combination of a strong, stable funding source (the school funding formula) and the impressive attention to building "community approaches" to 4K delivery, combined with its early history, makes it a unique state for pre-kindergarten education.

#### **Quality of Wisconsin 4K**

With a system with strong local control, the quality of 4K programs likely varies widely. Wisconsin has taken extensive steps to assure effective educational experiences for 4-year-olds. Wisconsin has developed detailed Model Early Learning Standards as a guide to early care and education practitioners. 4K teachers must have a Bachelor's Degree and an appropriate teacher license with DPI. A significant revision of the approach to continuing education was intended to help teachers improve their skills.

A review of 4K quality by the National Institute for Early Education Research in 2009 found that Wisconsin met 5 of 10 quality standards examined: early learning standards, teacher degree, teacher specialized training, teacher in-service, and monitoring. Each standard had to be met statewide, which is difficult in a system like Wisconsin, where districts traditionally have had significant autonomy. Key quality standards that were not met uniformly statewide included staff-child ratios (standard - 1:10 or better) and qualifications for assistant teachers (standard - Child Development Associate credential or equivalent).

Wisconsin was part of a five-state study of early education programs in 2003-2004 by the National Center for Early Development and Learning. The study showed that Wisconsin 4K students were above the national average on three of the four academic skills assessed. Both poor and non-poor students attending 4K programs in Wisconsin gained language and social skills.<sup>10</sup>

## **Implications for the Future**

### **1. Universal 4K Statewide**

Wisconsin is heading toward universal 4K for all children, with over 80% of school districts offering 4K. Public policy should focus on sustaining the gains in 4K, while helping more districts begin 4K programs through coaching, technical assistance, start-up grants, and incentives.

### **2. Evaluation of 4K in Wisconsin**

Wisconsin has had rapid growth of 4K in the last few years, with enrollment doubling since the 2002-03 school year. It is an appropriate time for an independent evaluation of 4K, both school-based and community approaches. An evaluation could look at the quality and effectiveness of 4K programs, assess the impact of community approaches, and identify 4K strengths and weaknesses that districts can learn from.

### **3. Schools as Leaders in Early Learning**

Some schools districts have taken leadership roles in helping to improve the early care and education opportunities throughout their communities. A future direction should be to try to replicate best practices across the state.

### **4. Quality Control for 4K**

School districts in Wisconsin operate with local control over many features of 4K. Concerns have been raised for several years about staff-to-pupil ratios in some districts where the number of children per teacher and group size far exceed child care licensing standards or recommendations from leading early education organizations. Wisconsin should explore requiring more stringent staff-to-pupil requirements or develop incentives for districts to finance better ratios, such as expanding the SAGE program to 4K.

### **5. School Readiness Data**

Wisconsin school districts vary widely in whether and how they assess school readiness when children enter kindergarten or first grade. With the level of state investment in early learning and development, Wisconsin should consider standardizing school readiness assessments statewide. Other states have done this, and they are able to track back to children's preschool experiences statewide.

Clearly Wisconsin has been a national leader in 4K, from its early days to its recent expansion of 4K statewide, with one of the most unique histories in the country. The drafters of the state Constitution and the pioneers that started the nation's first kindergarten would be astounded at where we've come. Mr. Froebel would be proud of the reach of his kindergarten legacy.

## Appendix: An Abbreviated History of Kindergarten (4K and 5K) in Wisconsin

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**1848:** Wisconsin Constitution included education for 4-year-olds

**1856:** First private kindergarten began in Watertown

**1873:** First public kindergarten opened in Manitowoc, Wisconsin (serves 4- & 5-year olds)

**1898:** Wisconsin legislature permitted schools to establish 4-year-old kindergarten (4K) and 5-year-old kindergarten (5K)

**1919:** Legislatures allowed local taxes to be levied for kindergarten

**1927:** State financial aid established for 4K & 5K

**1949:** 4K & 5K counted as 1/2 pupil for state aids

**1957:** Legislature repealed 4K aids

**1973:** Legislature required districts to provide 5K

**1980:** DPI Task Force studied 4K

**1984:** Legislature reinstated 4K aids & allowed 5K aids for full day

**1984:** Legislation passed to allow school districts to establish, contract for or provide prekindergarten or kindergarten

**1989:** Decker Task Force recommended statewide plan for comprehensive early education, child care and family services; established local early childhood councils based on school district boundaries; increased roles for schools to involve parents; made changes to existing legislation to promote collaboration; collaboration between schools, child care, Head Start and families; and increased access to higher education programs

**1990:** 21st Century School Commission - School Readiness Committee made recommendations related to school foundation for early childhood (mandated full day 5K and 1/2 day 4K, mandatory kindergarten attendance, Head Start expansion); education market plan; interagency coordination (commission on children and families and state department cooperation); established community foundation for early childhood systems (councils, schools role in assisting with community based services); foundations for student success (ungraded primary units, reduce adult/child ratios, incentive grant, communication, promote understanding of diversity); interrelation of social and educational policies (food programs, child/family policies, education health partnership); parent education (access, resource centers, school-parent communication, family leave, parent conferences); and required community service credit for high school students

**1991:** State Budget Bill created Student Readiness Study Committee that made recommendations on central point of access for parents, community needs assessments, schools role in readiness, partnerships with parents, state-agency leadership and assistance to communities

**1991:** Legislature allowed 4K 20% time outreach to parents

**1992:** Governor's Commission on Families and Children collaboration subcommittee recommended collaboration among agencies and programs at the state and local level

**1994:** First of three early childhood summits brought state departments and related associations to the table. These meetings led to the development of early childhood care and education guiding principals and the creation of the Wisconsin Early Childhood Collaborating Partners (WECCP)

**1995:** Joint Legislative Council established Special Committee on Child Care Economics that proposed legislation including establishing local early childhood council grant program; authorization for school boards to lease space, contract for, or provide prekindergarten or kindergarten; and state transportation aid to transport children from school to child care

**2001:** Legislature addressed proposal to increase 4K aid to full day. The final vote reduced funding for districts operating 4K programs. Former Republican Governor McCallum vetoed these provisions.

**2001:** WECCP report identified opportunities for government action including development of common vision, mechanisms for communication, promoting quality standards, developing data systems, and addressing professional development

**2002:** National Governors Association Grant to Build Public and Political Will for Early Childhood Care and Education addressed and made recommendations related to collaboration, improving access and quality, developing a state level infrastructure, promoting a seamless system of services for children birth to age eight, improving professional development, generating public awareness, supporting community service delivery, and ensuring sufficient funding

**2002:** WECCP developed proposal for children's agenda

**2003:** The Pew Charitable Trusts funded planning grants to promote 4K and community approaches

**2003:** Legislature again voted to cut funding for districts operating 4K programs. Current Democratic Governor Doyle vetoed these provisions

**2004:** The Pew Charitable Trusts funded implementation grants to promote 4K and community approaches

**2007:** Legislature passed \$3 million in start-up grants for 4K, with priority for collaborative approaches

**2009:** Legislature continued 4K start-up grants: \$3 million in year one of budget, and \$1.5 million in year two

**2009:** Governor signed bill mandating kindergarten in Wisconsin

*Source: Jill Haglund, DPI (minor additions)*

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- <sup>1</sup> 1848 State Constitution, from Wisconsin Historical Digital Collection, [http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/tp&CISOPTR=71796&CISO\\_SHOW=71777](http://content.wisconsinhistory.org/cdm4/document.php?CISOROOT=/tp&CISOPTR=71796&CISO_SHOW=71777)
- <sup>2</sup> Watertown Historical Society. <http://www.watertownhistory.org/Articles/KindergardenFirst.htm>
- <sup>3</sup> Source of photo: Jill Haglund, Department of Public Instruction
- <sup>4</sup> Wisconsin Hometown Stories, *Manitowoc-Two Rivers: A History*. <http://www.wisconsinstories.org/manitowoc/essay/index.cfm?page=3>
- <sup>5</sup> DPI PowerPoint by Jill Haglund, *Four-Year-Old Kindergarten in Wisconsin*, 2009.
- <sup>6</sup> *Report to State Superintendent Barbara Thompson on the Four-Year-Old Kindergarten*, special ad hoc task force, June 9, 1980
- <sup>7</sup> DPI website: <http://www.dpi.state.wi.us/fscp/pdf/ec4yktrend-to2010.pdf> The 53 percent figure was calculated by dividing numbers served in 2009-10 (38,000) by the most recent data on 4-year-olds in Wisconsin (71,519)
- <sup>8</sup> National Institute for Early Education Research (2009) *The State of Preschool 2009: State Preschool Yearbook* <http://nieer.org/yearbook/pdf/yearbook.pdf>
- <sup>9</sup> Wisconsin Council on Children and Families (2006) *Early Education Matters*: <http://www.wccf.org/pdf/eemlessonslearned.pdf>
- <sup>10</sup> **DPI website:** <http://www.dpi.state.wi.us/fscp/pdf/ec-impact-dev.pdf>

Dear Assemble Committee on Children and Families.

My name is Joan Beck, and I am writing to you in support of Assembly Bill #1035.

I have been the administrator of Willows Christian Child Care in rural Iron Ridge, Dodge County since 1993. During those years we have built and expanded the building in which Willows resides. My goal in starting Willows was to provide High Quality childcare to rural Dodge County. We are currently a 5-star program and NAC accredited. I personally have gone from entry level childcare course to completing a Bachelor's degree in Business in 2004. My current staff includes 1 Teacher with a Bachelor's in Early Education, 3 Teachers with Associate Degrees, 1 of which is completing a Bachelor's degree. I also have 2 Techers completing their Associate Degree in Early Education this year. Many of these degrees are thanks to the TEACH scholarship my staff was able to access. I have seen the quality of a childcare program increase with the completion of degrees by the Teachers in the program. It creates a ripple effect that encompasses all aspects of a program. A positive result for the children of Wisconsin.

In this bill the end goal is for all 4-K Teachers to have a bachelor's degree, which access to the TEACH scholarship program makes it attainable. The same education level as the public school Teachers. The days of childcare workers being considered glorified baby-sitters is gone. Thanks to the funding earmarked for TEACH scholarships.

As you can see Willows goal is quality education for the children we care for, and yes education begins at birth with parents always being the strongest educator and we in early care and education supporting them. I have been working with Rep Born for three years concerning the need for a community approach to 4-K in Wisconsin. On the Federal level it is often referred to as the Mixed Delivery System, and in this bill is called the Community Approach to 4-K. When I started talking to Rep Goeben it all came together. This bill is the result of myself and other childcare providers working with Rep. Goeben.

For me the battle with 4-K started 22 years ago when DPI implemented 4-K in the public schools. The public school was not interested in a collaboration with me, they wanted all the income from these 4-year-olds. My income dropped 25% because of this decision. As an independent business owner this was a huge hit. Economically it forced me to charge the young working families in my area higher rates for the childcare they received. This bill gives me the chance to even the playing field and be part of the DPI funding for 4-year-olds.

We in Childcare have oversight by DCF Licensing along with YoungStar. Because of DCF regulations early care and education Teachers are required to complete a minimum of 15 hours of continuing ed a year. Through NAC Accreditation my staff is required to complete a total of 25 hours of continuing education. DPI Teacher have the oversight of their local school board. And are not required to complete any continuing education. This surprises me because of the changing needs of the children we care for, along with the ongoing information regarding best practices for teaching children. A 4-K teacher in a community approach program would not require a DPI teaching License because we are teaching children birth through 5-year-olds. DPI teachers are working with 4-K through 12<sup>th</sup> grade. A definite difference, plus no continuing education is required to maintain that license, which raises questions as to the quality of a teacher with a lifetime DPI License.

The funding attached to this bill, 95% of the per pupil revenue, will help stabilize childcare across the state. The public schools will retain 5% of these funds for their administration costs. The school district's administration duties are very minimal as compared to a collaboration approach to 4-K, which currently is the only community involvement childcare programs have with 4-K.

Under this bill the childcare program would be responsible for overseeing the entire 4-K program, from providing the space to hiring the Teacher. Our curriculum would continue to be based on the Wisconsin Early Model Learning Standards (WEMELS). This is the DPI description of WEMELS: "The Wisconsin Model Early Learning Standards have been developed by the Wisconsin state departments of Public Instruction, Children and Families, and Health Services. They reflect shared values and commitments of the citizens of Wisconsin to prepare young children for success in school." As you can see WEMELS is considered the base for all curriculum used for educating children. Whichever curriculum a childcare program decides to use for its curriculum and assessments, WEMELS needs to be at the core. And believe me there are as many early education curriculums available as there are colors of socks.

Attached you will find the "The state of Preschool, Nieer report for 2022 "(NIEER is the National Institute for Early Education Research) On page 162 is Wisconsin's Quality Standards Checklist, it states Wisconsin met 3 out of the 10. My program would meet all 10 of the requirements because of DCF licensing regulations, YoungStar requirement and NAC accreditation criteria. Just by doing what I and other 5-star programs do.

In closing I want to ask you to consider what is best for the children and families of Wisconsin. Is letting these families choose which DPI funded 4-K option they want a privilege or their right? I have always been proud of the fact that Wisconsin families have the choice of where they want to have their children educated, please be part of continuing this expansion.

Thank you for your attention to this bill.

Joan Beck, Administrator  
Willows Christian Child Care Center  
N 4865 Moss Rd.  
Iron Ridge, WI 53035  
262 224 5025

Assembly Children and Family Committee  
Bill AB1035/Register Support  
Linda Kudrna  
Learning Ladder Preschool & Childcare

I am the owner of Learning Ladder Preschool & Childcare in Cottage Grove. We are 5-star Youngstar rated and have been successfully operating for over 30 years. I am here today because I assisted Rep Goeben writing the bill. This 4K Community Collaboration or "mixed delivery" system is the most cost effective and sustainable option to deliver affordable high-quality early care and education to all. My hope is you will see the benefits of the modifications we have made and vote in favor of this bill.

I support the proposed bill requiring 4K community collaboration for all interested and eligible licensed child care programs as it ensures that working parents can choose the preschool program that best fits their needs to continue working and their child to access publicly funded preschool. This bill was written with the intention to help build bridges and relationships between schools and licensed child care programs in their district to collaborate and support the diverse needs of the students enrolled in both programs.

Child Care programs care for and educate children from 6 weeks-12 years and provide care for the approximately 12 weeks of summer and 20 additional days throughout the school year that school is closed. Child Care programs and schools share this responsibility to the community. We can build upon the skills and knowledge from each other. It is time for school districts and leaders to recognize and respect the value of early childhood programs bring to our communities.

This bill aligns us with most other states, states that have adopted universal preschool. The teaching requirements in this bill offers flexibility. This is important during this teacher shortage. I do believe an early childhood associate degree should be considered as an option. This is a specialized degree focused on the foundation of social and emotional development for early learners. Mastering these skills first is beneficial for more positive outcomes with academic learning.

All new bills being written should change the "recommendation" language to "required." This proactively aligns us with coming federal changes to funding either through new legislation or updates to the child care development block grant (CCDBG) so we don't lose out on access to those funds to support the care and education of our youngest and most vulnerable learners-our children.

In addition, the federal government emphasizes that public funding for preschool (3k and 4k) should not interfere with working parents accessing child care. Meaning that those funds shouldn't then negatively impact the availability, cost, or quality, of child care for children in the community.

DCF licensing ensures that the teachers, aides, and other staff in licensed child care programs have set maximum numbers of children, minimum child development education, cpr, first aid, abuse and neglect, abusive head trauma, and SIDS training along with annual continuing education requirements of at least 15 hours annually in related professional development.

Child care programs have access to Pyramid model, mentors, food program specialists, Youngstar technical consultants, accreditation resources, etc to ensure their programs are meeting the care and educational needs consistently across the state.

For children under 3 with special needs, Birth-to-3 can come into the program to provide therapy for qualifying children, and children 3 and up services can be obtained through the school district, and, if the child care is determined to be the least restrictive environment, the school comes into the child care..

Please refer to DPI's Unique Benefits of the 4K Community Approach with 54 for reasons districts should collaborate. It's a good read.

With the teacher shortage in both k-12 public schools and child care programs alike, it makes sense to keep children in one location instead of moving them from the child care program for a few hours a day so that 2 teachers are needed for the same child.

Finding qualified staffing in child care is difficult to do when you need someone with 1 full day and a split shift availability per week and also available during all non-school days for that same child in group centers, and impossible for child care programs to save a "slot" for those few hours and days without charging for the full week. This bill will help reduce the number of teachers needed for the same number of children in the community.

Finally, 4k is optional and according to reports a significant percentage of 4-year-olds in Wisconsin are not receiving publicly funded 4K. However, that doesn't mean they aren't accessing education in child care programs. Parents are opting their children out for a wide variety of reasons and by allowing all interested and qualified child care programs to participate this number will organically increase, thereby increasing our participation numbers to be more reflective of reality.

Also, NIEER, is the national standard for collecting the data on participation, cost, quality, etc. of preschool programs across the country. Wisconsin only meets 3 of 10 benchmarks and by moving to the community collaboration and creating standards for all programs that provide preschool care and education we could move toward meeting more of the standards.

In conclusion I understand that with open communication and **all stakeholders** at the table we can easily make minor modifications to move this bill forward. Again, this bill was written with the intent to strengthen our community infrastructure, provide children and families with stable, affordable, and consistent childcare options.

**SB 973 Approach to four-year-old Kindergarten**  
MOCK CONTRACT/AGREEMENT FOR 4K KINDERGARTEN HOUSED IN A COMMUNITY-BASED PROGRAM  
1/2024

This agreement ( Means written document that defines roles and responsibilities of the school board and the community based provider related to the operations of the school boards four-year-old Kindergarten Program) is between \_\_\_\_\_ (Community-based provider) (hereinafter "Provider) and the \_\_\_\_\_ (School District) (hereinafter "acronym of school district"), (collectively hereinafter "Parties"). It is agreed as follows.

**1. LOCATION/FACILITIES**

1. The facilities at which the services are to be provided pursuant to the Agreement are located at (insert address). (hereinafter the "Site).
2. The Provider will be solely responsible for maintaining an appropriate environment for four-year-olds including, but not limited to:
  - a. Indoor play space and equipment appropriate for early childhood.
  - b. Outdoor space and equipment appropriate for early childhood.
  - c. Space for support services and parents.
  - d. Space, which complies with the first amendment to the United States Constitution regarding separation of church and state and public education facilities for young children.

**2. OPERATIONS**

- A. Provider shall provide program space, a teacher's assistant, and a qualified lead teacher (as stated in bill) for four-year-old (4K) Kindergarten Program shall be provided in accordance with the requirements of this Agreement (hereinafter Program Services).
- B. The Four-Year-Old Kindergarten Program Services shall include minimum student contact time of 437 hours per full school year.
- C. The Four-Year-Old Kindergarten Program will include an outreach program (e.g. home visits, training, team planning, and parent outreach, etc.) of 87.5 hours per year.
- D. Four-Year-Old Kindergarten shall be delivered for at least 2.5 consecutive hours per day.
- E. The Four-Year-Old Kindergarten Program shall begin in September and be completed in May.
- F. Daily attendance records will be maintained by the provider in accordance with state requirements.

**3. STAFF/ENROLLMENT**

- A. The provider will designate an on-site Early Learning Coordinator who will be the contact person who oversees the four-year-old program.
- B. (a) Notwithstanding ss.118.19 (1) and 121.02 (1) (a), a teacher who teaches a in a four-year-old kindergarten program offered at a community-based provider under this agreement is not required to hold a certificate, license, or permit to teach issued by the department.  
  
(b) Except as provided in par.(c) a teacher who teaches in a four-year-old kindergarten program offered at a community -based site under a contract or agreement shall have a bachelor's degree, including a master's or doctorate, from a nationally or regionally accredited institution of higher education.

**SB 973 Approach to four-year-old Kindergarten**  
MOCK CONTRACT/AGREEMENT FOR 4K KINDERGARTEN HOUSED IN A COMMUNITY-BASED PROGRAM  
1/2024

(c) A teacher may teach in a four-year-old kindergarten program offered at a community-based site under a contract or agreement if the teacher has an associate degree in early childhood education and all the following apply:

1) The teacher is enrolled at or will be enrolled at by no later than 12 months after the teacher begins teaching in the four-year-old kindergarten program, a nationally or regionally accredited institution of higher education for the purpose of obtaining a bachelor's degree.

2) The teacher intends to obtain a bachelor's degree by no later than 4 years after the teacher begins teaching in the four-year-old program.

- C. An Educational Assistant to a 4-year-old group must meet the DCF educational requirement for an Assistant teacher.
- D. The maximum staff-child ratio will be 24 students to one teacher and one educational assistant for a ratio of (18-2).
- E. The maximum enrollment for one teacher will be 13 students for a ratio of (13-1).

**4. CURRICULUM/ASSESSMENTS**

- A. Curriculum will meet the Wisconsin Model Early Learning Standards.
- B. Students will be assessed by a 4K assessment using common tools based on curriculum guidelines/goals.
- C. Integrated services for children with special needs when/if able to accommodate.
- D. Provider shall comply with all applicable provisions of State and Federal law governing pupil records and shall, in any event, maintain the confidentiality of all personal information to students and their families.
- E. Notwithstanding s. 121.54, a school district is not required to provide transportation to pupils enrolled in a school district who attend a four-year-old kindergarten program offered at a community-based provider under a contract or agreement.
- F. Community providers will adhere to their own bussing policy.

**5. FUNDING**

- A. The contracted per pupil payment amount will be set at 95% of the per pupil revenue limit.
- B. A quarterly payment schedule is required
- C. No enrollment fees may be required of a parent/family to enroll their child for the 4K program provided, however student fees may be charged for supplies or food.
- D. Childcare is an option for enrolled participants but not required. Provisions of childcare services and collection of all childcare tuition and fees shall be the sole responsibility of the provider.

**6. PARENT INVOLVMENT**

- A. Direct services to families, legal guardians, or primary caregiver in the form of parental education and parent child activities may occur.
- B. Parent/Teacher conferences to be held at least 2 times each school year.
- C. Activities may include orientation activities, general communication, family fun nights, potluck dinner meetings, offering childcare during parenting classes, classroom involvement training,



**SB 973 Approach to four-year-old Kindergarten**  
**MOCK CONTRACT/AGREEMENT FOR 4K KINDERGARTEN HOUSED IN A COMMUNITY-BASED PROGRAM**  
**1/2024**

family resource lending library, interface with other care/education providers, intergenerational component, special events, transition to 5K, and/or parent newsletters.

- D. If a Provider utilizes parent or other volunteers, Provider shall conduct appropriate background checks and screening which comply with DCF/DPI policies.

**7. SUPPORT SERVICES**

The school district will provide support services on an as-needed basis, to the extent that it is the district's discretion, such staff and/or resources available.

**8. STANDARDS/PROGRAM EVALUATION**

The following, among legal and program standards apply to the provider in the 4K program:

- A. The statutes set forth by SB 973
- B. DCF Rules and Regulations, and site visits
- C. Wisconsin Model Early Learning Standards
- D. The provider must remain in good standings with its licensing authority.

**9. TERM**

- A. This agreement shall be for the 2024-2025 school year. This agreement shall terminate at the conclusion of each school year, or it can be renewed in writing by both parties

**10. MISCELLANEOUS**

- A. The parties agree the Provider is and remains an independent contractor and is not engaging in a partnership or joint venture of any kind under this agreement.

**School District Representative Signature**

**Community Based Provider Signature**

**Date**

NIEER



# The State of Preschool 2022

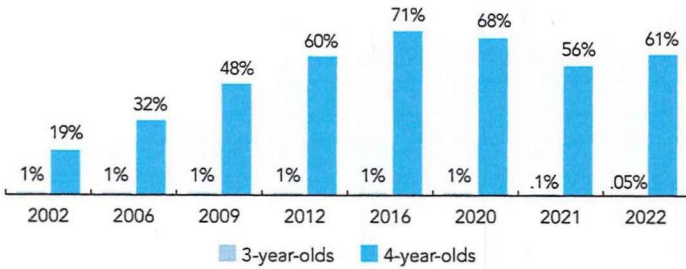
STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

**RUTGERS**  
Graduate School of Education

# Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



## OVERVIEW

During the 2021-2022 school year, Wisconsin preschool enrolled 45,746 children, an increase of 3,753 from the prior year, as the program began to recover from the impact of the COVID-19 pandemic. State spending totaled \$166,662,416, up \$5,713,983 (4%), adjusted for inflation since last year. State spending per child equaled \$3,643 in 2021-2022, down \$190 from 2020-2021, adjusted for inflation. Note that state spending per child is an average figure; funding for Wisconsin Four-Year-Old Kindergarten (4K) is based on a formula that results in varying spending amounts per child. Wisconsin met 3 of 10 quality standards benchmarks.

## WHAT'S NEW

During the 2021-2022 school year, districts were required to provide instructional programming and family outreach (if applicable) similar to pre-COVID-19 within all Wisconsin Four-Year-Old Kindergarten (4K) and 4K Community Approach settings. Wisconsin 4K Community Approach sites (child care and Head Start) were also required to follow COVID-19 rules and regulations related to their licensing and performance standards.

The final 2021-2023 biennial state budget did not increase educational funding at the state level. Rather, funds from the federal government (CARES, ESSER, etc.) have accounted for the increase in educational funding for the biennium for all grade levels.

## BACKGROUND

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds. School districts are not required to offer a 4K program, but if they do, it must be open to all age-eligible children within the school district.

Funding for 4K is part of the overall school funding formula. For state aid purposes, 4K students are counted as either .5 or .6 full time equivalent (FTE), depending on the services the school provides. Districts provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach (for .5 FTE membership aid) or 437 hours of instruction and 87.5 hours of family outreach (for .6 FTE membership aid). Funds for 4K are distributed to public schools, which may subcontract and collaborate with community providers per guidance of public education funding and state requirements. Operating schedules are locally determined with most programs operating part-day, four or five days per week and some operating full-day, two or three days per week.

The Wisconsin Head Start State Supplement Grant is a separate budgetary item that offers state funding, via an application, to federal Head Start grantees in Wisconsin. Funding is used to supplement the provision of comprehensive early childhood education services for children and families enrolled in Early Head Start and Head Start. Awarded grantees continue to follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The Wisconsin Head Start State Supplement Grant data is no longer included in this report beginning with the 2020-2021 school year since supplemental funds do not substantially expand the number of children served.

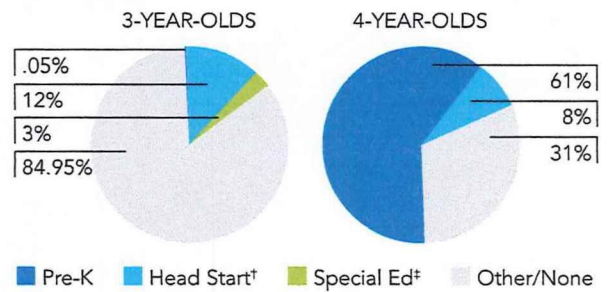
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
7	35	38	29	3

# WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

## ACCESS

Total state pre-K enrollment.....	45,746
School districts that offer state program.....	99%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
Special education enrollment, ages 3 and 4.....	7,380
Federally funded Head Start enrollment, ages 3 and 4.....	12,290
State-funded Head Start enrollment, ages 3 and 4.....	592

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



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

## QUALITY STANDARDS CHECKLIST

POLICY	WI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); Other (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision & immunizations	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.  
\* Indicates that while policy meets the benchmark, it is not being implemented fully.

3

## RESOURCES

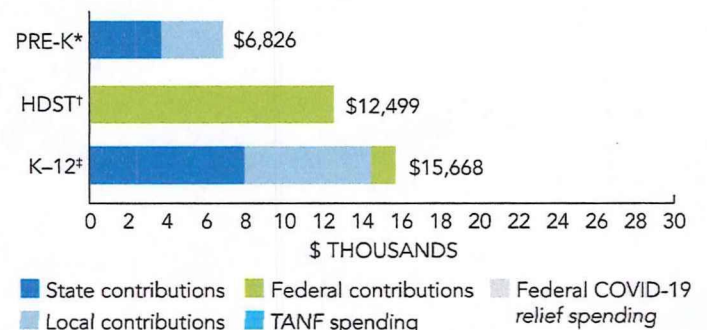
Total state pre-K spending.....	\$166,662,416
Local match required?.....	No
State Head Start spending.....	\$6,264,100
State spending per child enrolled.....	\$3,643
All reported spending per child enrolled*.....	\$6,826

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

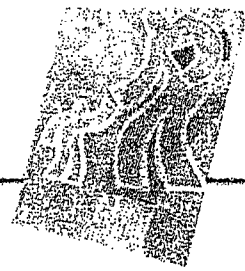
† Head Start per-child spending includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current operating expenditures.

## SPENDING PER CHILD ENROLLED



**St. John's** Lutheran Ministries  
Church, Child Development Center, School



I am writing to ask you to please consider co-sponsoring or supporting **LRB-5595/1** requiring Community Approach to four-year old kindergarten.

This is a bill that will make it possible for childcare providers/centers to offer 4K in their own programs and community. Giving them quality, early learning experience. This bill will allow flexible care and year-round care, affordability and promotes educational continuity. Under this legislation, parents have a choice to open enroll their child into any 4K program, regardless of location.

Using the community approach as we do here in the Portage school district, we are the leaders for other districts. Often, I have been at meetings, and I have heard I wish we did it like Portage School district. We have set the model for others over the years. Centers like ours would not be open if we did not have 4-year-olds and 4K. Reason why my center is set up like it is "one stop shopping" (birth - 12 years old). Offer care for the whole family. A family of three can be dropped off here and meet all three children's needs. 4K, wrap around when 4K is over, and no school days, middle brother, no problem 2-year-old room and infant room for the little. Think about it. It is 5:30 pm, work is over now, you have to drive to pick up the kids. Mom has one place to stop, one center, one pick up.

This bill will also offer fair compensation for 4K programs. Every 4K program receive a different amount of funding. Why is that?

Next, this is my personal observation. Have a 4-year-old you know get on a public-school bus. Scary - for the first few days I would have to go on the bus and remove one or two of our children from under the seats on the bus as they were scared, and it was safer under the seat. If they came from our 4K program the bus would not be an issue.

Help other districts follow Portage School District and support **LRB 5595/1** Community Approach and Mix Delivery at 95% to programs and 5% to district. The funds should go with the program.

Serving Gods Children

Debra A. Drew  
Administrative Director  
St. John's Child Development Center  
426 W. Emmett Street  
Portage, WI. 53901  
(608)742-9000 x2

*St. John's Child Development Center  
426 W. Emmett Street  
Portage, WI. 53901*

*Administrative Director: Debra A. Drew  
- ddrew@stjohnsportage.com  
(608) 742-9000 x2*

Dear Representative Goeben,

I am asking you to co-sponsor or support LRB-5595/1 requiring Community Approach to four-year-old kindergarten.

This bill is solid and makes it possible for childcare providers to offer 4K in their own program. A successful 4K program requires a relationship and play-based curriculum that is typical in a childcare setting. This bill will support families in the workforce and give parents another option for their child's education and care.

Additional benefits of this bill are listed below:

- The amended Community Approach allows children who need care to remain in one location, minimizing transitions.
- The physical environment in childcare programs is specifically designed for children under the age of 6 years.
- Children who need therapy can receive it in their natural setting.
- Families can select a program that best suits their family.
- Families with younger siblings can have their child at one location.
- Families that utilize 4K usually stay in the same district providing future school district enrollment.
- Transportation costs will be reduced for school districts.
- The overall quality of early education will be improved.
- Helps to reduce childcare costs.
- Leverages essential infrastructure.

Thanks for your consideration,



Bekah Stauffacher  
rjstauff@gmail.com  
872 10<sup>th</sup> Avenue, New Glarus 53574



## VERONA AREA SCHOOL DISTRICT

700 N. Main Street, Verona. WI 53593 • (608) 845-4300 • verona.k12.wi.us

Dr. Tremayne Clardy, Superintendent

Chad Wiese, Deputy Superintendent

Dr. Angela Hawkins, Assistant Superintendent of Academic Services & Equity

To whom it may concern,

At a time when we have more Special Education referrals in Early Childhood and are seeing more needs with our youngest learners, I am writing to express concern over Bill 973 which is part of hearings scheduled today. I am the Early Learning Coordinator for the Verona Area School District where I oversee the Pre-K (4K) program and facilitate Verona Area First Five Years. We have provided the Pre-K program for our families since 2012 using the Model III community-based approach. Our community partners were part of the planning and implementation from the beginning. The child care crisis and teacher shortage is real and I appreciate that a bill was written to address these obstacles that are having an impact on our districts, child care sites, and families but most of all our children. We have a true partnership in our community with leadership and advisory councils developed to hear multiple perspectives on decisions we make for our infants through Pre-K students. We make modifications yearly based on data that is used to support families, teachers, and children.

Our Verona Area First Five Years Community and the Verona Area School District cannot support this bill as it is written. With modifications we know this bill could support not only child care programs but districts in the state of Wisconsin. Our youngest learners deserve us to work together and get this right. If the Bill 973 is written to promote districts and child care providers to build a strong collaboration, children will thrive by accessing high quality early childhood education that will put them on the path to future success in school and in life.

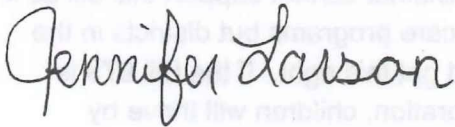
The components of this bill that are important but with minor revisions could work for all communities in our state are:

1. Contracts need to include expectations of the Community Partners and the District while explicitly stating what happens if those expectations are not met. Rubrics should exist with the contracts so the expectations are clear, measurable, and goals can be developed if needed.
2. On-boarding Community Partners successfully takes time and is a process that should be developed by having expectations of what needs to happen before a site can sign the contract. In our district, we currently have a two year on-boarding process that includes professional development, attending leadership and advisory meetings as well as years a program needs to be licensed and in compliance with licensing regulations.
3. The Bill currently has the per pupil rate at 95 percent. In a true collaboration where we are partners this is not possible. Community Partners need a partner to meet the needs of children and families. 95 percent greatly limits the support able to be provided and limits true partnership. Currently our district provides Multi Level Systems of Support for tier 1, 2 and 3, which includes but is not limited to: universal researched based curriculum that aligns with the Wisconsin Model Early Learning Standards, family engagement opportunities, intervention materials for classrooms and families, ongoing coaching for teachers, tiered support for academics and behaviors, a process for families and teachers to request assistance . . . In order for this type of collaboration to occur the percentage would need to be less than 65 percent.
4. Transportation is also in crisis with a lack of drivers across the country. A true collaboration would provide transportation and fluctuate that percentage based on the cost.

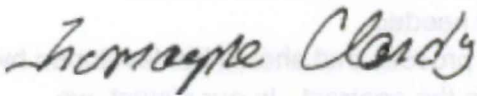
5. Pre-K is a grade level that deserves recognition and high standards. Ideally it would have a state-wide researched based curriculum so we could afford the best for our children in Wisconsin. Our district currently uses Creative Curriculum and GOLD because it is developmentally appropriate, play-based, researched with national norms, and continually changing to meet the needs of our children, teachers, and families.
6. I agree that the current DPI licensing process is not working for our Early Childhood Educators. Ideally, I would like to see teachers required to have a 4 year degree with specific requirements to teach our youngest learners. For example, if a teacher has a degree in Child Development they have the courses that will make them successful in the classroom but not the state testing requirements. I would propose that DPI makes a modification and has a regular education birth through 4K licensure, where specific criteria needs to be met without the current state testing requirements. If we change the current requirements by DPI more professional development will be required to make sure we are meeting high standards.

Thank you for your time and effort to acknowledge this crisis in our state with Bill 973. I am hopeful with some revisions it will make a difference for communities around Wisconsin.

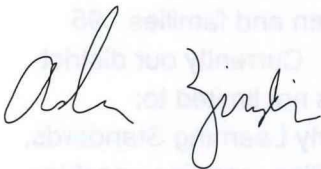
With hope and dedication,



Jennifer Larson (Skibba)  
Verona Area School District  
Early Learning Coordinator  
[skibbaj@verona.k12.wi.us](mailto:skibbaj@verona.k12.wi.us)  
608-712-9697



Dr. Tremayne Clardy  
Superintendent Verona Area School District



Adam Zingsheim  
Verona Area School District  
Director of Elementary Education  
[zingshea@verona.k12.wi.us](mailto:zingshea@verona.k12.wi.us)



Hello,

My name is Corrine Hendrickson, and I am testifying on behalf of myself as the owner of Corrine's Little Explorers Family Child Care Program in New Glarus, in Support of the 4k bill. AB1036/SB973 the 4k bill. I support this bill because it will pro-actively align us with changes and funding coming from the Federal government that will require "mixed delivery," what we call Community Collaboration, and what most other states are doing to promote every child having access to high quality preschool without impeding access to working parents for the care and education of all children between 6 weeks and 12 years. Neither the federal government or an overwhelming majority of states require a "teaching license," to be eligible to teach as we have to pass annual name based background checks, and FBI fingerprints every 5 years (unlike schools) continuing education requirements that keep us current for developmentally appropriate practices and environments along with mentors, licensors, Youngstar or accreditation consultants, etc. that are constantly coaching us for improvements in our programs, unlike schools who don't have those same supports, therefore, it is beneficial to require them to have a teaching license.

The DPI has an entire website devoted to 4k community collaboration. This website includes a 54 benefits to children, families, children with special needs, and communities and another with quotes, videos, and testimonials from school districts about how collaboration has benefitted their communities. However, even with these recommendations programs that are qualified are not being allowed to collaborate. For example, under current rules I could get my DPI license back and be qualified to community collaborate with my home district. 3 of the 5 licensed programs presented our interest to do so starting in the 24/25 school year when it is likely that the school district will go to all day 4k as they are building a new elementary school and "piloted" one full day classroom. We spoke about how if they don't collaborate with us, our capacity will go down, and that we can't just fill those empty rooms with other children because when there isn't any school (12 weeks in the summer and at least 20 days scattered throughout the school year and a few early releases) those children will need care. Personally, I will have to go down to 6 children due to accreditation standards for children 3 and under, or, Youngstar Quality rating standards to maintain my 5 star will be unachievable. Furthermore, after 16 years of experience, I know that I will be unable to meet the needs of the children and will quickly burn out and close if I had 7 or 8 children 3 and under. I will then need to raise my rates about \$60 a week per child to offset this revenue loss. If this bill passes, then we would be able to collaborate, keep our current capacity, and continue to meet the needs of working families in our district and stabilize tuition.

Also, with the significant teacher shortage both in child care and in k-12 schools, this bill will reduce the number of teachers necessary. Currently, a child that has working parents has 2 teachers for the 2 locations instead of just 1 if they stayed in their child care program.

This change to required will also reduce costs to property taxpayers in districts that are choosing to do full day 4k to meet the child care needs of their community are only receiving .5 or .6 full time equivalent funding. This leaves children in school districts that don't have the ability to raise property taxes without care for the remainder of the day when there isn't wrap around care for those parents to access for work. This impacts employers in the community negatively. Typically, the districts going to all day are the ones without child care in the community and they have 4 year olds open enrolling to school districts with child care available so they are providing all day 4k to meet those parents needs and keep them in the district.

Currently, children across the state that are 4k eligible are not opting in to 4k in the public school for a variety of reasons, they are addressed in the 54 benefits I have attached, and opting to stay in their child care programs to receive that education. These children are receiving the education, but not being "counted" giving us inaccurate data. Changing to required, along with the other changes in the bill, will ensure that parents can make the best choice for their child and their needs. This will improve relationships between schools and child care programs for continuity of care as children start with us, go to school for the 180ish days, and come back to us before, after, and on non-school days. Children with special needs are more likely to be identified and receive supports in communities that collaborate as the child care program knows who to talk to at the school to start the process and therapy, as it is already supposed to be, will be provided at the child care. The child care then can continue to support the child using the therapies that they observe and can then communicate those supports to the parents. This provides consistency and, in turn, increases the child's ability to meet the IEP goals. I have had over a dozen children with IEP's over the years, and the ones that had therapy within my program obtained their IEP goals at a better rate than those who were pulled out and taken to the school for therapy.

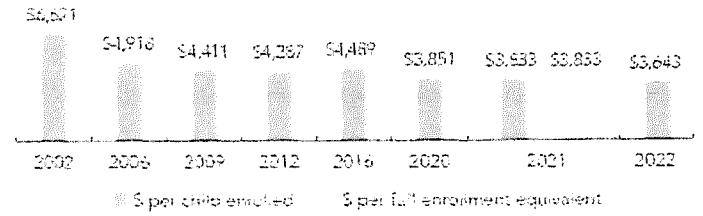
In conclusion, there are several reasons in addition to those above to support the changes to 4k community collaboration in this bill, but the most important reasons are for the children in our communities. They deserve continuity of care, a program that fits their developmental needs, and environments that cultivate curiosity, creativity, collaboration, a love of learning, and that sets them up for success of their parents choosing.

# Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2022 DOLLARS)



During the 2021-2022 school year, Wisconsin preschool enrolled 45,746 children, an increase of 3,753 from the prior year, as the program began to recover from the impact of the COVID 19 pandemic. State spending totaled \$166,662,416, up \$5,713,983 (4%), adjusted for inflation since last year. State spending per child equaled \$3,643 in 2021-2022, down \$190 from 2020-2021, adjusted for inflation. Note that state spending per child is an average figure; funding for Wisconsin Four Year-Old Kindergarten (4K) is based on a formula that results in varying spending amounts per child. Wisconsin met 3 of 10 quality standards benchmarks.

During the 2021-2022 school year, districts were required to provide instructional programming and family outreach (if applicable) similar to pre-COVID-19 within all Wisconsin Four-Year-Old Kindergarten (4K) and 4K Community Approach settings. Wisconsin 4K Community Approach sites (child care and Head Start) were also required to follow COVID 19 rules and regulations related to their licensing and performance standards.

The final 2021-2023 biennial state budget did not increase educational funding at the state level. Rather, funds from the federal government (CARES, ESSER, etc.) have accounted for the increase in educational funding for the biennium for all grade levels.

Since becoming a state in 1848, Wisconsin's Constitution has included a promise to provide free, voluntary education for 4 year-olds. School districts are not required to offer a 4K program, but if they do, it must be open to all age-eligible children within the school district.

Funding for 4K is part of the overall school funding formula. For state aid purposes, 4K students are counted as either .5 or .6 full time equivalent (FTE), depending on the services the school provides. Districts provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of family outreach (for .5 FTE membership aid) or 437 hours of instruction and 87.5 hours of family outreach (for .6 FTE membership aid). Funds for 4K are distributed to public schools, which may subcontract and collaborate with community providers per guidance of public education funding and state requirements. Operating schedules are locally determined with most programs operating part-day, four or five days per week and some operating full-day, two or three days per week.

The Wisconsin Head Start State Supplement Grant is a separate budgetary item that offers state funding, via an application, to federal Head Start grantees in Wisconsin. Funding is used to supplement the provision of comprehensive early childhood education services for children and families enrolled in Early Head Start and Head Start. Awarded grantees continue to follow the federal Head Start Performance Standards. Ongoing collaborative efforts bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The Wisconsin Head Start State Supplement Grant data is no longer included in this report beginning with the 2020-2021 school year since supplemental funds do not substantially expand the number of children served.

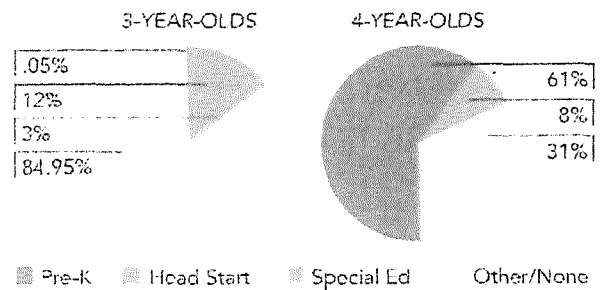
ACCESS RANKINGS		RESOURCE RANKINGS		TOTAL BENCHMARKS MET
4-YEAR-OLDS	3-YEAR-OLDS	STATE SPENDING	ALL REPORTED SPENDING	
7	35	38	29	3

# WISCONSIN FOUR-YEAR-OLD KINDERGARTEN (4K)

## ACCESS

Total state pre-K enrollment.....	45,746
School districts that offer state program.....	99%
Income requirement.....	No income requirement
Minimum hours of operation.....	2.5 hours/day
Operating schedule.....	Determined locally
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Federally funded Head Start enrollment, ages 3 and 4.....	12,290
State-funded Head Start enrollment, ages 3 and 4.....	592

## PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



\* Some Head Start children may also be counted in state pre-K. Estimates children in special education not also enrolled in state pre-K or Head Start.

## QUALITY STRATEGIES - HEAD START

POLICY	WI PRE-K REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned with other state standards, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public); Other (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Staff professional development	PD plans (public teachers); Coaching (some nonpublic)	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	Determined locally (3- & 4-year-olds)	20 or lower	<input type="checkbox"/>
Staff-child ratio	Determined locally (3- & 4-year-olds)	1:10 or better	<input type="checkbox"/>
Screening & referral	Vision & immunizations	Vision, hearing & health screenings; & referral	<input type="checkbox"/>
Continuous quality improvement system	Structured classroom observations determined locally; Data used for program improvement at local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

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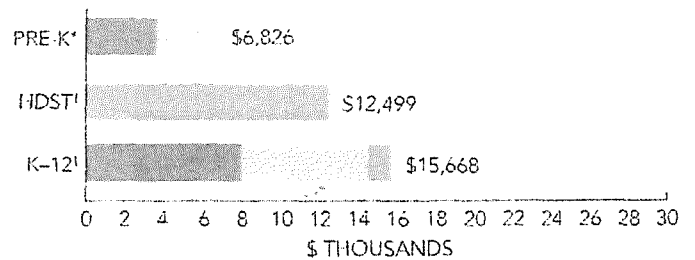
For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

\* Indicates that while policy meets the benchmark, it is not being implemented fully.

## RESOURCES

Total state pre-K spending.....	\$166,662,416
Local match required?.....	No
State Head Start spending.....	\$6,264,100
State spending per child enrolled.....	\$3,643
All reported spending per child enrolled*	\$6,826

## 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 includes funding only for 3- and 4-year-olds.

‡ K-12 expenditures include capital spending as well as current spending expenditures.

Legend: State contributions, Federal contributions, Local contributions, TANF spending, Federal COVID-19 relief spending

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

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2020-2021				ENROLLMENT CHANGES FROM 2019-2020 TO 2020-2021			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	% served	Number	% served	Number	% served	Number	% served
Alabama	0	0.0%	18,150	30.1%	0	0.0%	-1,533	-2.5%
Alaska	116	1.2%	520	4.9%	-165	-1.5%	-603	-5.9%
Arizona	1,358	1.6%	-2,456	-3.5%	-354	-0.4%	-1,066	-1.1%
Arkansas	4,937	13.0%	8,197	20.8%	-772	-1.6%	-2,363	-6.0%
California	10,520	2.3%	88,025	19.0%	-34,794	-7.1%	-49,832	-9.3%
Colorado	4,027	5.9%	5,111	5.8%	-1,641	-2.3%	-3,107	-4.3%
Connecticut	1,585	5.2%	1,226	5.6%	-2,305	-6.1%	-2,343	-5.9%
Delaware	169	1.5%	-182	-2.1%	-94	-0.8%	79	0.6%
District of Columbia	4,471	44.0%	4,209	39.5%	-839	-9.0%	-136	-0.5%
Florida	0	0.0%	136,142	57.7%	0	0.0%	-30,584	-14.0%
Georgia	0	0.0%	2,941	-4.1%	0	0.0%	-13,774	-9.9%
Hawaii	0	0.0%	391	2.2%	0	0.0%	-287	-1.7%
Idaho	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Illinois	10,742	8.7%	2,719	5.8%	-9,472	-5.6%	-9,059	-5.5%
Indiana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Iowa	605	1.5%	22,141	54.9%	-323	-0.7%	-3,038	-7.0%
Kansas	5,037	13.6%	12,881	33.5%	3,641	9.9%	3,738	9.7%
Kentucky	-1,626	-3.3%	-1,127	-2.8%	-2,912	-5.2%	-5,039	-9.0%
Louisiana	100	0.2%	9,844	16.3%	100	0.2%	-3,092	-5.1%
Maine	0	0.0%	2,973	23.7%	0	0.0%	-1,473	-10.8%
Maryland	817	1.1%	4,466	5.7%	-215	-0.2%	-7,829	-10.4%
Massachusetts	6,037	9.9%	14,843	22.1%	3,447	5.0%	2,661	3.9%
Michigan	0	0.0%	9,316	11.7%	0	0.0%	-1,575	-1.2%
Minnesota*	-421	-0.7%	6,473	8.8%	-142	-0.2%	157	0.2%
Mississippi	0	0.0%	2,727	7.3%	0	0.0%	-337	-0.8%
Missouri*	-1,523	-2.1%	1,664	2.2%	-127	-0.2%	-291	-0.4%
Montana	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Nebraska	3,902	14.7%	7,898	29.5%	-294	-0.9%	-1,034	-3.1%
Nevada	-111	-0.4%	1,648	4.0%	0	0.0%	-1,101	-2.8%
New Hampshire	0	0.0%	0	0.0%	0	0.0%	0	0.0%
New Jersey	3,675	4.6%	6,554	8.4%	-5,799	-5.3%	-2,719	-2.7%
New Mexico	1,378	5.8%	8,170	32.5%	278	1.4%	-1,957	-7.0%
New York	7,362	3.6%	38,901	21.3%	2,474	1.2%	-7,016	-2.3%
North Carolina	0	0.0%	22,478	17.8%	0	0.0%	-7,341	-6.0%
North Dakota	0	0.0%	1,354	12.4%	0	0.0%	119	1.2%
Ohio	-7,283	-4.7%	-1,264	0.0%	644	0.5%	-3,462	-2.4%
Oklahoma	1,623	3.2%	8,577	8.7%	-1,216	-2.2%	-2,761	-5.6%
Oregon	2,184	4.8%	2,747	5.6%	-293	-0.4%	-438	-0.8%
Pennsylvania*	11,380	8.1%	24,036	17.0%	-3,678	-2.4%	-5,460	-3.6%
Rhode Island	0	0.0%	1,848	16.4%	0	0.0%	428	3.7%
South Carolina	-312	-0.6%	5,411	5.4%	-219	-0.4%	-7,622	-12.2%
South Dakota	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Tennessee	-200	-0.3%	13,201	15.6%	434	0.5%	-3,298	-4.0%
Texas	6,684	0.4%	42,213	1.4%	-10,672	-2.4%	-41,473	-9.9%
Utah	517	1.1%	1,566	3.1%	-2	0.0%	-137	-0.2%
Vermont	1,409	25.0%	2,805	48.4%	-1,694	-28.3%	-1,197	-19.4%
Virginia	822	0.8%	11,356	10.2%	822	0.8%	-1,925	-2.0%
Washington	4,418	4.6%	5,075	4.4%	233	0.3%	1,194	1.2%
West Virginia	-753	-3.2%	5,455	31.5%	-217	-1.0%	-2,851	-12.4%
Wisconsin	-646	-0.9%	24,339	36.4%	-360	-0.5%	-8,608	-12.1%
Wyoming	0	0.0%	0	0.0%	0	0.0%	0	0.0%
United States	83,000	2.1%	585,563	14.2%	-66,526	-1.6%	-229,384	-5.5%
Guam	0	0.0%	50	1.6%	0	0.0%	-21	-0.6%

\* 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 the table are estimates.

not enrolled in 4K, these children are not in the 4K enrollment total.

- State supplemental funds can be used in accordance with the Head Start Federal Performance Indicators for Quality Improvement activities. The DPI does not collect data on a breakdown of how the supplemental funds are spent as it related to slots and ages for HS or EHS children.
- It is assumed that the discrepancy between the race & ethnicity numbers is due to input error based on confusion of category definitions for reporting purposes. The department is updating category definitions for the 2023-2024 school year.
- The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K Community Approach model allows districts to contract with child care, Head Start, and private schools. Additionally, most operating schedules are school year calendar, but some districts extend the program through Head Start partnerships or local calendars. The state funds 4K programming at either .5 FTE or .6 FTE membership. A .5 membership allows districts to provide either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of parent outreach. A .6 membership requires that districts provide 437 hours of instruction and 87.5 hours of parent outreach (a total of 524.5 hours).
- The state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year and 5K if they are five on or before September 1 of the school year. The law does allow districts to have their own early entrance policies. If policies for early entrance are in place, they vary from district to district.
- Resident children in districts that offer 4K programs are eligible to enroll based on age only. If a district does not offer a 4K program, resident children of that district are not allowed to open enroll into a district that does offer 4K programming.
- There are no state regulations addressing the teacher-child ratio for 4K. Class size is a local policy determined by the school board. Guidance is provided to support districts with making this decision. This includes: 1:10 with a maximum class size of 20 as defined for quality benchmarks by the National Institute for Early Education Research (NIEER); 1:13 with a maximum group size of 24 as required in state child care licensing regulations; 1:10 with class sizes of fewer than 20 children as required by Head Start performance standards; 1:10 with a class size of 20 or fewer children as recommended by the National Association for the Education of Young Children (NAEYC). If 4K is in a community setting (child care or Head Start) staff-child ratio needs to follow the program requirements/regulations.
- If 4K is in a Head Start program, it must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program. If 4K is in a child care program, it must follow the Department of Children and Families Regulations, one meal or snack must be provided at least once every three hours.
- Children are required (with exceptions) to have immunizations to enroll in 4K programming. Medical examinations are strongly encouraged but not required. A reading readiness assessment is a state requirement for children 4K-second grade.
- If there are screening results of concern, it is recommended that follow-up information and possible referrals be made, but it is not required. Families have a choice in deciding if they would like to pursue next steps.
- Requirements depend on how the services are defined. Family engagement is required when districts obtain additional funds for outreach (87.5 hours). Referrals for special education are required as needed. State law requires referral to social services in cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.
- The ELDSs are inclusive and aligned to the state academic standards for English Language Arts and Mathematics, but not other content areas. Infant and toddler standards are included in Wisconsin Model Early Learning Standards.
- The state only requires a reading readiness assessment (4K-2nd grade) and not child assessments in other areas. The reading readiness assessment tools are chosen by districts. They are not required to align with the Wisconsin Model Early Learning Standards, however they do need to include assessment of phonemic and letter sound knowledge, both of which are part of the early literacy standards within the Wisconsin Model Early Learning Standards.
- The state has a training and technical assistance system that includes cross-sector trainers, a 15-hour in-person training, a 20-hour virtual training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year). Additionally, the state has a contract with one of our Cooperating Educational Service Agencies to employ a statewide standard's coordinator to provide support to the approved trainers and limited technical assistance for implementation of the standards.
- Information related to curriculum decision making is provided through (and in) the WI Model Early Learning Standards through trainings, conferences, web-based resources, and additional technical assistance platforms (i.e., networking meetings, state-wide connection calls, etc.). The state requires a reading readiness assessment for 4K-second grade. The assessment tool must include phonemic awareness and letter sound knowledge; however, no specific tool is required. Screening instruments are a local decision.
- All 4K teachers need to have a valid WI Teaching License or a license with stipulations that is connected to an approved pathway for permanent license through the DPI.
- While the 4K programs are all under the administrative authority of the school district, the district can contract with child care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel (DPI Teacher License). Licensure can be the result of completing an approved teacher training program or successful completion of an approved pathway to licensure from the DPI.
- Four-year-old kindergarten can be taught by an educator who holds an Early Childhood license or an Elementary Education license that includes prekindergarten or kindergarten in the grade levels of the license.
- Shortages related to the specific position of a 4K teacher are not reported via a formal data collection system; however, through conversations with districts statewide, it has been reported there were shortages and difficulty locating qualified staff for teaching 4K.
- The state did not provide direct incentives for recruiting or retaining 4K teachers. It did provide guidance and information to school districts that ESSER funds may be used for this purpose.
- The WI DPI only licenses special education paraprofessionals, which requires the high school diploma or its equivalent; however, there are requirements under federal law that may impact the assistant teacher's need to have a higher degree/schooling to be considered a highly qualified paraprofessional. That will be dictated by the distribution of federal money in the building in which the paraprofessional works.
- DPI no longer requires specific hours of professional development for licensure maintenance. There are different levels/categories of teacher licensing which focus more on successful semesters of teaching rather than number of professional development hours. In child care community approach settings, all providers who worked more than 20 hours per week, were required to receive 18.75 hours. There are no requirements for continuing education for health and safety only. In Head Start settings, providers follow the Head Start Performance Standards.
- For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.
- Lead teachers for 4K in school buildings typically fall within the district K-12 salary, range and benefits. Teachers in 4K Community Approaches may or may not be hired by the school district. Based upon the community approach and school district contracts, there may be variations in salary and benefits as the local level.
- The State does not require districts to have parity. Decisions for how and if districts want to do that are determined by each district.
- Federal Head Start grant and the state-funded Head Start supplement support actual Head Start programs, not 4k programs in public schools. DPI does not receive/administer Social Services Block Grant (SSBG) funds (the WI Dept. of Health Services receives SSBG funds).
- The bulk of funding for 4K programs comes from state General/Equalization Aid (state's General Fund) and local property tax revenue. All school districts receive per pupil aid (state's General Fund), a flat dollar amount for each revenue limit member (i.e., pupils who are residents of the school district and for whom the district pays the cost of education). For school year 2022-23 that amount is \$742 per FTE member, regardless of grade level. School district expenditure data is not collected by grade level. The 4K Start-Up Grant program (state's General Fund) provides state funding to school districts that are newly implementing a 4K program, up to \$3,000 per 4K pupil in the first year, and up to \$1,500 per 4K pupil in the second year. 4K pupils are counted as .50 FTE unless the school district offers at least 87.5 hours of outreach to families (in addition to the regular hours of instruction for the district's 4K program), then the 4K pupils are counted as .60 FTE. The amount of state aid depends on each district's

**THE UNIQUE BENEFITS OF  
THE 4K COMMUNITY APPROACH  
OR  
54 REASONS TO IMPLEMENT THE 4K COMMUNITY  
APPROACH**

**Unique Benefits of the 4K Community Approach for Children**

1. With the 4K Community Approach, children who need care for the hours when they are not in the 4K program can remain in one location for both 4K and child care thereby reducing the stress of transitions and of being away from home.
2. The 4K Community Approach enables young children to attend four-year-old kindergarten in a familiar facility with consistent rules, routines, and expectations.
3. The physical environment at the 4K Community Approach sites are usually specifically designed for children younger than six-years-old.
4. The 4K Community Approach program has significantly increased the ability of communities to provide inclusive settings for four-year-old children with special needs.
5. The 4K Community Approach program is beneficial to children with special needs in many different ways.
6. The 4K Community Approach program makes transitions easier for three-year-olds when they enter four-year-old kindergarten.
7. In the 4K Community Approach program, literacy specialists may be available to work one-on-one with children and assist staff on literacy-related issues.
8. In the 4K Community Approach program, children who are English Language Learners (ELL) may have access to translators and support teachers in their community based program.
9. In the 4K Community Approach program, children benefit from information shared between the 4K teachers, the early childhood staff, and the public schools.
10. In the 4K Community Approach program, children who need therapy can receive their therapy without having to leave their early childhood facility.
11. The 4K Community Approach program increases the likelihood that an infant, toddler, or preschooler with a delay or disability will be referred for an evaluation and early intervention services.

### **Unique benefits of the 4K Community Approach for Families**

12. Having 4K and the early childhood program in the same location increases the likelihood that a child of working parents can attend four year old kindergarten.
13. The 4K Community Approach program offers families the opportunity to select the 4K program location and schedule that best meets their family's needs.
14. Having 4K and early childhood programs in the same location reduces the stress for parents who are both working and caring for a young child.
15. Parents with more than one child under the age of 5 can have all their preschool children in the same location.
16. Parents who were hesitant to send their child to 4K in the public schools are more comfortable sending their child to a community-based program.
17. It is more reassuring for parents who have previously had their child in an early childhood program to now utilize 4K in the same learning environment.
18. Families who might not have been able to find a child care program to accept their child with special needs now have access to full-time care at a community child care program.
19. Parents of children with special needs benefit from learning that their child can successfully function in an inclusive 4K program in a community setting.
20. The 4K Community Approach program can provide financial benefits to families.
21. The 4K Community Approach increases parents' knowledge of child development and their understanding of their own child.
22. The 4K Community Approach program increases opportunities for families to participate in community programs and their familiarity with community resources.
23. In some community programs, the 4K Community Approach provides children and families with recreational opportunities they otherwise would not have.
24. Teachers and translators from the school district can work with English Language Learner (ELL) children and their parents in the community programs.
25. The 4K Community Approach program allows communities to merge Head Start, Special Education services, and 4K into one program at multiple school sites.



## **Unique benefits of the 4K Community Approach for Child Care and Early Childhood Education Programs**

26. The 4K Community Approach program has provided community child care and early childhood education programs with professional development opportunities.
27. The 4K Community Approach program implicitly encourages some staff to return to school and/or improve their skills and qualifications.
28. Curriculum and resources used by the school district are more easily shared and utilized by the child care and early childhood education programs.
29. The 4K Community Approach program improves the quality of the child care and early childhood education programs for all children instead of just benefiting the children in the four-year-old kindergarten programs.
30. The 4K Community Approach program can improve the salary and benefits for all staff at the community sites.
31. The 4K Community Approach program provides community sites easier access to school district services.
32. The 4K Community Approach helps child care and early childhood education programs maintain or increase their enrollment.
33. The 4K Community Approach program provides many financial benefits for child care programs, which typically face considerable fiscal challenges.
34. The 4K Community Approach program can increase the diversity of children enrolled in community programs.
35. The 4K Community Approach program has prompted more interaction, collaboration, and cost sharing among community child care and early childhood education programs.
36. Child care programs can improve their image and increase their visibility in their communities as a result of being participants in the 4K Community Approach program.

### **Unique benefits of the 4K Community Approach for School Districts**

37. The 4K Community Approach strengthens the school districts ability to plan for the entrance of young children into the public schools.
38. The 4K Community Approach improves the preparation of young children for entrance into the public schools.
39. The 4K Community Approach program increases the contact school districts have with parents of young children.
40. The 4K Community Approach program helps school districts gain a better understanding of the needs and challenges of the early childhood programs in their community.
41. The 4K Community Approach program improves the image of school districts in their communities.
42. With 4K Community Approach, by using the space and resources available in the community programs, the school district can more efficiently use public funds.
43. Transportation costs for the school district can be reduced by having four-year-old kindergarten located in community sites.
44. As a result of 4K Community Approach programs, special services are more accessible and provided earlier.
45. The flexibility in program design provided by 4K Community Approach enables school districts to design unique programs to best meet the needs of their community.

## **Unique Benefits of the 4K Community Approach for the General Public**

46. Everyone benefits when different programs meet to discuss what works best in their community. By collaborating, communities avoid one size fits all solutions and instead develop programs that fit the unique needs of their individual community.
47. The overall quality of early childhood programs has improved in communities implementing the 4K Community Approach.
48. The 4K Community Approach program provides a level of services which would be impossible for any one agency to provide in isolation.
49. Through the 4K Community Approach collaboration, businesses and other community organizations have partnered with programs serving young children to provide products and services to families. This helps to build more cohesive communities.
50. Parents may pay less for child care and therefore have more money available to spend in their communities.
51. Employers benefit from working parents having their children receive care and education in one location.
52. The 4K Community Approach program helps the general public to develop more respect and appreciation for the importance of early childhood education
53. Having care and education programs in one setting provides parents, educators, care providers, and community social service agencies the opportunity to communicate more easily with each other to support the needs of children and families.
54. The partnership between the school district, 4K sites, and other community programs who work with children and families builds strong and important links among these entities that benefit the entire community.

APPENDIX TABLE 59. MINIMUM LEAD PRESCHOOL TEACHER DEGREE REQUIREMENTS

STATE	Teachers employed by Public Schools	Teachers employed by Nonpublic Schools
Alabama <sup>1</sup>	BA	BA <i>No license</i>
Alaska <sup>22</sup>	BA	BA <i>depends on school district</i>
Arizona <sup>3</sup>	High school diploma or equivalent	High school diploma or equivalent
Arkansas <sup>4</sup>	One BA for every three classrooms, AA for the other two classrooms	One BA for every three classrooms, AA for the other two classrooms
California CSPP <sup>5</sup>	California Child Development Associate Teacher Permit	California Child Development Associate Teacher Permit
California TK <sup>6</sup>	BA	NA
Colorado <sup>7</sup>	Early Childhood Teacher Qualification (public and nonpublic)	Early Childhood Teacher Qualification (public and nonpublic)
Connecticut CDCC <sup>8</sup>	NA	CDA plus 12 EC credits
Connecticut SR <sup>9</sup>	CDA plus 12 EC credits	CDA plus 12 EC credits
Connecticut Smart Start <sup>10</sup>	BA	NA
Delaware <sup>11</sup>	BA	AA (with at least 50% with a BA)
District of Columbia	BA (DCPS); Determined locally (PCS)	BA (CBO) <i>No license</i>
Florida <sup>12</sup>	BA (summer); CDA or equivalent plus specified training (school year)	BA (summer); CDA or equivalent plus specified training (school year) <i>No license</i>
Georgia <sup>13</sup>	BA	BA <i>No license</i>
Hawaii EOEL	BA	NA
Hawaii SPCSP	BA	NA
Illinois <sup>14</sup>	BA	BA <i>No license</i>
Iowa Shared Visions <sup>15</sup>	BA	AA
Iowa SWVPP <sup>16</sup>	BA	BA <i>No license</i>
Kansas <sup>17</sup>	<i>Does not allow all children</i> BA <i>based on income</i>	BA <i>yes license</i>
Kentucky <sup>18</sup>	BA	BA <i>No license</i>
Louisiana 8(g)	BA	NA
Louisiana LA 4 <sup>19</sup>	BA	NA
Louisiana NSECD	NA	BA (4-year-old classrooms); CDA (3-year-old classrooms) <i>No license</i>
Maine <sup>20</sup>	BA	BA <i>conditional endorsement</i>
Maryland	BA	BA
Massachusetts CPPI <sup>21</sup>	BA	Other
Massachusetts Chapter 70	BA	NA
Michigan <sup>22</sup>	BA	BA <i>2008 etc get 2 yrs to get</i>
Minnesota HdSt <sup>23</sup>	BA	AA
Minnesota VPK/SRP <sup>24</sup>	Other	Other
Mississippi <sup>25</sup>	BA	BA <i>license or other options</i>
Missouri	BA	NA
Nebraska <sup>26</sup>	BA	BA <i>waiver allowed until then 4 yrs</i>
Nevada <sup>27</sup>	BA	Other
New Jersey Expansion	BA	BA
New Jersey ECPA	BA	BA <i>No license</i>
New Jersey ELLI	BA	BA
New Mexico <sup>28</sup>	BA	Working toward BA <i>No license</i>
New York <sup>29</sup>	BA	BA <i>Director only license</i>
North Carolina <sup>30</sup>	BA	BA <i>license w/in 3 yrs</i>
North Dakota <sup>31</sup>	BA	Other
Ohio <sup>32</sup>	AA (50% BA)	AA (50% BA)
Oklahoma	BA	NA
Oregon Pre-K	AA	AA
Oregon Preschool Promise <sup>33</sup>	CDA	CDA
Pennsylvania RTL	BA	AA
Pennsylvania HSSAP <sup>34</sup>	AA	AA
Pennsylvania K4 & SBPK	BA	AA
Pennsylvania PKC <sup>35</sup>	BA	BA <i>instructional cert.</i>
Rhode Island <sup>36</sup>	BA	BA <i>No license</i>
South Carolina	BA	AA
Tennessee <sup>37</sup>	BA	BA <i>license</i>
Texas <sup>38</sup>	BA	BA <i>No license</i>
Utah <sup>39</sup>	CDA	CDA
Vermont <sup>40</sup>	BA	BA for one teacher per center
Virginia VPI <sup>41</sup>	BA	High school diploma or equivalent
Virginia Mixed Delivery <sup>42</sup>	NA	None
Washington ECEAP <sup>43</sup>	AA	AA
Washington TK	BA	NA
West Virginia <sup>44</sup>	BA	BA <i>No license</i>
Wisconsin <sup>45</sup>	BA <i>license</i>	BA <i>yes license</i>
Guam	AA	NA

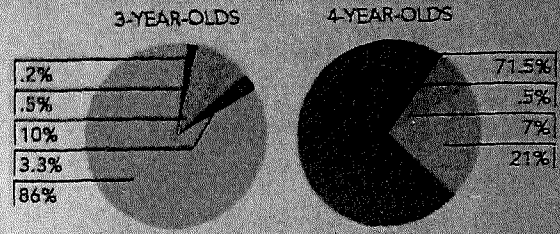
Footnotes are grouped by state in the online Appendix A table, and are not included here for the 2012-2013 school year. For the 12/2012 school year

## WISCONSIN HEAD START STATE SUPPLEMENT

### ACCESS

Total state pre-K enrollment.....	595
School districts that offer state program.....	98% (Federal HdSt grantees)
Income requirement.....	Per Federal HdSt requirements
Minimum hours of operation.....	3.5 hours/day
Operating schedule.....	Per Federal HdSt requirements

### PERCENT OF POPULATION ENROLLED IN PUBLIC ECE



■ WI 4K ■ WI HdSt ■ Head Start<sup>1</sup> ■ Special Ed<sup>1\*</sup> ■ Other/None  
<sup>1</sup> Some Head Start children may also be counted in state pre-K (4K).  
<sup>1\*</sup> Estimates children in special education not also enrolled in state pre-K or Head Start.

### QUALITY STANDARDS CHECKLIST

POLICY	WI HDST REQUIREMENT	BENCHMARK	REQUIREMENT MEETS BENCHMARK?
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	<input checked="" type="checkbox"/>
Curriculum supports	Approval process & supports	Approval process & supports	<input checked="" type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	ECE, Per Federal HdSt requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Staff professional development	15 hours/year	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	<input type="checkbox"/>
Maximum class size	17 (3-year-olds); 20 (4-year-olds)	20 or lower	<input checked="" type="checkbox"/>
Staff-child ratio	2:17 (3-year-olds); 1:10 (4-year-olds)	1:10 or better	<input checked="" type="checkbox"/>
Screening & referral	Vision, hearing, health & more	Vision, hearing & health screenings; & referral	<input checked="" type="checkbox"/>
Continuous quality improvement system	Structured classroom observations per federal Head Start Performance Standards; Data used for program improvement at local level only	Structured classroom observations; data used for program improvement	<input type="checkbox"/>

For more information about the benchmarks, see the Executive Summary and Roadmap to State Profile Pages.

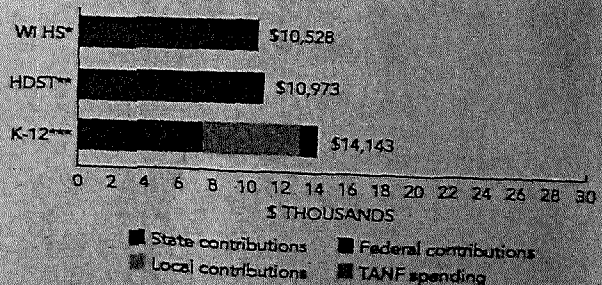
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### RESOURCES

Total state pre-K spending.....	\$6,264,100
Local match required?.....	No
State spending per child enrolled.....	\$10,528
All reported spending per child enrolled*.....	\$10,528

\* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.  
 \*\* Head Start per-child spending includes funding only for 3- and 4-year-olds.  
 \*\*\* K-12 expenditures include capital spending as well as current operating expenditures.

### SPENDING PER CHILD ENROLLED



APPENDIX TABLE 74. ONGOING CLASSROOM-EMBEDDED SUPPORT (E.G., COACHING, MENTORING) FOR PRESCHOOL TEACHERS

STATE	LEAD TEACHERS		ASSISTANT TEACHERS	
	Employed by Public Schools	Employed by Nonpublic Schools	Employed by Public Schools	Employed by Nonpublic Schools
Alabama <sup>24</sup>	Yes	Yes	Yes	Yes
Alaska <sup>21</sup>	No	No	No	No
Arizona <sup>22</sup>	No	No	No	No
Arkansas <sup>29</sup>	Yes, some	Yes, some	No	No
California CSCP <sup>33</sup>	No	No	No	No
California TK	Determined locally	NA	Determined locally	NA
Colorado	No	No	No	No
Connecticut CDCC	NA	No	NA	No
Connecticut SR <sup>28</sup>	No	No	No	No
Connecticut Smart Start	Determined locally	NA	Determined locally	NA
Delaware	Yes	Yes	Yes	Yes
District of Columbia <sup>30</sup>	Yes (DCPS); No (PCS)	No	No	No
Florida	Determined locally	Determined locally	Determined locally	Determined locally
Georgia <sup>21</sup>	Yes	Yes	Yes	Yes
Hawaii EOEL <sup>17</sup>	Yes	NA	Yes	NA
Hawaii SPCSP <sup>23</sup>	Yes	NA	Yes	NA
Illinois <sup>20</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Iowa Shared Visions <sup>25</sup>	Yes, some	No	No	No
Iowa SWVPP <sup>22</sup>	Yes	No	No	No
Kansas <sup>31</sup>	Yes, some	Yes, some	No	No
Kentucky <sup>24</sup>	Yes, some	No	No	No
Louisiana 8(g) <sup>15</sup>	No	NA	No	NA
Louisiana LA 4 <sup>15</sup>	No	NA	No	NA
Louisiana NSECD <sup>12</sup>	NA	No	NA	No
Maine	No	No	No	No
Maryland <sup>17</sup>	No	No	No	No
Massachusetts CPP <sup>17</sup>	Yes	Yes	Yes	Yes
Massachusetts Chapter 70	No	NA	No	NA
Michigan <sup>26</sup>	Yes	Yes	Yes	Yes
Minnesota HdSt <sup>27</sup>	Yes	Yes	Yes	Yes
Minnesota VPK/SRP <sup>31</sup>	Yes	Yes	Yes	Yes
Mississippi	Yes	Yes	Yes	Yes
Missouri <sup>9</sup>	Yes, some	NA	No	NA
Nebraska <sup>18</sup>	Yes, some	Yes, some	No	No
Nevada <sup>27</sup>	No	No	No	No
New Jersey Expansion <sup>21</sup>	Yes	Yes	Yes	Yes
New Jersey ECPA	Yes	Yes	Yes	Yes
New Jersey ELLI	Yes	Yes	Yes	Yes
New Mexico	Yes	Yes	Yes	Yes
New York <sup>16</sup>	Yes, some	No	No	No
North Carolina <sup>26</sup>	Yes	Yes	No	No
North Dakota <sup>25</sup>	Yes	Yes	No	No
Ohio	No	No	No	No
Oklahoma <sup>25</sup>	Yes	NA	Yes	NA
Oregon Pre-K	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards	Yes, per Federal Head Start Performance Standards
Oregon Preschool Promise <sup>30</sup>	No	No	No	No
Pennsylvania RTL <sup>9</sup>	Yes, some	No	No	No
Pennsylvania HSSAP <sup>20</sup>	Yes	Yes	Yes	Yes
Pennsylvania K4 & SBPK <sup>13</sup>	Yes, some	Yes, some	No	Yes, some
Pennsylvania PKC <sup>21</sup>	Yes, some	Yes, some	No	No
Rhode Island <sup>17</sup>	Yes	Yes	Yes	Yes
South Carolina <sup>30</sup>	Yes	Yes	Yes	Yes
Tennessee <sup>19</sup>	Yes	Yes	Yes	Yes
Texas <sup>13</sup>	Yes, PK4 teachers	Yes, PK4 teachers	No	No
Utah <sup>26</sup>	Yes	Yes	No	No
Vermont <sup>20</sup>	Yes	Yes, some	Yes	Yes, some
Virginia VPI <sup>33</sup>	No	No	No	No
Virginia Mixed Delivery <sup>15</sup>	NA	No	NA	No
Washington ECEAP <sup>27</sup>	Yes	Yes	Yes	Yes
Washington TK	Yes	NA	Yes	NA
West Virginia <sup>20</sup>	Yes, some	Yes, some	Yes, some	Yes, some
Wisconsin <sup>22</sup>	No	Yes, some	No	Yes, some
Guam	Yes	NA	No	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 59. MINIMUM LEAD PRESCHOOL TEACHER DEGREE REQUIREMENTS

STATE	Teachers employed by Public Schools	Teachers employed by Nonpublic Schools
Alabama <sup>19</sup>	BA	BA <i>NO license</i>
Alaska <sup>14</sup>	BA	BA <i>depends on school district</i>
Arizona <sup>17</sup>	High school diploma or equivalent	High school diploma or equivalent
Arkansas <sup>22</sup>	One BA for every three classrooms, AA for the other two classrooms	One BA for every three classrooms, AA for the other two classrooms
California CSPP <sup>28</sup>	California Child Development Associate Teacher Permit	California Child Development Associate Teacher Permit
California TK <sup>18</sup>	BA	NA
Colorado <sup>21</sup>	Early Childhood Teacher Qualification (public and nonpublic)	Early Childhood Teacher Qualification (public and nonpublic)
Connecticut CDCC <sup>25</sup>	NA	CDA plus 12 EC credits
Connecticut SR <sup>21</sup>	CDA plus 12 EC credits	CDA plus 12 EC credits
Connecticut Smart Start <sup>22</sup>	BA	NA
Delaware <sup>17</sup>	BA	AA (with at least 50% with a BA)
District of Columbia <sup>22</sup>	BA (DCPS); Determined locally (PCS)	BA (CBO) <i>No license</i>
Florida <sup>6</sup>	BA (summer); CDA or equivalent plus specified training (school year)	BA (summer); CDA or equivalent plus specified training (school year) <i>No license</i>
Georgia <sup>13</sup>	BA	BA <i>No license</i>
Hawaii EOEL	BA	NA
Hawaii SPCSP <sup>20</sup>	BA	NA
Illinois <sup>15</sup>	BA	BA <i>No license</i>
Iowa Shared Visions <sup>20</sup>	BA	AA
Iowa SWVPP <sup>20</sup>	BA	BA <i>No license</i>
Kansas <sup>24</sup>	<i>Does not allow all children</i>	BA <i>base on income</i>
Kentucky <sup>20</sup>	BA	BA <i>No license</i>
Louisiana 8(g)	BA	NA
Louisiana LA 4 <sup>12</sup>	BA	NA
Louisiana NSECD	NA	BA (4-year-old classrooms); CDA (3-year-old classrooms) <i>No license</i>
Maine <sup>20</sup>	BA	BA <i>conditional endorsement</i>
Maryland	BA	BA
Massachusetts CPP1 <sup>15</sup>	BA	Other
Massachusetts Chapter 70	BA	NA
Michigan <sup>21</sup>	BA	BA <i>90% etc get 2 yrs to get</i>
Minnesota HdSt <sup>22</sup>	BA	AA
Minnesota VPK/SRP <sup>22</sup>	Other	Other
Mississippi <sup>14</sup>	BA	BA <i>license or other options</i>
Missouri	BA	NA
Nebraska <sup>14</sup>	BA	BA <i>waver allowed until then 4 yrs</i>
Nevada <sup>21</sup>	BA	Other
New Jersey Expansion	BA	BA
New Jersey ECPA	BA	BA <i>No license</i>
New Jersey ELLI	BA	BA
New Mexico <sup>12</sup>	BA	Working toward BA <i>No license</i>
New York <sup>15</sup>	BA	BA <i>director only license</i>
North Carolina <sup>20</sup>	BA	BA <i>license after 3 yrs</i>
North Dakota <sup>20</sup>	BA	Other
Ohio <sup>12</sup>	AA (50% BA)	AA (50% BA)
Oklahoma <sup>18</sup>	BA	NA
Oregon Pre-K <sup>23</sup>	AA	AA
Oregon Preschool Promise <sup>22</sup>	CDA	CDA
Pennsylvania RTL	BA	AA
Pennsylvania HSSAP <sup>14</sup>	AA	AA
Pennsylvania K4 & SBPK	BA	AA
Pennsylvania PKC <sup>14</sup>	BA	BA <i>instructional cert.</i>
Rhode Island <sup>15</sup>	BA	BA <i>No license</i>
South Carolina	BA	AA
Tennessee <sup>13</sup>	BA	BA <i>license</i>
Texas <sup>10</sup>	BA	BA <i>no license</i>
Utah <sup>20</sup>	CDA	CDA
Vermont <sup>15</sup>	BA	BA for one teacher per center
Virginia VPI <sup>25</sup>	BA	High school diploma or equivalent
Virginia Mixed Delivery <sup>14</sup>	NA	None
Washington ECEAP <sup>20</sup>	AA	AA
Washington TK	BA	NA
West Virginia <sup>15</sup>	BA	BA <i>No license</i>
Wisconsin <sup>21</sup>	<i>license</i> BA	<i>yes</i> BA <i>license</i>
Guam	AA	NA

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 60A. REQUIRED LEAD PRESCHOOL TEACHER PRE-SERVICE SPECIALIZED TRAINING

STATE	TEACHERS EMPLOYED BY PUBLIC SCHOOLS			
	Early Childhood Education	Child Development	Elementary Education	Preschool Special Education
Alabama <sup>19</sup>	✓	✓		✓
Alaska <sup>15</sup>				
Arizona <sup>17</sup>				
Arkansas <sup>23</sup>	✓	✓		✓
California CSPP <sup>26</sup>	✓	✓		
California TK <sup>16</sup>	✓	✓	✓	
Colorado <sup>21</sup>	✓	✓		
Connecticut CDCC <sup>25</sup>				
Connecticut SR <sup>21</sup>	✓	✓		
Connecticut Smart Start	✓			✓
Delaware <sup>17</sup>	✓	✓		✓
District of Columbia <sup>23</sup>				
Florida <sup>6</sup>				
Georgia <sup>13</sup>	✓	✓	✓	✓
Hawaii EOEL <sup>11</sup>	✓	✓		
Hawaii SPCSP <sup>21</sup>	✓	✓		
Illinois	✓			
Iowa Shared Visions <sup>20</sup>	✓	✓		
Iowa SWVPP <sup>21</sup>	✓	✓	✓	
Kansas <sup>24</sup>	✓	✓	✓	
Kentucky <sup>20</sup>	✓	✓		✓
Louisiana 8(g)				
Louisiana LA 4				
Louisiana NSECD				
Maine <sup>26</sup>	✓			
Maryland	✓			
Massachusetts CPP <sup>15</sup>	✓	✓	✓	✓
Massachusetts Chapter 70 <sup>12</sup>	✓	✓	✓	✓
Michigan <sup>21</sup>	✓	✓	✓	✓
Minnesota HdSt <sup>22</sup>	✓	✓		✓
Minnesota VPK/SRP <sup>24</sup>				
Mississippi <sup>14</sup>	✓	✓	✓	
Missouri	✓			✓
Nebraska <sup>15</sup>	✓			✓
Nevada <sup>21</sup>	✓			
New Jersey Expansion <sup>16</sup>	✓			
New Jersey ECPA <sup>17</sup>	✓			
New Jersey ELLI <sup>17</sup>	✓			
New Mexico <sup>13</sup>	✓	✓		✓
New York <sup>15</sup>	✓	✓	✓	✓
North Carolina <sup>20</sup>	✓	✓		
North Dakota <sup>21</sup>	✓		✓	✓
Ohio <sup>12</sup>	✓	✓	✓	✓
Oklahoma <sup>16</sup>	✓			
Oregon Pre-K <sup>23</sup>	✓	✓		
Oregon Preschool Promise <sup>23</sup>				
Pennsylvania RTL				
Pennsylvania HSSAP <sup>14</sup>	✓	✓		
Pennsylvania K4 & SBPK <sup>10</sup>	✓	✓	✓	
Pennsylvania PKC <sup>14</sup>	✓			
Rhode Island	✓			
South Carolina	✓			
Tennessee <sup>13</sup>	✓	✓		✓
Texas <sup>10</sup>				
Utah <sup>20</sup>	✓	✓	✓	✓
Vermont <sup>16</sup>	✓	✓	✓	✓
Virginia VPI <sup>25</sup>	✓	✓	✓	
Virginia Mixed Delivery <sup>14</sup>				
Washington ECEAP <sup>20</sup>	✓	✓		✓
Washington TK	✓		✓	✓
West Virginia <sup>15</sup>	✓	✓		✓
Wisconsin <sup>22</sup>	✓		✓	
Guam	✓			

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.



number of hours per day is determined locally with a minimum of 25 hours per week. Programs must operate no fewer than four days per week to meet annual and weekly operational requirements. No programs are part-day; however, children may attend part-day, only when determined by IEP teams.

- <sup>7</sup> Three-year-olds who are eligible for special education services are eligible for WV Universal Pre-K, as determined by the IEP.
- <sup>8</sup> The maximum class size is 20, given that there is 35 square feet of usable space available per child. Staff-child ratio is 1:10; however, there must be two adults when children are present regardless of class size. Class size may be reduced by the number of children with IEPs based on state policy for students with disabilities.
- <sup>9</sup> For children enrolled within a public school building site, breakfast and lunch must be provided. In community sites, programs may include lunch and snack, rather than breakfast if the classroom's regular operation schedule occurs when breakfast is not required.
- <sup>10</sup> Health services for children are based on needs, as determined by specialized health care plans coordinated with school nurses, when necessary.
- <sup>11</sup> The Early Learning Standards Framework: Content Standards and Learning Criteria for West Virginia Pre-Kindergarten were replaced with WVBE Policy 2520.15: West Virginia Pre-K Standards (Ages 3-5) Effective July 2019. The WV Pre-K Standards Resource Booklet for Universal Pre-K was provided as a support document for the revised Standards. It includes standards and alignments. Content related to cultural awareness and supports for children's home language are in the Guiding Principles of the WV Pre-K Standards (Ages 3-5) and include foundations and descriptions.
- <sup>12</sup> The West Virginia Early Learning Reporting System: Pre-K (WV ELRS: Pre-K), inclusive of the Early Learning Scale, must be utilized with all children enrolled in WV Pre-K programs, per WVBE Policies 2520.15 and 2525.
- <sup>13</sup> The West Virginia Pre-K Early Learning Standards Framework (WV ELSF) Professional Development System is a statewide PD system designed for all early childhood educators, administrators, and families as part of WV Universal Pre-K. The system provides content which is research-based and aligned with the WV Early Learning Standards Framework and the WV Pre-K Child Assessment System. This system is available in the following domains: Language and Literacy, Math and Science, Arts and Physical Development, Approaches to Learning and Social and Emotional Development.
- <sup>14</sup> West Virginia offers PALS to all counties who wish to utilize it for pre-K in addition to the ELS. The state pays the costs of PALS training and materials. West Virginia requires assessment reports for physical health and development and the arts based on the WV Universal Pre-K Standards (Ages 3-5).
- <sup>15</sup> Teachers employed by nonpublic schools must hold a minimum of a BA and either certification or a Community Program Permanent Authorization. A small percentage of teachers hired before 2013 (when policy changed to require all new teachers hold a BA) have an AA; the remainder of teachers have a BA.
- <sup>16</sup> Based on West Virginia's certified data cross-referencing the Certification database, as of October 1, 2021, there were 21 individuals assigned to teach in pre-K that did not hold full certification. This reflects teachers employed by county school systems and teachers employed by collaborative partners are not included in the count.
- <sup>17</sup> All assistant teachers must have a CDA or equivalent, determined by the WVBE. The Early Childhood Classroom Assistant Teacher Authorization is a license required for all pre-K and kindergarten assistant teachers who complete a CDA or state equivalent.
- <sup>18</sup> WVBE Policy 2525 requires all county WV Pre-K staff, including teachers and teacher assistants/aides/paraprofessionals, to participate in at least 15 hours of staff development annually, based on the needs determined in the county continuous quality improvement process. An orientation for new staff in a WV Pre-K classroom will be provided within the first 30 days of employment that includes a review of: West Virginia Board of Education (WVBE) Policies 2525 and 2520.15; classroom operational requirements; policies and procedures for confidentiality and information disclosure; behavior management; reporting child abuse and neglect and emergencies; policies and procedures for basic sanitation and infection control; policies and procedures for safety, including prevention of injury both indoors and outdoors; fire safety, including the use of fire extinguishers; and training in abuse recognition and prevention. Existing staff members shall be knowledgeable of the above policies and procedures.
- <sup>19</sup> The WV Educator Evaluation System was developed using The Framework for Teaching (Danielson Group). All public school principals must complete the ongoing annual process with teachers in accordance with WVBE Policy 5310: Performance Evaluation of School Personnel. Assistant Teachers must have a PD plan that is linked to predetermined needs, reflect program goals and policies, and include a systemic evaluation process. All classroom staff employed by collaborating child care centers must have a PD plan that includes staff evaluation in the process in accordance with state child care licensing regulations. PD and evaluation formats are designed by the Child Care Directors. Head Start Performance Standards require grantees to maintain a system of training and PD for all collaborative staff employed by Head Start. Tools are determined by each partnering Head Start Grantee.
- <sup>20</sup> In classrooms that collaborate with Head Start, a research-based, coordinated coaching strategies for education staff are required by Performance Standards. Coaching is addressed in collaborative contracts between Head Start programs and County Boards of Education. Seventy percent of classrooms collaborate with Head Start.
- <sup>21</sup> All teachers (lead and assistant) employed as public school employees are required by state code to receive the same salary and fringe benefits as K-12 teachers. Nonpublic school employees in collaborative programs receive salaries and fringe benefits according to program with which they are employed.
- <sup>22</sup> There was an increase in federal funding for the 2021-2022 school year based county reports. This included ESSER funds reported for pre-K.
- <sup>23</sup> Allocations are based on enrollment from the previous school year (2020-2021). Enrollment decreased by more than 3,000 children during the 2020-2021 school year due to the COVID-19 pandemic. This is reflected in decreased funding for the 2021-2022 school year.
- <sup>24</sup> School district money includes reported other funds allocated at the local level that could be used across grades but were used in pre-K. County money includes reported excess levy funds used specifically for pre-K. Other local funds include School Building Authority funds that were utilized specifically to enhance pre-k facilities in counties. These funds are one-time funds granted to county school systems for building improvements (\$2,158,866). Other local funds also include private contributions from collaborative partners and community programs (\$165,420).
- <sup>25</sup> County Boards of Education receive state aid funding. The LEA must provide sufficient assistance/funding to a collaborative community partner to enable the partner to offer services that meet this policy at no cost to parents and at no deficit to the program. In calculating costs and resources, the county collaborative team consider various costs such as personnel, facilities, materials and equipment, curriculum, continuous quality improvements, and professional development. A budget and cost allocation worksheet must be completed for each collaborative pre-K classroom as part of the collaborative contract to illustrate specific costs and allocations of contracts and to illustrate contributions of all partners.
- <sup>26</sup> All collaborative partners with county Boards of Education must hold a current child care center license in order to participate in WV Pre-K. Faith-based centers must exclude religious content during designated public pre-K hours.
- <sup>27</sup> State policy requires each county to develop and maintain a continuous quality improvement process that incorporates annual classroom observations utilizing a research-based instrument such as ECERS or CLASS and aggregated child assessment data in programmatic decision-making. Some use their curriculum implementation checklists (High/Scope PQA or the Creative Curriculum Fidelity Tool Administrator Checklist) and alternate years with CLASS or ECERS. Classroom observation tools are locally determined. The West Virginia Universal Pre-K Health and Safety Checklist must be completed in all pre-K classrooms annually within 45 calendar days of the first day of school.
- <sup>28</sup> Each district is required to maintain a continuous quality improvement process that includes an annual plan which utilizes data from classroom observation results and aggregated child assessment data for program planning and professional learning. Each district must participate in a triennial Pre-K Program Review that is conducted by the state Pre-K Steering Team. The continuous quality improvement process and program records are reviewed during these program reviews. Follow-up is conducted prior to three years, as necessary. Districts can also request state technical assistance to support implementation of WV Universal Pre-K, classroom observations, and professional learning based on the identified needs determined through the CCI process.
- <sup>29</sup> Each district is required to conduct a formal classroom observation annually, in addition to site visits at the beginning of the school year for completion of the WV Universal Pre-K Health and Safety Checklist. Results from classroom observations must be included in their continuous quality improvement process, along with aggregated child assessment data. This information is utilized to determine individualized supports for teacher, as well as programmatic professional learning opportunities.

#### WISCONSIN – Wisconsin Four-Year-Old Kindergarten (4K)

- <sup>1</sup> School districts have the authority to determine their enrollment and placement processes. There may be additional ways that districts enroll and determine placement for children entering into 4K, beyond the two options reported. Additionally, some districts may allow children to "open enroll" into another school district for 4K.
- <sup>2</sup> There are no enrollment caps for 4K. Districts that offer 4K need to enroll all 4K children who are eligible and wish to participate in 4K programming. The WI DPI does not track enrollment in district/local or city PreK programs.
- <sup>3</sup> Children with disabilities are counted in the 4K enrollment (state-funded preschool) only if they are enrolled in 4K. Some children in the state receive IEP services but are

- not enrolled in 4K, these children are not in the 4K enrollment total.
- <sup>4</sup> State supplemental funds can be used in accordance with the Head Start Federal Performance Indicators for Quality Improvement activities.
  - <sup>5</sup> The DPI does not collect data on a breakdown of how the supplemental funds are spent as it related to slots and ages for HS or EHS children.
  - <sup>6</sup> It is assumed that the discrepancy between the race & ethnicity numbers is due to input error based on confusion of category definitions for reporting purposes. The department is updating category definitions for the 2023-2024 school year.
  - <sup>7</sup> The state funds a total of 437 hours per year. Districts determine how many days per week the program operates. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, four to five days per week, but an increasing number of rural districts may offer school-day programs two or three days per week. State policies support partnerships with child care and Head Start to extend the number of hours per day or weeks per year. The 4K Community Approach model allows districts to contract with child care, Head Start, and private schools. Additionally, most operating schedules are school year-calendar, but some districts extend the program through Head Start partnerships or local calendars.
  - <sup>8</sup> The state funds 4K programming at either .5 FTE or .6 FTE membership. A .5 membership allows districts to provided either 437 hours of instruction or 349.5 hours of instruction and 87.5 hours of parent outreach. A .6 membership requires that districts provide 437 hours of instruction and 87.5 hours of parent outreach (a total of 524.5 hours).
  - <sup>9</sup> The state law is that children are eligible for 4K if they are four years of age on or before September 1 of the school year and 5K if they are five on or before September 1 of the school year. The law does allow districts to have their own early entrance policies. If policies for early entrance are in place, they vary from district to district.
  - <sup>10</sup> Resident children in districts that offer 4K programs are eligible to enroll based on age only. If a district does not offer a 4K program, resident children of that district are not allowed to open enroll into a district that does offer 4K programming.
  - <sup>11</sup> There are no state regulations addressing the teacher-child ratio for 4K. Class size is a local policy determined by the school board. Guidance is provided to support districts with making this decision. This includes: 1:10 with a maximum class size of 20 as defined for quality benchmarks by the National Institute for Early Education Research (NIEER); 1:13 with a maximum group size of 24 as required in state child care licensing regulations; 1:10 with class sizes of fewer than 20 children as required by Head Start performance standards; 1:10 with a class size of 20 or fewer children as recommended by the National Association for the Education of Young Children (NAEYC). If 4K is in a community setting (child care or Head Start) staff-child ratio needs to follow the program requirements/regulations.
  - <sup>12</sup> If 4K is in a Head Start program, it must follow Head Start requirements. If a school-based program operates more than 2.5 hours per day, it must provide a meal or snack through the school nutrition program. If 4K is in a child care program, it must follow the Department of Children and Families Regulations, one meal or snack must be provided at least once every three hours.
  - <sup>13</sup> Children are required (with exceptions) to have immunizations to enroll in 4K programming. Medical examinations are strongly encouraged but not required. A reading readiness assessment is a state requirement for children 4K-second grade.
  - <sup>14</sup> If there are screening results of concern, it is recommended that follow-up information and possible referrals be made, but it is not required. Families have a choice in deciding if they would like to pursue next steps.
  - <sup>15</sup> Requirements depend on how the services are defined. Family engagement is required when districts obtain additional funds for outreach (87.5 hours). Referrals for special education are required as needed. State law requires referral to social services in cases of abuse or neglect. When districts partner with Head Start, they must provide services per federal Head Start standards.
  - <sup>16</sup> The ELDSs are inclusive and aligned to the state academic standards for English Language Arts and Mathematics, but not other content areas. Infant and toddler standards are included in Wisconsin Model Early Learning Standards.
  - <sup>17</sup> The state only requires a reading readiness assessment (4K-2nd grade) and not child assessments in other areas. The reading readiness assessment tools are chosen by districts. They are not required to align with the Wisconsin Model Early Learning Standards, however they do need to include assessment of phonemic and letter sound knowledge, both of which are part of the early literacy standards within the Wisconsin Model Early Learning Standards.
  - <sup>18</sup> The state has a training and technical assistance system that includes cross-sector trainers, a 15-hour in-person training, a 20-hour virtual training, and a variety of resources. Trainers complete an approved trainer's process with a mentor before becoming an approved trainer. Approved trainers and trainer candidates are supported through regional community of practice meetings (twice/year) and statewide community of practice meetings (twice/year). Additionally, the state has a contract with one of our Cooperating Educational Service Agencies to employ a statewide standard's coordinator to provide support to the approved trainers and limited technical assistance for implementation of the standards.
  - <sup>19</sup> Information related to curriculum decision making is provided through (and in) the WI Model Early Learning Standards through trainings, conferences, web-based resources, and additional technical assistance platforms (i.e., networking meetings, state-wide connection calls, etc.).
  - <sup>20</sup> The state requires a reading readiness assessment for 4K-second grade. The assessment tool must include phonemic awareness and letter sound knowledge; however, no specific tool is required. Screening instruments are a local decision.
  - <sup>21</sup> All 4K teachers need to have a valid WI Teaching License or a license with stipulations that is connected to an approved pathway for permanent license through the DPI.
  - <sup>22</sup> While the 4K programs are all under the administrative authority of the school district, the district can contract with child-care, Head Start, and/or private schools for 4K. The teachers in these community programs need to follow the public school requirements for personnel (DPI Teacher License). Licensure can be the result of completing an approved teacher training program or successful completion of an approved pathway to licensure from the DPI.
  - <sup>23</sup> Four-year-old kindergarten can be taught by an educator who holds an Early Childhood license or an Elementary Education license that includes prekindergarten or kindergarten in the grade levels of the license.
  - <sup>24</sup> Shortages related to the specific position of a 4K teacher are not reported via a formal data collection system; however, through conversations with districts statewide, it has been reported there were shortages and difficulty locating qualified staff for teaching 4K.
  - <sup>25</sup> The state did not provide direct incentives for recruiting or retaining 4K teachers. It did provide guidance and information to school districts that ESSER funds may be used for this purpose.
  - <sup>26</sup> The WI DPI only licenses special education paraprofessionals, which requires the high school diploma or its equivalent; however, there are requirements under federal law that may impact the assistant teacher's need to have a higher degree/schooling to be considered a highly qualified paraprofessional. That will be dictated by the distribution of federal money in the building in which the paraprofessional works.
  - <sup>27</sup> DPI no longer requires specific hours of professional development for licensure maintenance. There are different levels/categories of teacher licensing which focus more on successful semesters of teaching rather than number of professional development hours. In child care community approach settings, all providers who worked more than 20 hours per week, were required to receive 18.75 hours. There are no requirements for continuing education for health and safety only. In Head Start settings, providers follow the Head Start Performance Standards.
  - <sup>28</sup> For public schools, coaching and mentoring may be built into the state teacher effectiveness process, for those who choose to access the resources. For non-public schools, state policy requires that programs provide support as identified by the authorizing agency. For example, some programs are required to have embedded supports based on their Head Start Performance Standards or based upon the state child care QRIS.
  - <sup>29</sup> Lead teachers for 4K in school buildings typically fall within the district K-12 salary range and benefits. Teachers in 4K Community Approaches may or may not be hired by the school district. Based upon the community approach and school district contracts, there may be variations in salary and benefits as the local level.
  - <sup>30</sup> The State does not require districts to have parity. Decisions for how and if districts want to do that are determined by each district.
  - <sup>31</sup> Federal Head Start grant and the state-funded Head Start supplement support actual Head Start programs, not 4k programs in public schools. DPI does not receive/ administer Social Services Block Grant (SSBG) funds (the WI Dept. of Health Services receives SSBG funds).
  - <sup>32</sup> The bulk of funding for 4K programs comes from state General/Equalization Aid (state's General Fund) and local property tax revenue. All school districts receive per pupil aid (state's General Fund), a flat dollar amount for each revenue limit member (i.e., pupils who are residents of the school district and for whom the district pays the cost of education). For school year 2022-23 that amount is \$742 per FTE member, regardless of grade level. School district expenditure data is not collected by grade level. The 4K Start-Up Grant program (state's General Fund) provides state funding to school districts that are newly implementing a 4K program: up to \$3,000 per 4K pupil in the first year, and up to \$1,500 per 4K pupil in the second year. 4K pupils are counted as .50 FTE, unless the school district offers at least 87.5 hours of outreach to families (in addition to the regular hours of instruction for the district's 4K program), then the 4K pupils are counted as .60 FTE. The amount of state aid depends on each districts'

Is this not?

# Strategies for Collecting and Providing Data on a Mixed Delivery System to Support Parent Choice

Brief | January 2022



Mandy Reeve, SRI

*A mixed delivery system offers families and children improved access to high-quality early care and education options by supporting family choice. The state plays an important role in creating and enhancing a mixed delivery system. This brief describes how states can provide and use data to ensure families have enough choices when selecting early care and education services and that the choices meet the needs of families in the communities they serve.*

## Why is a Mixed Delivery System Important?

The Every Student Succeeds Act (ESSA), signed in 2015, recognizes the importance of early learning, as well as states building a coordinated system. ESSA included a dedicated funding stream for early childhood care and education (ECCE), the Preschool Development Grant Birth through Five initiative (PDG B-5), to provide states with a unique opportunity to build, enhance, or better align existing programs, maximize parental choice, build on the success of existing programs, foster partnerships among stakeholders, and leverage data for continuous improvement. The PDG B-5 initiative enables states to improve their comprehensive ECCE statewide system and enhances their abilities to implement a mixed delivery system of ECCE services for children and their families to ensure families have what they need to support their children's development and successful transition to school.

ESSA defines a mixed delivery system (MDS) as a system of early childhood care and education services that are delivered through a combination of programs, providers, and settings (such as Head Start, licensed family, and center-based child care programs, public schools, and community-based organizations) and is supported with a combination of public and private funds (Every Student Succeeds Act, 2015). An MDS offers families and children improved access to high-quality ECCE options by supporting family choice.

Many families struggle to find and access the early ECCE programs that meet their needs (e.g., hours of operation, location, setting). Some communities across the county have severely limited access to programs and services.

### Early Childhood Policy Matters Podcast

Listen in as Deputy Assistant Secretary for Policy and Early Learning in the Office of Elementary and Secondary Education with the U.S. Department of Education, **Miriam Calderon**, and Deputy Assistant Secretary for Early Childhood Development with the Administration for Children and Families at the U.S. Department of Health and Human Services, **Katie Hamm**, talk about the Biden Administration's vision for a comprehensive early care and education system, including a priority on mixed delivery options for families.

Prior to the COVID-19 Pandemic, approximately 89% of families with children under age 5 live in a child care desert where there is not enough child care to meet the need or demand in these areas (Malik et al., 2018). In addition, the deeply fragmented ECCE system requires families to navigate a complex path of eligibility requirements, program characteristics, available slots, and other variables (Regenstein & Strausz-Clark, 2021).

## Using Data on Mixed Delivery to Inform Families

To ensure all families have access and choices to ECCE services that meet their needs, there are at least two major questions states need answer: (1) Are there enough options for families to make choices in selecting ECCE in their communities? and (2) Are the “right” options available for families (those that meets their needs)? Without answers to these questions, states cannot document the current mixed delivery options for families, nor can they make informed decisions to plan for enhancing and improving their MDS. States need to collect data on their MDS to document its status, provide families the information they need to navigate and access ECCE options, and measure their success in strategically increasing those options.

### Question 1: Are There Enough Options for Families to Make Choices in Selecting ECCE Programs?

The first step is to take stock of the state’s comprehensive ECCE system. There are many programs and services funded by the federal or state government and local communities that are part of a state ECCE system. These funding streams, programs and services likely coordinate and align, to varying degrees, on a variety of elements (e.g., data systems, standards, and enrollment). Improving and increasing coordination and alignment between the programs and services in the comprehensive ECCE system builds and enhances the state MDS options and thus increases the choices available to families that meet their unique needs. When states take stock of their available programs and services, where the programs are administered, and any current coordination and alignment between them, they will effectively document their current MDS and establish a baseline of options that are available for families to consider. (See Appendix A includes an example table that states can use to document this information.)

There are a variety of programs and services in a state ECCE system to meet the varying needs of children and families (e.g., child care, health care, behavioral development, etc.). Establishing a baseline of programs and services available in the state’s ECCE system allows the state to answer the question of what ECCE program choices exist from which families can select. Documenting the current programs and services will allow states to measure increasing options for families.

A central tenant of the PDG B-5 initiative is that states are to make improvements and increase the alignment between programs to enhance and build an MDS. Every year, all PDG B-5 Grantees list the programs in their mixed delivery system as a component of their Annual Performance Progress Report (APPR). Table 1 describes the programs that 20 Renewal Grantees included in their mixed delivery system in the 2020 APPR.

**Table 1. Programs reported to be included in MDS by Grantees in the 2020 APPR**

ECCE Programs	Percent
Head Start and Early Head Start	81%
State Preschool	76%
Child Care	62%
Child Care Development Fund (CCDF)	67%
IDEA Part C & 619	62%
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)	52%
Home Visiting	52%
IDEA Part B	52%
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)	48%
Child and Adult Care Food Program (CACFP)	38%
Medicaid	24%
Children’s Health Insurance Program (CHIP)	14%
Other	95%

*Note.* Examples of “Other” include mental health and behavioral support, substance abuse programs, lead poisoning, Title I programs, foster care and kinship care, family education programs, and SNAP benefits.

For a comprehensive ECCE system to offer mixed delivery options that afford all families choices to meet their needs, states must increase the collaboration and coordination with a greater range of ECCE programs. Data shows that while most states are including the traditional ECCE programs in their MDS, fewer are including nontraditional programs like health care-focused initiatives (e.g., Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) and Medicaid). Although, some states are not including programs generally considered to be ECCE programs like Maternal, Infant, and Early Childhood Home Visiting (MIECHV) and IDEA Part C.

The Planning Guide for Intragovernmental Partnerships (Ditcher, vonBargen, & Andersen, 2022) is a series of worksheets designed for early childhood state system leaders to use with existing partnerships or when considering new partnerships. Strategic partnerships “describe a union between two or more entities to better achieve an agreed-upon goal and shared vision for an early childhood mixed delivery system. Strategic partnerships are long-term relationships and a part of the MDS infrastructure (Meloy, B., Thornburg, K. R., Peyton, S., 2021). The planning guide offers an engagement framework along with worksheets for use by states in documenting and planning intragovernmental strategic partnerships and can serve as a helpful resource for states collecting data on if there are enough options for families to choose from when selecting care.

## Question 2: Are the “Right” Options Available for Families to Choose from When Selecting ECCE Programs?

In addition to documenting what the options are for families, states also need to address whether the available choices are the choices to meet the needs and priorities of families in their communities. It is important to determine what the essential data elements are so that states collect the information needed by families to make the choices that best meet their unique needs and priorities.

Some essential data elements to collect about programs in each community that will help families determine if the programs will meet their needs include, but are not limited to, the following:

- Setting (e.g., home or center-based)
- Hours, days, and months of operation (including flexible scheduling)
- Eligibility criteria for enrollment (e.g., child age, family income)
- Capacity by age group (e.g., maximum number of children under 1, 1-2, etc.) and other relevant characteristics (e.g., part time, full time)
- Wait lists (also length, average time on wait list)
- Program quality and characteristics (e.g., quality rating, curriculum used, experience with special needs, special focus such as art or nature)
- Slots available (including full-time and part-time)
- Public or private
- Cost to the family (e.g., tuition, market rate, scholarships, co-payments, cost of quality)

## How Do You Use the Data That Has Been Collected?

The next section will describe three ways that states can share information on the choices available to families to inform their decision-making and increase their knowledge of and engagement with the state’s existing MDS programs, while increasing family access to high-quality programs that meet their needs.

**Consumer Education Websites:** The Child Care Development Fund (CCDF) requires states to create and maintain a consumer-friendly and easily accessible website that may vary in look and feel but provides consumers with information on 12 required components (Child Care and Development Block Grant Act, 2014). Families can use the information on their state’s consumer education website to learn how best to pay for child care, select quality child care, determine available public supports for a family’s basic and special needs, and identify appropriate resources that

### **Consumer Portal Examples:**

A summary of all state consumer education websites is located at [childcare.gov](http://childcare.gov). Childcare.gov provides publicly available consumer education information to families to help them access safe, quality child care services in their communities. The website provides a direct link to state-specific child care finder tools.

help support their children's brain development and enable their readiness for school (Banghart, Hill, Guerra, Covington, & Tout, 2021). Many states include some of the information listed in the previous section, along with the required CCDF consumer education information, to provide families with the knowledge needed to select the most suitable early childhood care and education setting for their children. Here are the 12 required CCDF Consumer Education Website elements referenced above:

- **State-Level Consumer Information:**

- Child care resource and referral agencies
- Licensing and monitoring process
- Contact information for lead agency
- Deaths in child care settings (aggregate data)
- Injuries in child care settings (aggregate data)
- Child abuse cases in child care settings (aggregate data on substantiated cases)

- **Provider-Level Consumer Information:**

- ZIP code search
- Monitoring reports
- Quality rating
- Three years of monitoring data
- Date of last inspection
- Corrective actions

Minnesota's Early Childhood Longitudinal Data System links families to COVID-19 resources, allowing families to use the early childhood longitudinal data system comprehensive services map to locate nearby COVID-19 emergency child care sites, available child care providers, and meals for kids during COVID-19 closings.

**Early Childhood Integrated Data Systems (ECIDS):** Unlike the CCDF consumer education websites, an ECIDS collects and integrates data from across programs in the state's ECCE system. This provides relevant information on programs to families who may be enrolled in, or receiving services from, various programs. The ECIDS also can provide dashboards with contextual information on related services or partnerships. Although most ECIDS are still in development, many of the common use cases states are drafting for their development would capture the critical data elements outlined in the previous section and provide important information for families (Coffey, Chatis, Irvine, Sellers, & Duarte, 2017).

**Eligibility and Enrollment Portals:** Coordinated eligibility and enrollment (CEE) is a strategy for states and localities to

increase family choice by creating common processes for the recruitment of families, application for services, eligibility determination, matching of families with providers, and enrollment of children and

families into programs and services. CEE improves access to services by streamlining what can be a complicated web of criteria and processes (Chen, Zamora, & Grimm, 2021). CEE portals offer families 24/7 access to their information and allows them to complete many of the tasks necessary for enrollment and eligibility at any time and at any location that is convenient.

In a review of the PDG B-5 renewal grant applications, 16 states included the development or improvement of an online “single point of entry” web portal or data system. Eight of the 16 states described a family-centered portal and emphasized outward-facing components for families to use and access services. The applications were also reviewed for a listing of the programs that states planned to include in their CEE. Six of the 8 states that stated they were creating a family-centered portal were coded as, “including a broad, cross-sector scope of coordination including early learning and family support, health and mental health, and other economic supports” (Chen, Zamora, & Grimm, 2021).

## Conclusion

With the PDG B-5 initiative, states have an opportunity to improve their ECCE systems by building and enhancing their mixed delivery options. Mixed delivery is essential for families to have the opportunities they need to ensure their children have the best possible start in life and transition to school. Mixed delivery offers families the ability to select ECCE settings that meet their unique needs. States need to document their ECCE system and MDS so they can make strategic improvements and increase coordination alignment between programs and services. When states also collect data on the critical data elements families need to make the best choices that meet their unique needs, states empower families to use that information to make informed decisions that set the foundation for the ongoing development of their children.



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## Appendix A. Inventory of ESSA Programs with Mixed Delivery Options

This table provides an example of the information that states collect and a list of programs to consider when determining if there are enough options for families when choosing ECCE programs for their children.

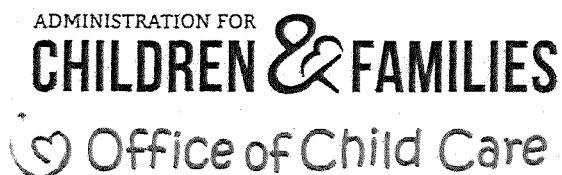
Programs from ESSA Legislation	Department/Division	Contact	Coordination & Alignment
Child Care Development Fund (CCDF)			
Licensed or Regulated Child Care			
Early Head Start			
Head Start			
Maternal, Infant, and Early Childhood Home Visiting (MIECHV)			
Home Visiting			
Part C			
Part B & 619			
State Preschool			
Medicaid			
Children's Health Insurance Program (CHIP)			
Child and Adult Care Food Program (CACFP)			
Special Supplemental Nutrition Program for Women, Infants, and Children (WIC)			

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For more information on this and other early childhood topics please visit The Office of Child Care's Technical Assistance webpage at <https://childcareta.acf.hhs.gov/> and the Office of Head Start's Technical Assistance webpage at <https://eclkc.ohs.acf.hhs.gov/about-us/article/training-technical-assistance-centers>.

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Research Report

# Including Family Child Care (FCC) Programs in Publicly-Funded Pre-K

Conditions for Success





March 31, 2023

#### Authors

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GG Weisenfeld

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State-funded preschool is already offered in mixed-delivery settings in most states, meaning that along with public schools, children are also served in settings such as child care centers, Head Start agencies, and private schools. However, just 39% of 4-year-olds and 14% of 3-year-olds were enrolled in publicly-funded programs, such as state-funded pre-K, special education, or Head Start in the 2020-21 school year, demonstrating many children still lack access to these programs. Increasingly, decisionmakers and advocates are proposing that one part of the solution to ensuring more children have access to state- and other publicly-funded programs may lie in increasing enrollment slots available to children in other settings beyond school- and center-based classrooms, such as in family child care homes (FCCs).

In the 2019-20 school year, just 29 of 62 state-funded pre-K programs reported that they allowed FCCs to be included in their program; and of the 24 states that allowed it, only 10 states were able to report enrollment – with most serving less than 1% of preschool children in home-based settings. This leaves the knowledge base on what works in supporting FCCs in publicly-funded programs extremely limited.

In the *Conditions for Success*, we have outlined conditions or policies that states could establish that may set up FCC educators for meaningful inclusion in state-



quality pre-K and demonstrate that it could be possible for states, cities and localities to provide high-quality, publicly-funded pre-K in home-based settings if attention is paid to how states provide structures and supports for educators and families.

**Tagged:** [Systems & Governance](#) [State Pre-K Evaluations](#)

## The Authors

Erin Harmeyer is an Assistant Research Professor at NIEER. Her research interests include family childcare quality; caregiver-child interactions; and the academic readiness skills of preschool-age children.



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**See Profile**

In her work, Dr. Frede applies what she has learned throughout her varied career in early childhood education, including experience as a teacher of ages 0-8, curriculum and professional development specialist at the HighScope Foundation, teacher educator at The College of New Jersey, researcher, pre-k administrator for the New Jersey Department of Education, education lead in a large Head Start grantee and early learning lead at the Bill and Melinda Gates Foundation.



**See Profile**

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-year-olds rank	Access for 3-year-olds rank	Resources rank based on state spending	Resources rank based on all reported spending	Quality standards checklist sum (maximum of 10)
Alabama	15	None Served	17	17	10
Alaska	41	30	25	23	2
Arizona	44	25	33	39	3
Arkansas	22	6	15	12	8
California	18	16	5	5	4.5
Colorado	26	15	40	31	4
Connecticut	32	12	7	9	5.1
Delaware	30	23	12	25	9*
District of Columbia	1	1	1	1	4
Florida	2	None Served	43	45	2
Georgia	8	None Served	26	34	8
Hawaii	45	32	4	4	10
Illinois	20	5	24	22	8
Iowa	5	22	39	43	8
Kansas	12	5	34	41	6
Kentucky	24	18	19	11	8*
Louisiana	21	34	28	35	7.9
Maine	14	None Served	35	27	9
Maryland	16	21	16	8	7
Massachusetts	25	9	45	35	6
Michigan	19	None Served	6	6	10*
Minnesota	35	31	22	28	5.4
Mississippi	37	None Served	41	23	10
Missouri	39	29	30	36	5
Nebraska	17	8	42	10	7
Nevada	38	None Served	9	15	7
New Jersey	23	4	2	2	8
New Mexico	13	10	10	21	9
New York	9	7	23	32	7
North Carolina	30	None Served	13	13	8*
North Dakota	43	None Served	21	26	5
Ohio	36	27	36	42	5
Oklahoma	3	20	31	14	9
Oregon	34	13	3	3	6.9
Pennsylvania	28	11	11	24	6.9*
Rhode Island	27	None Served	13	13	10
South Carolina	11	33	37	40	7
Tennessee	31	28	29	30	9
Texas	10	14	32	37	4
Utah	42	26	44	44	3
Vermont	4	2	14	20	7
Virginia	29	24	27	19	5.9
Washington	33	17	8	7	8.5
West Virginia	6	19	22	16	9
Wisconsin	7	35	38	29	③ 4.5*
Idaho	No program	No program	No program	No program	No program
Indiana	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
South Dakota	No program	No program	No program	No program	No program
Wyoming	No program	No program	No program	No program	No program

\* In four cases, programs in these states did not track total enrollment figures, and therefore could not be ranked. As a result, enrollment by age group was estimated. † Indicates that while a policy meets the benchmark, at least one benchmark in a program is not being fully implemented.

## Determining Least Restrictive Environment (LRE) for a Child



ASK

- Where does the child usually spend time during the day?
- Where are typically developing children this age in this community?
- Can the child's individualized education program (IEP) be implemented in the current setting(s) and/or other settings with same age peers?



DOCUMENT

What settings have been considered and rejected?

Determination and Notice of Placement (P1 & P2)

- List other options considered, if any, related to the placement site (school building or school district), frequency, location, and duration of the special education and related services, supplementary aids and services, program modifications and supports, and the place of those services.
- List the reason(s) rejected and description of any other factors relevant to the proposed action.



FAPE

Will special education and related services be provided at no cost to the parent?

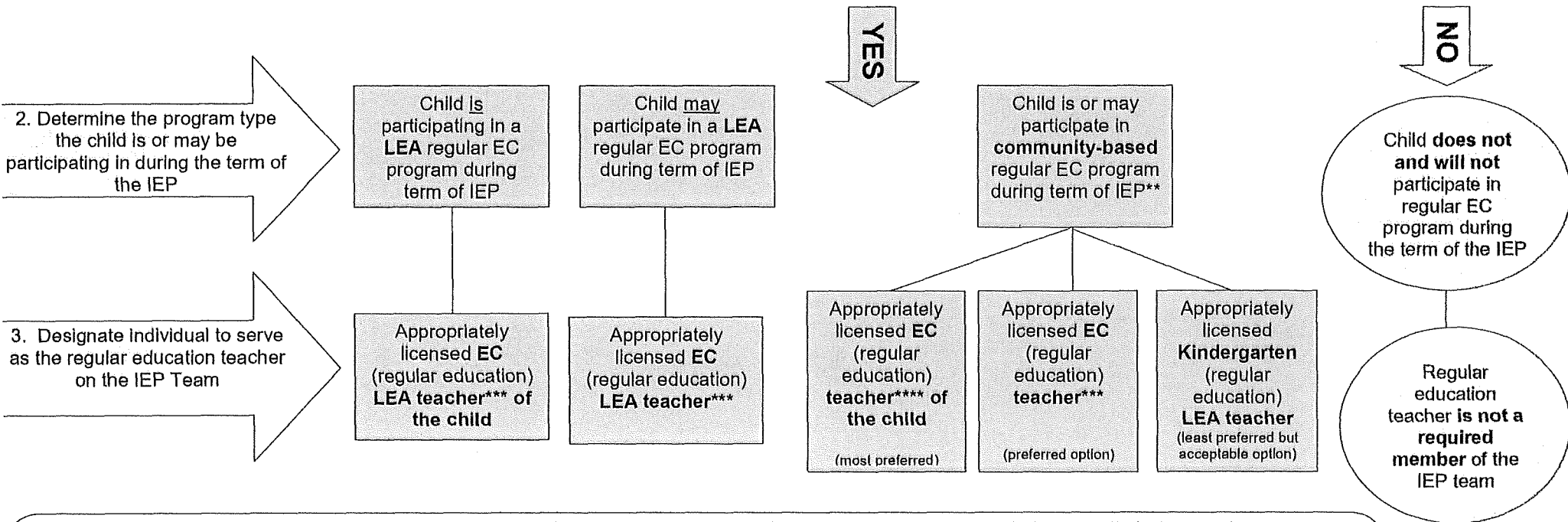
- Whenever the local education agency (LEA) makes a special education placement in a non-LEA program for the child to receive a free appropriate public education (FAPE) in the LRE, the placement must be at no cost to the parents.
- This includes the tuition cost and/or other fees non-LEA programs may charge for the time required to implement the services in the student's IEP.



## Regular Education Teacher Participation on IEP Team: Children Receiving Early Childhood Special Education (ECSE) Services

Utilize the decision tree below to determine if a regular education teacher should participate on the IEP team for children receiving ECSE services.

1. Is the child **OR** may the child participate in a regular early childhood (EC) program\* during the term of the IEP?



\*A regular early childhood program is a program that includes a majority (at least 50%) of nondisabled children and may include, but is not limited to: Head Start, Kindergartens, preschool classes offered to an eligible pre-kindergarten population by the public school system, private kindergarten or preschools, and group development centers or child care. *OSEP Dear Colleague Letter*, Feb. 20, 2012.

\*\*If teacher is not an employee of the LEA, parent consent to invite outside agency representatives is required.

\*\*\*An appropriately licensed EC (regular education) LEA teacher must include Pre-Kindergarten (Pre-K) and/or Kindergarten (K) on a valid DPI teaching license

\*\*\*\* An appropriately licensed EC (regular education) teacher must include Pre-Kindergarten (Pre-K) and/or Kindergarten (K) on a valid DPI teaching license or have a current Level 14 Registry certificate. (Note: A teacher of the child who does not hold these licensures may be invited to the IEP Team meeting to provide relevant information about the child.)

A teacher may serve in more than one role, as the special education teacher and regular education teacher, if the teacher is dually certified in EC and ECSE.

APPENDIX TABLE 49. STATE EARLY LEARNING AND DEVELOPMENT STANDARDS (ELDS) URL

STATE	Title of the ELDS
Alabama	<a href="http://children.alabama.gov/for-educators/aseld/">http://children.alabama.gov/for-educators/aseld/</a>
Alaska	<a href="https://www.alaskaed.org/">https://www.alaskaed.org/</a>
Arizona	<a href="https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf">https://www.azed.gov/sites/default/files/media/Arizonas%20Infant%20Toddler%20Developmental%20Guidelines_2nd%20Edition.pdf</a> and <a href="https://www.azed.gov/sites/default/files/2015/02/Arizona%20Early%20Learning%20Standards_4th%20Edition_2021.pdf">https://www.azed.gov/sites/default/files/2015/02/Arizona%20Early%20Learning%20Standards_4th%20Edition_2021.pdf</a>
Arkansas	<a href="https://dese.ade.arkansas.gov/Files/20201201142946_AR_Early_Learning_Standards_2016.pdf">https://dese.ade.arkansas.gov/Files/20201201142946_AR_Early_Learning_Standards_2016.pdf</a>
California CSPP	<a href="http://www.cde.ca.gov/sp/cd/re/psfoundations.asp">http://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
California TK	<a href="http://www.cde.ca.gov/sp/cd/re/psfoundations.asp">http://www.cde.ca.gov/sp/cd/re/psfoundations.asp</a>
Colorado	<a href="https://earlylearningco.org/">https://earlylearningco.org/</a>
Connecticut CDCC	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Connecticut SR	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Connecticut Smart Start	<a href="https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf">https://www.ctoec.org/storage/2019/12/CT-ELDS-Main-2014.pdf</a>
Delaware	<a href="https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf">https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf</a>
District of Columbia	<a href="https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els">https://osse.dc.gov/publication/district-columbia-early-learning-standards-dc-els</a>
Florida	<a href="http://flbt5.floridaearlylearning.com/">http://flbt5.floridaearlylearning.com/</a>
Georgia	<a href="http://gelds.dec.state.ga.gov/">http://gelds.dec.state.ga.gov/</a>
Hawaii EOEL	<a href="https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf">https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf</a>
Hawaii SPCSP	<a href="https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf">https://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf</a>
Illinois	<a href="https://www.isbe.net/documents/early_learning_standards.pdf">https://www.isbe.net/documents/early_learning_standards.pdf</a>
Iowa Shared Visions	<a href="https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition">https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition</a>
Iowa SWVVP	<a href="https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition">https://educateiowa.gov/documents/early-childhood-standards/2019/01/iowa-early-learning-standards-3rd-edition</a>
Kansas	<a href="https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf">https://www.ksde.org/Portals/0/Early%20Childhood/KsEarlyLearningStandards.pdf</a>
Kentucky	<a href="https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx">https://kyecac.ky.gov/professionals/Early-Childhood-Standards/Getting-Started/Pages/Start-Here.aspx</a>
Louisiana 8(g)	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf</a>
Louisiana LA 4	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf</a>
Louisiana NSECD	<a href="https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf">https://www.louisianabelieves.com/docs/default-source/academic-standards/early-childhood—birth-to-five-standards.pdf</a>
Maine	<a href="https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/MELDS_Re-Print_1.pdf">https://www.maine.gov/doe/sites/maine.gov/doe/files/inline-files/MELDS_Re-Print_1.pdf</a>
Maryland	<a href="https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf">https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/pedagogyguide-learningstandards_042015_1.pdf</a>
Massachusetts CPPI	<a href="https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines">https://www.mass.gov/eec-learning-standards-and-curriculum-guidelines</a>
Massachusetts Chapter 70	<a href="http://www.doe.mass.edu/frameworks/current.html">http://www.doe.mass.edu/frameworks/current.html</a>
Michigan	<a href="https://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf">https://www.michigan.gov/documents/mde/ECSO_OK_Approved_422339_7.pdf</a>
Minnesota HdSt	<a href="https://education.mn.gov/MDE/dse/early/highqualel/ind/">https://education.mn.gov/MDE/dse/early/highqualel/ind/</a>
Minnesota VPK/SRP	<a href="https://education.mn.gov/MDE/dse/early/highqualel/ind/">https://education.mn.gov/MDE/dse/early/highqualel/ind/</a>
Mississippi	<a href="https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf">https://www.mdek12.org/sites/default/files/final_infants_through_four-year-old_early_learning_standards_2020.08.21_jg.pdf</a>
Missouri	<a href="https://dese.mo.gov/media/pdf/missouri-early-learning-standards">https://dese.mo.gov/media/pdf/missouri-early-learning-standards</a>
Nebraska	<a href="https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf">https://www.education.ne.gov/wp-content/uploads/2018/06/ELG-PDF.pdf</a>
Nevada	<a href="https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/">https://www.nevadaregistry.org/ece-resources/nevada-pre-k-standards/</a>
New Jersey Expansion	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Jersey ECPA	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Jersey ELLI	<a href="https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf">https://www.nj.gov/education/earlychildhood/preschool/docs/PreschoolTeachingandLearningStandards.pdf</a>
New Mexico	Public Schools: <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/New-Mexico-Early-Learning-Guidelines-June-2020.pdf</a> Nonpublic Schools: <a href="https://www.newmexicoprek.org/">https://www.newmexicoprek.org/</a>
New York	<a href="http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning">http://www.nysed.gov/early-learning/resource-guides-school-success-early-learning</a>
North Carolina	<a href="https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/IN/NC_Foundations.pdf?ver=2017-05-16-105950-953">https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/IN/NC_Foundations.pdf?ver=2017-05-16-105950-953</a>
North Dakota	<a href="https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf">https://www.nd.gov/dpi/sites/www/files/documents/Academic%20Support/EL2018.pdf</a>
Ohio	Revised in 2021 and in the process of posting for public access.
Oklahoma	<a href="https://oklahoma.gov/content/dam/ok/en/okdhs/documents/okdhs-publication-library/10-54.pdf">https://oklahoma.gov/content/dam/ok/en/okdhs/documents/okdhs-publication-library/10-54.pdf</a>
Oregon Pre-K	<a href="https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf">https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf</a>
Oregon Preschool Promise	<a href="https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf">https://www.oregon.gov/ode/students-and-family/Transitioning-to-Kindergarten/Documents/ODE_EarlyLearningStandards_final.pdf</a>
Pennsylvania RTL	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania HSSAP	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania K4 & SBPK	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Pennsylvania PKC	<a href="https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/">https://www.pakeys.org/pa-early-learning-initiatives/early-learning-standards/</a>
Rhode Island	<a href="https://www.rfields.com">https://www.rfields.com</a>
South Carolina	<a href="https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/">https://ed.sc.gov/instruction/early-learning-and-literacy/early-learning/standards/</a>
Tennessee	<a href="https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf">https://www.tn.gov/content/dam/tn/education/standards/tnelds/std_tnelds_4yo_2018.pdf</a>
Texas	<a href="https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines">https://tea.texas.gov/academics/early-childhood-education/texas-prekindergarten-guidelines</a>
Utah	<a href="https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9">https://www.schools.utah.gov/file/2f5c23cd-43cc-4ab1-b5d7-ef1f918362e9</a>
Vermont	<a href="https://vels.education.vermont.gov/introduction">https://vels.education.vermont.gov/introduction</a>
Virginia VPI	<a href="https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction">https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction</a>
Virginia Mixed Delivery	<a href="https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction">https://www.doe.virginia.gov/teaching-learning-assessment/early-childhood-care-education/standards-curriculum-instruction</a>
Washington ECEAP	<a href="https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf">https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</a>
Washington TK	<a href="https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf">https://www.dcyf.wa.gov/sites/default/files/pubs/EL_0015.pdf</a>
West Virginia <sup>11</sup>	<a href="http://wvde.state.wv.us/policies/policy.php?p=2520.15&amp;alt=1">http://wvde.state.wv.us/policies/policy.php?p=2520.15&amp;alt=1</a>
Wisconsin	<a href="https://dpi.wi.gov/early-childhood/practice">https://dpi.wi.gov/early-childhood/practice</a>
Guam	<a href="https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf">https://www.guamehdi.org/wp-content/uploads/2016/12/2014-GELG-Age-3-5.pdf</a>

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

APPENDIX TABLE 75. FREQUENCY OF COACHING/MENTORING FOR PRESCHOOL TEACHERS

STATE	Frequency of coaching/mentoring
Alabama	Monthly <sup>25</sup>
Alaska	NA
Arizona	NA
Arkansas <sup>30</sup>	Varies
California CSPP	NA
California TK	Determined locally
Colorado	NA
Connecticut CDCC	NA
Connecticut SR	NA
Connecticut Smart Start	Determined locally
Delaware	Determined locally
District of Columbia <sup>31</sup>	Bi-weekly (DCPS); Determined locally (CBO); NA (PCS)
Florida	Not reported
Georgia <sup>22</sup>	Varies based on need
Hawaii EOEL	Varies based on need
Hawaii SPCSP	Varies based on need
Illinois <sup>21</sup>	Varies based on monitoring visit
Iowa Shared Visions	Determined locally
Iowa SWVPP	Determined locally
Kansas	Weekly during first year
Kentucky	Varies from district to district
Louisiana 8(g)	NA
Louisiana LA 4	NA
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts CPP1	Monthly
Massachusetts Chapter 70	NA
Michigan	At least monthly
Minnesota HdSt	Per federal Head Start Performance Standards
Minnesota VPK/SRP	Varies
Mississippi	At least monthly
Missouri	Varies based on need and experience.
Nebraska	Varies based on need
Nevada	Determined locally
New Jersey Expansion	At least twice/month
New Jersey ECPA	At least twice/month
New Jersey ELLI	At least twice/month
New Mexico	Monthly
New York	Determined locally
North Carolina	Varies based on need
North Dakota	At least monthly
Ohio	NA
Oklahoma	Determined locally
Oregon Pre-K	Variable per program design
Oregon Preschool Promise	NA
Pennsylvania RTL	Determined locally (detailed in induction plan)
Pennsylvania HSSAP	Varies
Pennsylvania K4 & SBPK	Determined locally (detailed in induction plan)
Pennsylvania PKC	Determined locally (detailed in induction plan)
Rhode Island	Bi-weekly group opportunities available; On-site visits at least monthly
South Carolina	Varies based on need
Tennessee	Multiple times during the coaching cycle
Texas	15 hours per year if the additional teacher qualification option is selected for PK4 teachers
Utah	Determined locally
Vermont <sup>21</sup>	Determined locally
Virginia VPI	NA
Virginia Mixed Delivery	NA
Washington ECEAP	Varies by ECEAP contractor & site need
Washington TK	Varies based on teacher/classroom need
West Virginia	Determined locally
Wisconsin	Determined locally
Guam	As needed

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '21-'22 school year, except Florida where most data are for the '19-'20 school year.

My name is Tricia Peterson, I am the owner of Future All\*Star's Academy, LLC (FASA), an Early Care and Education facility in Dodge County. I am writing to you in support of Senate Bill #973.

My center has been in operation for the last 11 years. In those 11 years we have cared for over 100s of children/families. In our school district we are the only licensed facility, and the school district does not currently offer a collaborative approach for 4k. They house all 4k within district. When Our district started their 4k, all day program, we lost 48% of our budget and had no choice, but to increase our rates.

We are licensed for 48 children at our facility. We currently are caring for children in 8 different school districts. The childcare crisis is real, and families are driving many extra miles to have care, so they as parents, can work.

This bill would help benefit many of our families in so many ways. A few of them are:

1. It is nice to drop off and pick up all your children in 1 location.
2. Parents feel less stressed when they don't have to worry or figure out before and after school care along with school out days
3. In our district, our school offers their own unregulated care. Therefore, they do not accept county assistance. This would help those families to not have to figure out how to come up with the money to pay for another invoice.
4. Parents are their children's best educators, and they know what is best for them and where their children will be successful, this gives parents options.
5. Affordable childcare is non-existent as we have very thin margins – having a 4k collaboration, this will help families with the cost of care. Now families would only be paying extra for before and after school care.
6. Continue the continuity of care (90% of our families start in our infant room)

As a quality early care and education center we have teachers who are qualified to take on this opportunity. We have teachers with bachelor's degrees and associate degrees. We encourage staff to participate in the TEACH program to pursue degrees. Degreed staff are important to have as they help lay the foundation for education and discovery, alongside the parents for the early stages in the child's life. These skills they will continue to use throughout their education journey. Communication Skills, Problem Solving Skills, and providing experiences to build your child's knowledge are only a few we focus on at our center. Our staff continue to learn and build their knowledge of the learning ways in our profession through our yearly required professional development. This year we will continue to focus on Pyramid Model and to use our professional development hours for learning more about trauma.

We pride ourselves on the relationships we build with not only the children but also the families. We meet all the children and families where they are at. The foundation of each child's education journey comes from a balance between our center and home life. Our goal for every child, who enters through our doors, will experience growth that will be guided by developmentally appropriate activities according to his/her learning ability and interest through our Pyramid Model work.

Teachers in our center, are behind the planning and implanting of each child's success – by their observations, screeners – at our center we use Ages and Stages ASQ both 3 & SE, High scope

Assessments, child goal setting which guide their lesson plans and ongoing documentation for their individual portfolios. And at times we even must add writing behavior plans for children who need to be re-taught specific skills to make them successful. This could be as easy as an individualized schedule or even a social story to help the child better understand their expectations. With daily communication from both in- person and the use of our app, parents are constantly informed as to what where their child is developing. We also offer parent-teacher conferences twice a year.

Our curriculum is based on High Scope, Wisconsin Early Model Learning Standards (WEMELS) and the foundation of Pyramid Model. We are blessed to be a Center Wide Pyramid Model Learning Center, thanks to the financial support of The Watertown Community Health Foundation. This framework is what brought Quality to our center!!

At the end of the day, we truly want what is best for ALL children and Bill 973 supports that. Not all families will pick us, but it is their choice and families know the right fit for their own child.

Thank you for this opportunity, it has been a pleasure to work alongside Representative Goeben, along with my colleagues to help guide this bill.



The Green County Child Care Network supports the proposed bill requiring community collaboration for all interested and eligible licensed child care programs known as the **4k bill AB1035/SB973**.

We support the bill as it ensures that working parents can choose the preschool program that best fits their needs to continue working and their child to access publicly funded preschool. Currently, Monroe school district collaborates with some of the licensed child care programs in Monroe, Albany will allow interested and eligible programs to community collaborate. The rest of the school districts currently do not offer community collaboration. This bill will also help build bridges and relationships between schools and licensed child care programs in their district to collaborate and support the diverse needs of the students enrolled in both programs. Child Care programs care for and educate children from 6 weeks-12 years and provide care for the approximately 12 weeks of summer and 20 additional days throughout the school year that school is closed. Child care programs provide wraparound care-most as early as 6 am and late as 6 pm (Some Child Care programs are also available for overnights and weekends as well). Child Care programs and schools share in this responsibility to the community. They can build upon the skills and knowledge from each program to ensure every child graduates from school college and career ready.

Furthermore, this bill aligns us with most other states, states that have adapted universal preschool in the intervening years since Wisconsin are creating universal preschool programs allowing licensed child care and schools to all participate and most, if a Bachelor's is required, don't require the "license" and some even have a pathway to Bachelors from an Associate's like this bill does. Federally, the only requirement for education is the state's current licensing requirements to teach that age group. Head Start requires an Associate's degree. Bills that have been introduced, or are being written all change the "recommendation" language to "required." This proactively aligns us with coming federal changes to funding either through new legislation or updates to the child care development block grant (CCDBG) so we don't lose out on access to those funds to support the care and education of our youngest and most vulnerable learners-our children. Furthermore, the federal government emphasizes that public funding for preschool (3k and 4k) should not interfere with working parents to access child care. Meaning that those funds shouldn't then negatively impact the availability, cost, or quality, of child care for children in the community.

Here is a resource that explains how to successfully implement preschool programming in a mixed delivery system (we call it Community Collaboration in Wisconsin). [https://childcareta.acf.hhs.gov/sites/default/files/new-occ/resource/files/pdgb5\\_mixeddeliverydatausetoinformfamilies\\_acc.pdf](https://childcareta.acf.hhs.gov/sites/default/files/new-occ/resource/files/pdgb5_mixeddeliverydatausetoinformfamilies_acc.pdf)

DCF licensing ensures that the teachers, aides, and other staff in licensed child care programs have set maximum numbers of children, minimum child development education, cpr, first aid, abuse and neglect, abusive head trauma, and SIDS training along with annual continuing education requirements of at least 15 hours annually in related professional development.

Furthermore, child care programs have access to Pyramid model <https://challengingbehavior.org/pyramid-model/overview/basics/>, mentors, food program specialists, youngstar technical consultants, accreditation resources, etc to ensure their programs are meeting the care and educational needs consistently across the state. For children under 3 with special needs, B-3 can come into the program to provide therapy for qualifying children, and children 3 and up services can be obtained through the school district, and, if the child care is determined to be the least restrictive environment, the school comes into the child care. DPI can only make recommendations, but, ultimately, it is up to the local school boards to determine class sizes, educational requirements for aides and staff, types of trainings, continuing education (lifetime licenses), curriculum, playground equipment, schedules, etc. and that varies widely across the state.

Many of the urban districts in the state already adhere to the Community Approach as it is recommended by DPI as a tried and true program. <https://dpi.wi.gov/early-childhood/kind/4k/4kca>). DPI recommends the community approach and has this 54 reasons districts should implement the Community Approach on their 4k community collaboration website: [https://dpi.wi.gov/sites/default/files/imce/early-childhood/4kca/pdf/54\\_benefits\\_4kca\\_list.pdf](https://dpi.wi.gov/sites/default/files/imce/early-childhood/4kca/pdf/54_benefits_4kca_list.pdf)

With the teacher shortage in both k-12 public schools and child care programs alike, it makes sense to keep children in one location instead of moving them from the child care program for a few hours a day so that 2 teachers are needed for the same child. Furthermore, staffing in child care is difficult to do when you need someone with 1 full day and a split shift availability per week and also available during all non-school days for that same child in group centers, and impossible for family child care to save a "slot" for those few hours and days without charging for the full week. This bill will help reduce the number of teachers needed for the same number of children.

Finally, 4k is optional and according to reports a significant percentage of 4 year olds in Wisconsin are not receiving publicly funded 4k. However, that doesn't mean they aren't accessing education in child care programs. Parents are opting their children out for a wide variety of reasons and by allowing all interested and qualified child care programs to participate this number will organically increase, thereby increasing our participation numbers to be more reflective of reality. Also, NIEER, is the national standard for collecting the data on participation, cost, quality, etc of preschool programs across the country. Wisconsin only meets 3 of 10 benchmarks and by moving to the community collaboration and creating standards for all programs that provide preschool care and education we could move toward meeting more of the standards. [https://nieer.org/wp-content/uploads/2023/05/Wisconsin\\_YB2022.pdf](https://nieer.org/wp-content/uploads/2023/05/Wisconsin_YB2022.pdf)

Entire country: <https://nieer.org/the-state-of-preschool-yearbook-2022>

While we are 7th in access, we are 41st in meeting the benchmarks. The ranking list is attached.

Family child care, which Green County has significantly more family child care programs than group centers, as is the case in most rural areas of the state, are also recommended as a way to

achieve universal preschool in high quality environments: <https://nieer.org/research-report/conditions-for-success>

Currently, very few family child care are allowed to be community collaboration sites-there are zero in Green County.

In conclusion we support this bill and ask that you vote yes for these changes. This bill was written to break down barriers without erecting new ones and also, in our opinion, will increase accessibility, affordability, and quality of early care and education for all children in our communities.

Thank you,  
Jillynn Niemeier Green County Child Care Network President



To the Assembly Committee on Children and Families-

My name is Heather Murray. I own an arts-based early education center in Waunakee, WI. I have owned Arthouse Preschool for the past 17 years. I have been educating and caring for young children for the past 30 years.

I am writing this today in favor of Assembly Bill 1035. I do not think this bill fixes the child care crisis. I do believe it would help support providers like myself and in home licensed providers. We are providing quality early childhood programming and don't either have a 4K program in our district or do not meet the qualifications for the school district we are connected with.

My center currently does not provide 4K through the Waunakee school district. I have not been able to meet the enrollment requirements that the Waunakee School district has for their 4K program. Keeping enough staff is a common issue among providers and my center is no exception. My total enrollment sits at 30 with not enough 4K students to meet the requirements through the Waunakee School District.

According to the state rating system, Youngstar, I have a 4 star center. My staff and I take pride in providing a quality early learning environment for the children we are caring for and educating. That is why 95% of my parents stay through kindergarten and do not take part in the 4K program that Waunakee offers. My parents do not want to access another center when what I am offering is the same or better than the other centers that offer 4K within Waunakee.

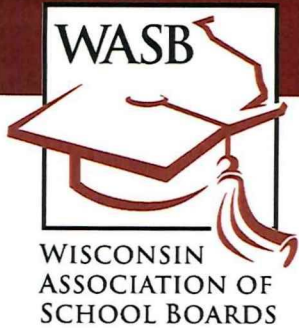
I also have two very talented teachers in my Preschool/4K room. One has a art teaching license and the other has a special education teaching license. This bill would allow for them to teach and be recognized that they are quality early childhood educators.

The curriculum I am currently using also doesn't align with the curriculum that the Waunakee School District dictates must be used within the 4K programs. My school curriculum is arts based and the other half does align with WELS. I believe that this curriculum best fits our philosophy. I believe it is important the early education centers pick a curriculum that works best for their center and not what the school district dictates.

I do believe a community approach is the best for 4K education. A majority of parents need full time care for their children. When I say full time, I mean not just a school day. A lot of parents need to drop off at 6:30 am and some can't pick up until 5:30 pm. 4K should be at centers or family providers that are already caring for and educating all of these children.

Thank you for your time and consideration in moving this bill forward.

Heather Murray



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FAX: 608-257-8386 • WEBSITE: WASB.ORG

DANIEL M. ROSSMILLER, EXECUTIVE DIRECTOR

TO: Members, Assembly Committee on Children & Families  
FROM: Chris Kulow, WASB Government Relations Director  
DATE: February 6, 2024  
RE: **OPPOSITION to ASSEMBLY BILL 1035**, relating to requiring the community approach to four-year-old kindergarten.

The Wisconsin Association of School Boards (WASB) is a voluntary membership association representing all 421 of Wisconsin's locally elected public school boards. School board members and the WASB share a strong interest in ensuring high quality four-year-old kindergarten (4K). We have strong concerns about the impact this legislation will have on 4K programming in the State of Wisconsin.

The WASB founding principle is local control of education-related decision-making by elected school boards. AB 1035 removes local control over how school districts provide 4K programming by prohibiting school-based 4K programs and allowing ONLY community-based 4K programs. The WASB believes school boards should continue to have authority to make the decision of how to provide 4K programming to their communities based on local circumstances. For example, some districts do not have community-based childcare providers to partner with (so-called "childcare deserts"). Families in these areas would be deprived of 4K programming by this legislation.

The bill likewise removes local control by dictating the terms of contracts for community-based 4K programming. Again, we support our elected school boards having the flexibility to set the parameters of these partnerships.

We are also concerned about the quality of the 4K programming that this bill would create. The bill would not require licensed teachers in these programs. With the recent focus on improving early literacy (2023 Act 20) in our state, this bill would take us in the wrong direction. These teachers would not be required to complete the new reading instruction training required by Act 20.

The bill also provides childcare providers the authority to choose any curriculum that meets the Wisconsin Model Early Learning Standards even if it does not align with the curriculum used by the school district. This erodes the ability of local school districts to work with partner childcare providers to have curriculum continuity between 4K and Kindergarten, particularly if districts are selecting a new more robust reading curriculum to improve literacy outcomes. The bill also allows larger class sizes for 4K programs.

In conclusion, the WASB supports community-based 4K programming provided to families through partnerships between local childcare providers and school districts and there are many examples of successful programs around the state. The WASB also acknowledges the challenges faced by childcare providers. School districts lose employees who are in short supply when affordable, high-quality childcare is not available. That being said, the WASB is strongly opposed to AB 1035 and does not believe it is a viable solution to address these issues.



Date: February 7, 2024

To: Assembly Committee on Children and Families  
Representative Pat Snyder, Chairman

From: Bianca Hill, President

Re: Support for AB 1035 - Community Approach to Four-Year-Old Kindergarten

The Wisconsin Child Care Administrators Association (WCCAA) is the voice of child care administrators and owners, the people who run child care centers day in and day out across Wisconsin. WCCAA is proud to advocate for these heroes and those who work with them on the front lines of our early care and education workforce.

WCCAA has been advocating for a “mixed delivery” model for four-year-old kindergarten for a number of years. We define mixed delivery as a system in which early learning programs can be located in any school, licensed child care center, nonprofit or for profit, licensed family child care home, Head Start program, or other community-based program that meets agreed-upon quality criteria. We believe this facilitates a healthy network of providers diverse enough to meet children’s, communities,’ and families’ needs.

A mixed delivery model is the most effective way to realize the opportunity to appropriately support children, families, and the economy. A mixed delivery system leverages a combination of public and private funds and utilizes existing infrastructure in licensed center- and family-based child care programs, public schools, and community-based organizations to maximize access to high-quality, affordable options for all children through age five.

WCCAA supports AB 1035, which focuses on the Community Approach, a mixed delivery model, which provides every four-year-old in the community access to a quality, early learning experience. Under this legislation, parents have the option to open enroll their child into any 4K program, regardless of location.

#### **Highlights of AB 1035**

- Child care centers in good standing may contract with their local school district to provide 4K.
- Quarterly, DPI sends 95% of the 4K net per pupil revenue limit directly to the child care center, and the remaining 5% to the school district.
- 4K child care teachers are required to have a Bachelor's degree, or an Associate's degree if pursuing a Bachelor's degree.
- Child care centers may use any curriculum that meets the Wisconsin Model Early Learning Standards.
- The school district may not require policies that are inconsistent with DCF licensing standards.

#### **Advantages of Community Approach for 4K**

- Expands access to 4K for more families.
- 4K would be part of full-day year-round care without transitions from child care to public school and back. Seamless care from birth through 4K.
- Child care ratios provide for small class sizes, more one-on-one opportunity for teachers to identify delays in children.
- Child care will have improved access to special needs personnel to offer a better academic foundation.
- Improving the quality of child care by implementing 4K criteria.
- Support to parents/families from child care staff with daily contact.

Wisconsin needs the long-term, sustained mixed delivery system that AB 1035 seeks to provide. The start of a system is already in place in Wisconsin. A number of other states have already implemented mixed delivery systems and it is time that Wisconsin follows their lead. Stabilizing early care and education is what is best for Wisconsin's economy and Wisconsin's children, birth through graduation. On behalf of WCCAA members around the state, we ask for your support of AB 1035.



**Testimony to the Assembly Children and Families Committee**

**Assembly Bill 1035**

**Wisconsin Education Association Council**

**February 7, 2024**

The Wisconsin Education Association Council is opposed to Assembly Bill 1035.

Wisconsin educators have several concerns about this bill and believe it would not only have serious implications for local public school funding but, even worse, it would result in some of our youngest learners receiving instruction from childcare staff who are not licensed teachers nor employed by school districts. This is in direct contradiction to Act 20, including allowing childcare centers to select their own learning materials instead of using district curriculum.

There are many unanswered questions around how interventions for learning difficulties would be addressed, as well as how special education would be delivered. Areas of transportation and the impact on the Wisconsin Shares Program are also unaddressed.

This bill can be equated to a voucher program for childcare centers, as money from local public schools would be siphoned to private childcare centers. It should be noted that public school 4K is funded by the state currently at 50 percent.

The solution to Wisconsin's childcare crisis should be comprehensive and require the highest standards. This bill does neither.

Peggy Wirtz-Olsen, President  
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