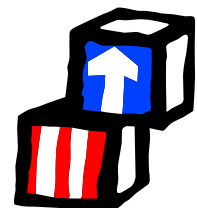
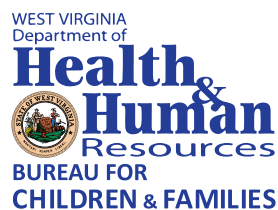




West Virginia
UNIVERSAL PRE-K

2019
State of West Virginia Pre-K





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2020-2021**

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The West Virginia Department of Education's Office of Early & Elementary Learning would like to thank the following entities for their assistance with the development of the 2019 WV Universal Pre-K State Overview:

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- National Institute for Early Education Research
- Early Childhood Advisory Council of West Virginia
- West Virginia Department of Education Office of Assessment
- West Virginia Department of Education Office of Communications
- West Virginia Department of Education Office of Data Management and Information Systems
- West Virginia Department of Education Office of Special Education & Student Support
- West Virginia Department of Education Office of WV Education Information System
- West Virginia Department of Health and Human Resources, Division of Early Care & Education
- West Virginia Head Start State Collaboration Office

2018-2019 WV Universal Pre-K Program Summary

Since the induction of West Virginia Universal Pre-K in 2002, West Virginia has been a national pioneer in developing and maintaining a statewide pre-k program for all four-year-olds and three-year-olds with special needs. Conception of pre-k in the state began as early as 1983 with legislation that provided local school boards the ability to offer preschool. Following this initial legislation, localized efforts were made to support pre-k through the nineteen-nineties. State lawmakers solidified the state's commitment to pre-k with the passage of an early childhood education programs bill at the end of the 2002 legislative session. From that point forward, W.Va. Code §18-5-44 mandated that the West Virginia Board of Education, in collaboration with the Secretary of the West Virginia Department of Health and Human Resources, ensure that every eligible child have access to high-quality pre-k by the 2012-2013 school year. County boards of education were charged with building pre-k programs with existing community programs, including Head Start and licensed child care centers. West Virginia continues to strengthen its efforts in early childhood education. Considering research that continues to show how high-quality early education experiences, teacher continuity, and other social and health services can support children's optimal development and well-being, West Virginia maintains its commitment to high-quality early childhood education. Through the collaborative process, including the efforts of the state Pre-K Steering Team to support local programs and continuous quality improvement processes, WV Universal Pre-K continues to lead the nation in quality and access.

WV Universal Pre-K Milestones

- 2002: Legislation passed requiring that by 2012, all 55 WV counties must provide a Universal Pre-K space to all 4-year-olds and all 3-year-olds with disabilities. A minimum of 50% of pre-k classrooms must be collaborative with community partners
- 2004: Early Learning Standards Framework developed (revised 2010, 2015, 2017)
- 2004: Universal Pre-K policy developed (revised 2005, 2007, 2009, 2011, 2012, 2014, 2015, 2016, 2018)
- 2008: State Board of Education establishes comprehensive definition of School Readiness
- 2008: Equal state-aid funding for all Universal Pre-K students mandated by legislation, regardless of setting
- 2010: WVDE Office of School Readiness established
- 2012: WVDE Office of Early & Elementary Learning (Pre-K through Grade 5) established
- 2014: The final benchmark for NIEER's 10 quality indicators is written into legislation and policy (assistant teacher credential). Kindergarten assistant teachers are included in legislation/policy.
- 2016: W.Va. Code §18-5-44 amended to require programs operate on a four or five day model, providing 1,500 minutes of instruction weekly, and 48,000 minutes of instruction annually
- 2016: WV becomes one of five states in the US that meets all 10 NIEER current quality benchmarks and 9 of 10 new quality benchmarks
- 2017: W.Va. Code §18-5-44 was amended to adjust the age eligibility date from age four prior to September 1 to age four prior to July 1, effective with the 2018-2019 school year
- 2017: WV is highlighted in a report from the New America Foundation for its commitment to early learning transitions for children as they enter kindergarten from various settings
- 2018: WV is recognized as a state to watch for quality standards, funding, and collaborative program in *The State of Preschool 2017: State Preschool Yearbook*
- 2018: WV is highlighted in a report from the Education Commission on the States as one of three states in the nation with strong pre-k to kindergarten transitions.
- 2018: WV, along with three other states, are featured in *On the Road to High-Quality Early Learning: Changing Children's Lives*, a book from Teacher's College Press that describes how the four states have built early education systems that positively affect student outcomes.

2019 Landscape of WV Universal Pre-K

As previously illustrated, West Virginia is recognized as a national leader in implementation of comprehensive and collaborative universal pre-k. Those families in the state with young children join only a few in the nation with access to free public pre-k, as well as full-day kindergarten. As of the 2012-13 school year, all 4-year-old children, as well as 3-year-old children with an Individualized Education Program (IEP), have access to a quality universal pre-k program. The West Virginia Board of Education (WVBE) Policy 2525: *West Virginia Universal Access to a Quality Early Education System* (WVBE Policy 2525) established a statewide definition of "universal" in West Virginia Pre-K. Counties worked over a decade to build pre-k programs to meet the statewide definition of pre-k. Key components in West Virginia's system for universal pre-k to meet state code and WVBE Policy 2525 include access, collaboration, and blended funding to meet community needs. WVBE Policy 2525 is designed to:

- Provide opportunities for children to receive pre-k services in a setting that is most appropriate.
- Structure programs by including community needs assessments to identify trends in enrollment, parent choice in placement, and monitoring trends of families who choose not to participate and keep their children home until kindergarten.

- Fully maximize its resources by requiring each school district has established collaborative partnerships, where feasible, with a minimum of 50% collaboration with community partners.
- Provide guidance regarding funding for WV Universal Pre-K is part of the State School Aid Funding Formula.
- Exemplifying how funding and resources are also provided by collaborating with childcare and Head Start programs.

As a result of implementation of WVBE Policy 2525 and collaborative work across county collaborative early childhood teams:

- The total program enrollment for 2018-19 was 13,534 children.
- West Virginia is one of six states in the nation serving between 61%-80% of the state's four-year-old population, serving 76% in 2018-2019.
- Many of the school districts have surpassed the collaboration requirement, as 82% of all the 2018- 19 West Virginia Pre-K classrooms are collaborative.
- Funding for WV Universal Pre-K is part of the State School Aid Funding Formula. FY 2019 Total State Aid funding generated by WV Universal Pre-K was nearly 94 million dollars (in addition to Federal Head Start and Childcare funding).
- FY 2019 Total pre-k spending was reported at \$149,9573,803

Investing in Early Childhood Programs

Research on the effects of high-quality early childhood education continues to indicate not only significant and immediate positive outcomes for young children, but also better social outcomes and up to a 13% return on investment (Heckman, 2017). While the critical examination of early childhood education is fairly new, researchers and economists have now spent the better part of a century seeking evidence of long-term outcomes. In the research snapshot on the benefits of pre-k, the Southern Regional Education Board (SREB) notes that, “pre-k programs produce both academic and non-academic benefits for participants” (Durrance, 2018). Benefits of high-quality pre-k programs include decreased instances of retention in other grades and time necessary for special education services. Additionally, children who participate in high-quality pre-k programs are more likely to graduate from high school. Further, children who participate in pre-k have higher earnings as adults and are less likely to engage in criminal activities as adolescents and young adults. High-quality early childhood programs include more than pre-k. Alignment with kindergarten through grade three is imperative in supporting longevity of the benefits. Building on gains of pre-k further supports returns on investment.

Garcia, J.L., Heckman, J.J., Leaf, D.e., & Prados, M.J., (May 2017) Quantifying the Life-cycle Benefits of a Prototypical Early Childhood Program. Heckman: The Economics of Human Potential. Retrieved from https://heckmanequation.org/assets/2017/12/abc_comprehensivecba_JPE-SUBMISSION_2017-05-26a_sjs_sjs.pdf.

Durrance, S. (March 2018). Research Snapshot Pre-K Benefits: 2018 Update. Southern Regional Education Board. Retrieved from <https://www.sreb.org/education-level-early-childhood>.

State Snapshot

The state snapshot further illustrates the landscape of WV Universal Pre-K for the 2018-2019 school year. Information is gathered and reported based on October enrollment information, as well as program reporting in the West Virginia Early Learning Reporting System. Annually, each county must verify program data by October 15. Program data is presented in three main areas:

1. Program options
2. Program operations
3. Pre-K Enrollment

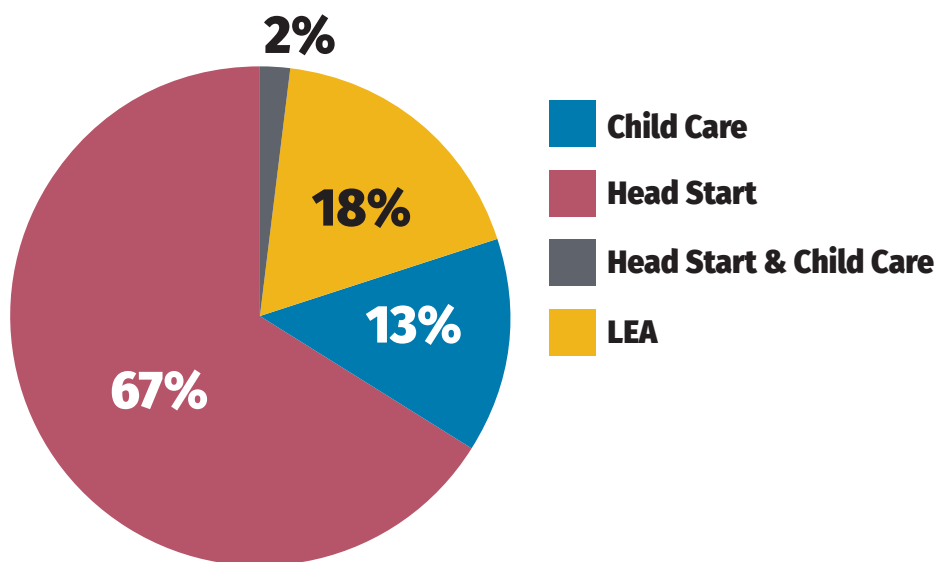
Program Options

This section contains information regarding collaboration rates, as well the availability of early childhood partnerships throughout the state. As previously mentioned, counties must maximize early childhood resources by collaborating with existing programs within the county before opening new classrooms operated solely by the county board of education. No less than 50% of the classrooms for eligible children must be provided through contractual agreements with community programs, including but not limited to Head Start and child care, unless programs do not exist in that county, cannot meet the mandates of policy, or choose not to participate. In some areas of West Virginia, there are no opportunities for local education agencies to collaborate with other early childhood education programs. In other areas, collaboration among early childhood education programs illustrates a strong commitment to serving the needs of families and children through comprehensive services within one program.

Find My WV Pre-K is an application that includes program information for each WV Universal Pre-K classroom by city and county. To find a WV Universal Pre-K Program near you, visit Find My WV Pre-K at <https://webtop.k12.wv.us/find-my-prek/>.

1.1. Collaboration Rates

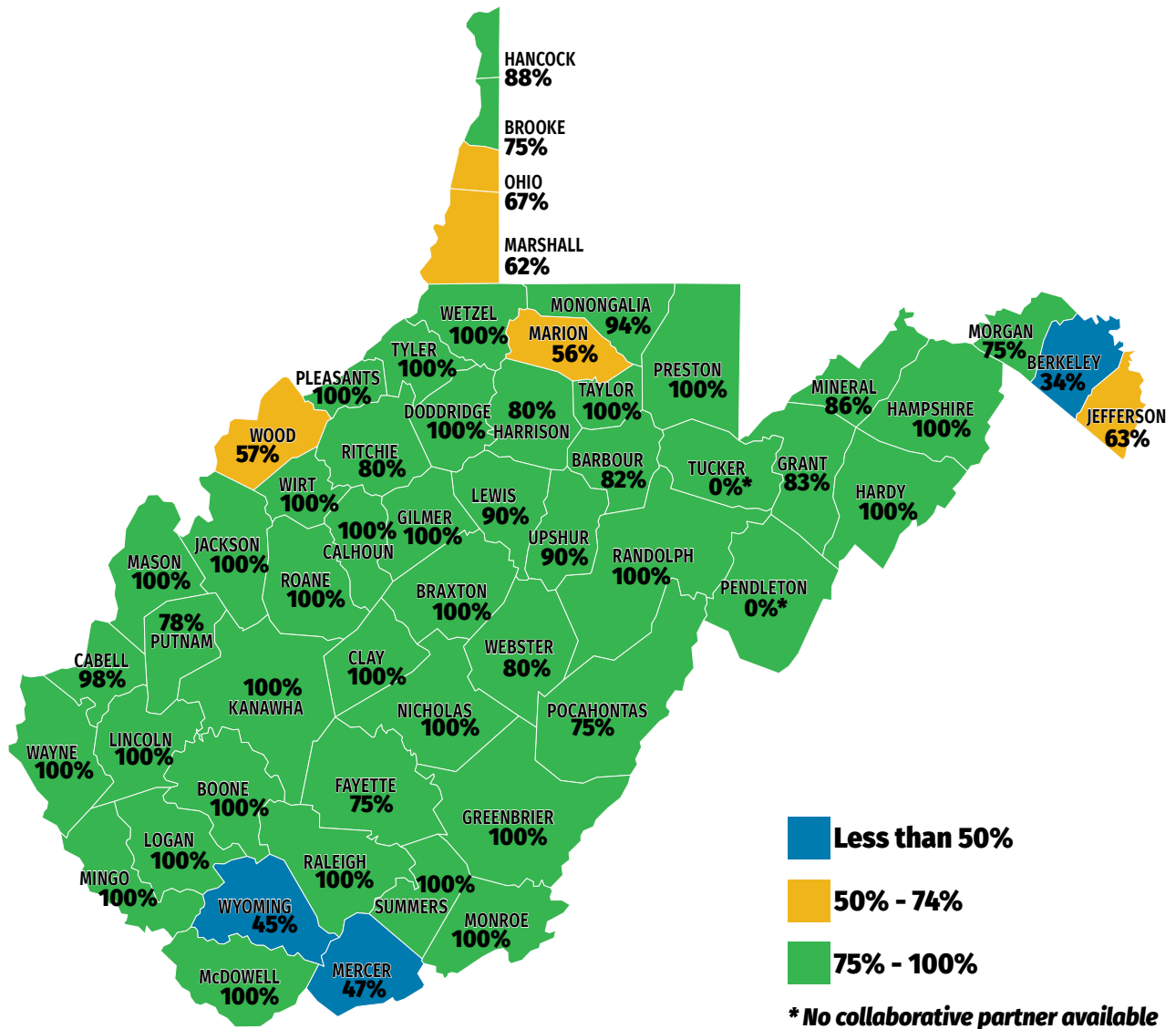
1.1.a. Collaboration State Summary SY 2018-2019



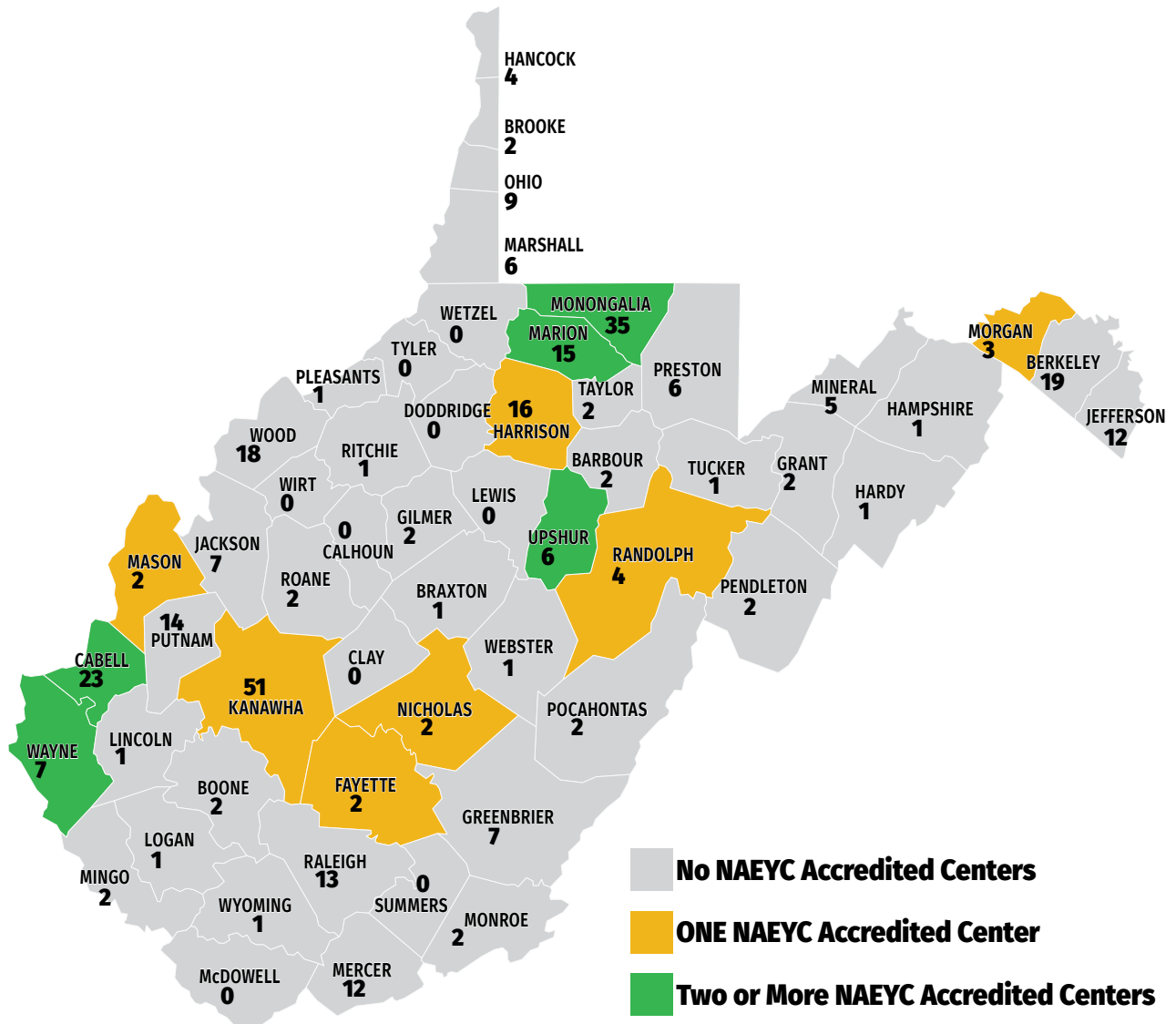
1.1.b. Collaboration Summary- Yearly Comparison- SY 2012-2019

	2012-2013	2013- 2014	2014-2015	2015-2016	2016-2017	2107-2018	2018-2019
Head Start	56%	56%	61%	64%	66%	66%	67%
Child Care	16%	16%	15%	14%	14%	14%	13%
Head Start & Child Care	2%	2%	3%	3%	2%	2%	2%
Local Education Agency	26%	26%	21%	19%	18%	18%	18%
Total Collaboration Rate	74%	74%	79%	81%	82%	82%	82%

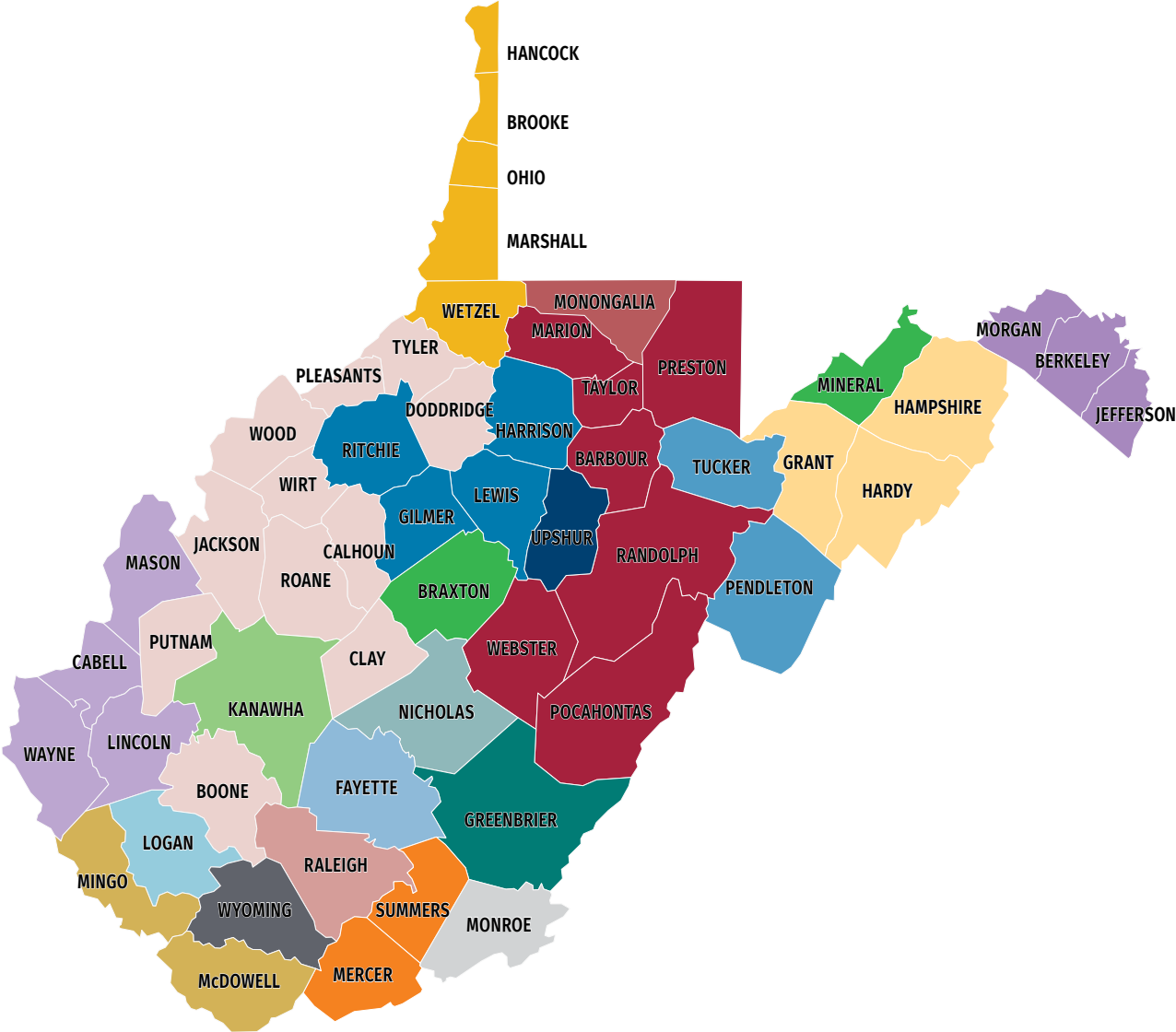
1.1.c. WV Universal Pre-K Collaboration Rates by County SY 2018-2019



1.2. State Licensed & Accredited Child Care Centers



1.3. West Virginia Head Start Programs & Counties Served*



* A full list of West Virginia Head Start programs and counties served is provided on the following page (page 9).

West Virginia Head Start Programs & Counties Served

AFL-CIO Appalachian Council Head Start
(Counties served- Boone, Calhoun, Clay, Doddridge, Jackson, Pleasants, Putnam, Roane, Tyler, Wirt, Wood)

Braxton County Schools

Central WV Community Action Association Head Start
(Counties served- Gilmer, Harrison, Lewis, Ritchie)

Coalfield CAP
(Counties served- McDowell, Mingo)

Community Action of Southeast WV (CASE) Head Start
(Counties served- Mercer, Summers)

Eastern Allegheny Council for Human Services (EACHS) Head Start
(Counties served- Grant, Hampshire, Hardy)

Fayette County Child Development, Inc.
(County Served- Fayette)

Greenbrier County Schools

Kanawha County Schools

Mineral County Schools

Monongalia County Schools (Delegate of North Central WV Community Action)

Monroe County Schools

Mountainheart Community Services Head Start
(County served- Wyoming)

Nicholas County Community Action Partnership Head Start
(County Served- Nicholas)

North Central WV Community Action Association (NCWCAA) Head Start
(Counties served- Barbour, Marion, Pocahontas, Preston, Randolph Taylor, Webster)

Northern Panhandle Head Start
(Counties served- Brooke, Hancock, Marshall, Ohio, Wetzel)

PRIDE, Inc. Head Start
(County served- Logan)

Raleigh County Community Action Association
(County Served- Raleigh)

Eastern Panhandle Instructional Cooperative (EPIC) Head Start
(Counties served- Berkeley, Jefferson, Morgan)

Southwestern Community Action Agency
(Counties served- Cabell, Lincoln, Mason, Wayne)

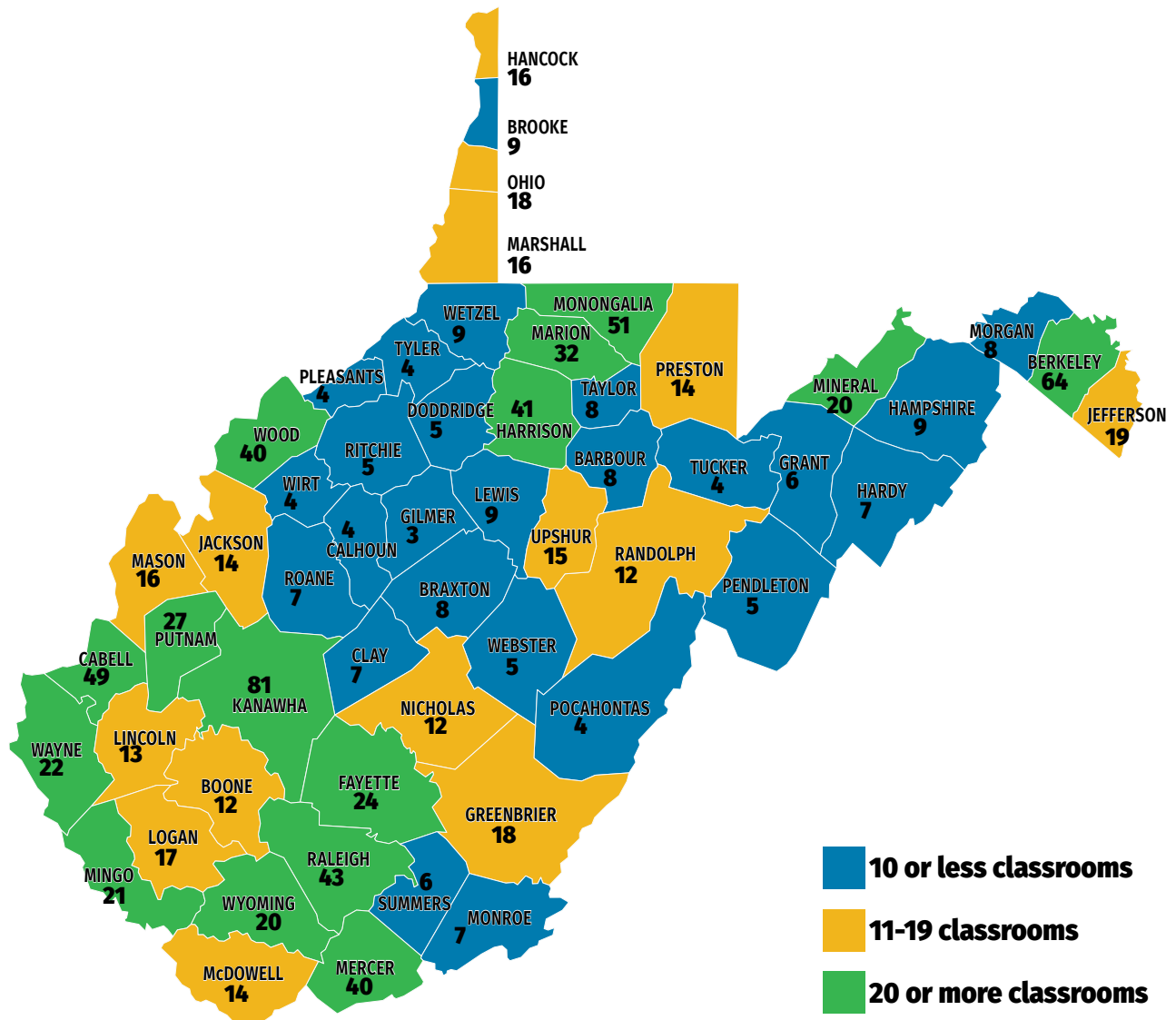
Upshur Human Resources, Inc.
(County Served- Upshur)

**Head Start services are not available in Pendleton & Tucker Counties*

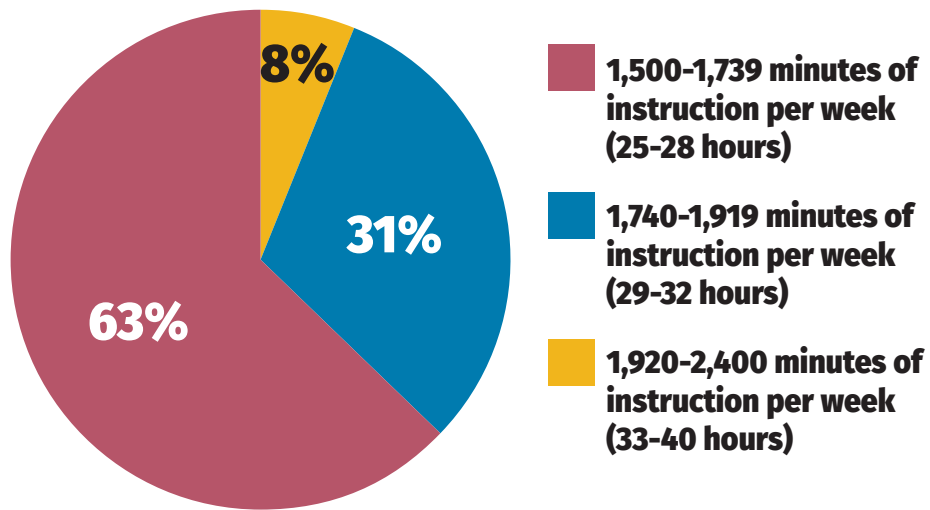
Program Operation

Program Operations include number of classrooms, average weekly minutes of operation, and average days per week of operations. Each county collaborative early childhood team must submit an addendum to open or close a classroom. Legislation requires that each pre-k classroom, including preschool special needs classrooms, must provide at least fifteen hundred minutes of instruction per week and forty-eight thousand minutes of instruction annually. Additionally, programs must operate no fewer than four days per week to meet annual and weekly operational requirements.

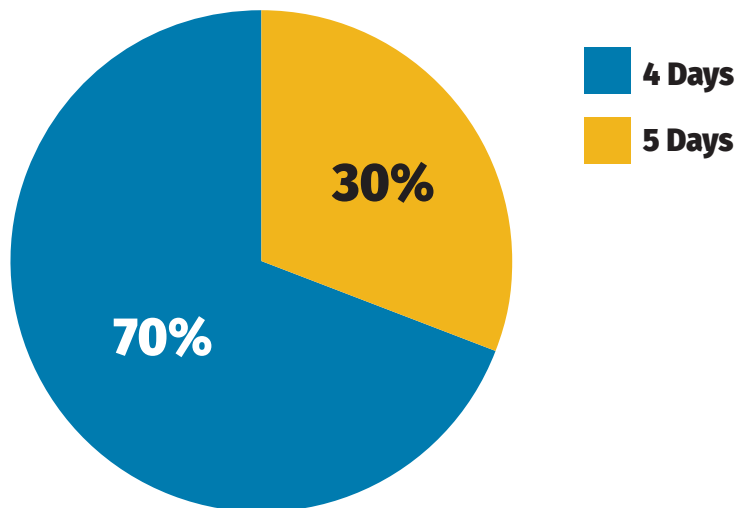
2.1. WV Universal Pre-K Classroom Count Summary- SY 2018-2019



2.2. Average Weekly Minutes Per Week of Instruction



2.3. Days of Instruction Per Week- All Classrooms 2018-2019



2.4. Days of Instruction per Week - Yearly Comparison - SY 2013-2018

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4 days	87%	85%	84%	80%	67%	69%	70%
5 days	13%	15%	16%	20%	33%	31%	30%

Pre-K Enrollment

This section includes data for all children enrolled, including four-year-olds, and three-year-olds with IEPs. The following section provides enrollment trend data. As seen in the trend data, there was a significant decrease in enrollment for the 2018-2019 school year. This can be attributed to legislation from 2017, which amended the early childhood education program age attainment date requirement from age four prior to September 1 to age four prior to July 1, effective as of the 2018-2019 school year. Participation rates are also included in this section. Participation rates are comparisons between the 5 yr. old kindergarten enrollment and the 4 yr. old population enrolled in pre-k from the previous year. Since pre-k is a voluntary program, participation rates are examined for program planning and collaboration. Counties also report capacity of each classroom. Capacity data provides information on the potential number of enrollees for each area of the district to also assist in program planning.

3.1. WV Universal Pre-K Enrollment Trend Data

	Year	Pre-K Enrollment
System being built	2009	13,135
	2010	13,878
	2011	14,647
	2012	15,268
System required by code and policy to be available to all 4 year olds.	2013	15,767
	2014	15,459
	2015	15,256
	2016	15,113
	2017	14,940
	2018	15,101
	2019	13,534*

Total pre-k enrollment based on October 1 enrollment annually.

**During the 2017 legislative session, the age eligibility date for West Virginia Universal Pre-K was changed from September 1 to July 1 beginning with the 2018-2019 school year. The decrease in pre-K enrollment and participation rates are attributed to changes of the age eligibility date.*

3.2. WV Universal Pre-K Participation Rates (Four-Year-Olds) Trend Data

Year	WV Universal Pre-K 4-year-old participation
2012-2013	69%
2013-2014	73%
2014-2015	75%
2015-2016	76%
2016-2017	76%
2017-2018	76%
2018-2019	75%
2019-2020	78%

3.3. WV Pre-K Enrollment, 4 Yr. Old Participation Rates, and Capacity for Enrollment

County	Enrollment 2018-2019	¹ Participation Rate 2017-2018	² Participation Rate 2018-2019	Enrollment Capacity 2018-2019
Barbour	131	76%	92%	160
Berkeley	858	63%	68%	1085
Boone	186	83%	82%	231
Braxton	114	81%	96%	157
Brooke	115	71%	78%	140
Cabell	713	83%	85%	882
Calhoun	67	92%	82%	80
Clay	91	83%	97%	136
Doddridge	61	83%	78%	100
Fayette	303	69%	68%	423
Gilmer	40	100%	88%	60
Grant	87	74%	81%	120
Greenbrier	237	72%	74%	316
Hampshire	141	69%	79%	138
Hancock	209	74%	69%	290
Hardy	119	83%	82%	140
Harrison	547	75%	87%	732
Jackson	223	72%	78%	264
Jefferson	299	51%	53%	340
Kanawha	1357	77%	80%	1566
Lewis	158	77%	81%	180
Lincoln	213	89%	91%	245
Logan	279	78%	82%	336

County	Enrollment 2018-2019	¹Participation Rate 2017-2018	²Participation Rate 2018-2019	Enrollment Capacity 2018-2019
Marion	452	78%	76%	613
Marshall	249	76%	77%	248
Mason	240	89%	93%	316
McDowell	161	72%	87%	217
Mercer	438	72%	78%	796
Mineral	235	77%	87%	375
Mingo	222	78%	85%	418
Monongalia	671	81%	78%	981
Monroe	97	82%	88%	138
Morgan	105	70%	73%	130
Nicholas	179	67%	67%	223
Ohio	273	73%	69%	359
Pendleton	50	85%	100%	100
Pleasants	69	82%	98%	80
Pocahontas	60	78%	76%	80
Preston	250	77%	78%	276
Putnam	397	62%	68%	461
Raleigh	617	77%	80%	754
Randolph	200	70%	72%	216
Ritchie	71	84%	87%	100
Roane	94	70%	74%	135
Summers	83	86%	82%	97
Taylor	125	74%	82%	160
Tucker	67	86%	80%	80
Tyler	85	83%	89%	100
Upshur	204	74%	83%	287
Wayne	393	85%	79%	440
Webster	68	91%	87%	90
Wetzel	145	85%	82%	177
Wirt	56	89%	96%	80
Wood	606	71%	70%	705
WVSDB	5	71%	100%	12
Wyoming	201	85%	95%	388
State	13,716	75%	78%	17,753

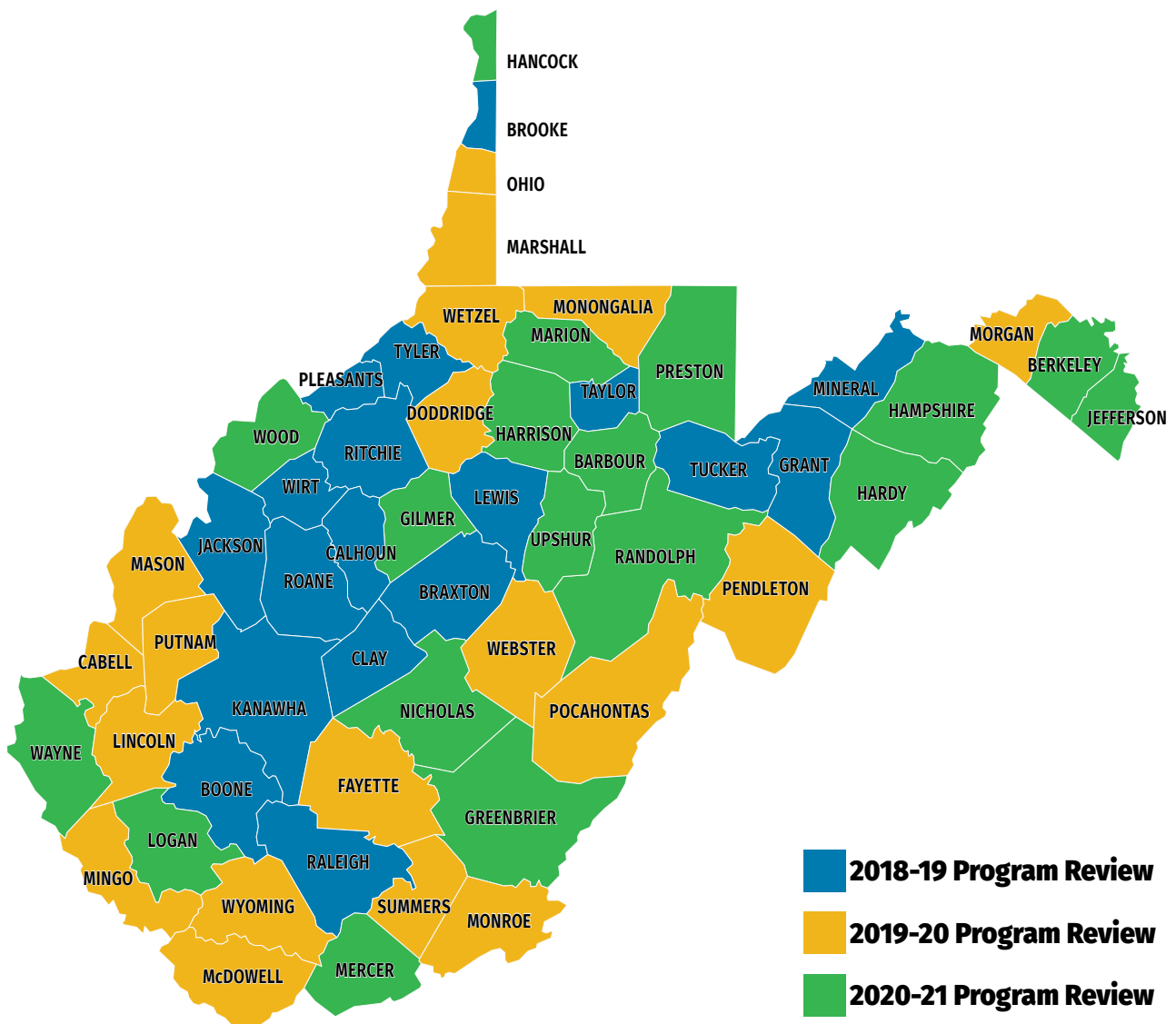
¹ 4 year olds by Sept. 1, 2017 & 5 year olds by Sept. 1, 2018 - 2nd month Enrollment State Aid Funding

² 4 year olds by July 1, 2018 & 5 year olds by July 1, 2019 - 2nd month Enrollment State Aid Funding

WV Universal Pre-K Program Review Summary 2018-2019

WVBE Policy 2525: West Virginia’s Universal Access to Early Education System requires the WV Universal Pre-K Steering Team conduct a Pre-K Program Review at a minimum of once every three years. The purpose of the program review is to ensure counties continue to implement WV Pre-K programs in alignment with policy and assist with each county’s continuous quality improvement process within the comprehensive collaborative model. Program reviews are designed to provide individualized technical assistance to county collaborative early childhood teams. This section includes the WV Pre-K Program Review map of the triennial schedule, overview of the process, and 2018-2019 WV Universal Pre-K Program Review Results Summary.

4.1. WV Universal Pre-K Program Review Triennial Schedule 2018-2021



4.2. Overview of the WV Universal Pre-K Program Review Process

The WV Universal Pre-K Program review process includes a desktop audit of county policies and procedures, sample classroom observations, and a county collaborative core team interview. Upon completion of the Program Review, a report is provided to each county superintendent and county collaborative core team member. The Pre-K Program Review Report includes a summary of each section of WVBE Policy 2525 through four key areas illustrated in the following graphic.

Curriculum, Instruction and Child Assessment

§126-28-8. Inclusive Settings
§126-28-9. Family Engagement
§126-28-11. Meals
§126-28-13. Environmental Design
§126-28-14. Child Guidance
§126-28-15. Curriculum and Assessment

County Collaborative Early Childhood Team

§126-28-4. Collaborative Early Childhood Team
§126-28-16. Personnel
§126-28-19. Finance
§126-28-20. Program Oversight

Universal Pre-K Access

§126-28.5. Eligibility and Enrollment
§126-28-6. Attendance
§126-28-3. School Readiness
§126-28-10. Transitions
§126-28-7. Transportation

Ongoing Program Assessment and Improvement

§126-28-12. Health and Safety
§126-28-17. Staff Training
§126-28-18. Program Assessment and Continuous Quality Improvement

4.3. 2018-2019 WV Universal Pre-K Program Review Results Summary

The Pre-K Program Review Report summary includes commendations, recommendations, and required follow-up. Commendations identify strengths within each county pre-k program. Recommendations are provided to support strengthening growth of county policies and procedures that minimally meet WVBE Policy 2525. Required follow-up is included when it is not evident that a section of WVBE Policy 2525 is in place in a county. When required follow-up is indicated, a timeline for correction is also included. The WV County collaborative early childhood core teams are encouraged to include program review results as a data source in the ongoing continuous quality improvement process.

Commendations

- §126-28-3. School Readiness/§126-28.10. Transitions: Braxton, Clay, Kanawha, Mineral, Pleasants
- §126-28-4. Collaborative Early Childhood Team: Brooke, Jackson, Lewis, Raleigh, Taylor, Tucker
- §126-28.5. Eligibility and Enrollment: Grant, Ritchie, Roane
- §126-28-6. Attendance: Grant
- §126-28-7. Transportation: Kanawha
- §126-28-8. Inclusive Settings: Boone
- §126-28-9. Family Engagement: Calhoun, Tyler, Wirt
- §126-28-15. Curriculum and Assessment: Taylor

Recommendations

- §126-28-3. School Readiness/§126-28.10. Transitions: Brooke, Calhoun, Ritchie, Taylor, Tyler, Wirt
- §126-28-4. Collaborative Early Childhood Team: Braxton, Brooke, Calhoun, Clay, Jackson, Kanawha, Lewis, Roane
- §126-28.5. Eligibility and Enrollment: Boone, Braxton, Roane, Tyler
- §126-28-6. Attendance: Braxton, Brooke, Grant, Taylor, Wirt
- §126-28-7. Transportation: Tucker
- §126-28-8. Inclusive Settings: Calhoun, Mineral, Taylor
- §126-28-11. Meals: Raleigh
- §126-28-12. Health and Safety: Braxton, Brooke, Calhoun, Clay, Ritchie, Wirt
- §126-28-13. Environmental Design: Braxton, Brooke, Clay, Kanawha, Mineral, Pleasants, Raleigh, Ritchie, Roane, Taylor, Tucker, Wirt
- §126-28-14. Child Guidance: Braxton, Calhoun, Tucker
- §126-28-15. Curriculum and Assessment: Kanawha, Pleasants, Raleigh
- §126-28-17. Staff Training: Brooke
- §126-28-18. Program Assessment and Continuous Quality Improvement: Lewis, Tucker, Tyler
- §126-28-19. Finance: Calhoun, Clay, Calhoun
- §126-28-20. Program Oversight: Mineral

Required Follow-Up

- §126-28-3. School Readiness/§126-28.10. Transitions: Boone
- §126-28-4. Collaborative Early Childhood Team: Boone, Kanawha, Ritchie, Wirt
- §126-28.5. Eligibility and Enrollment: Boone
- §126-28-6. Attendance: Boone, Tyler
- §126-28-7. Transportation: Boone, Calhoun, Roane, Tyler
- §126-28-11. Meals: Braxton, Calhoun
- §126-28-12. Health and Safety: Boone, Calhoun, Kanawha, Mineral, Ritchie
- §126-28-13. Environmental Design: Calhoun
- §126-28-15. Curriculum and Assessment: Braxton, Calhoun,
- §126-28-16. Personnel: Calhoun, Kanawha, Mineral, Raleigh
- §126-28-18. Program Assessment and Continuous Quality Improvement: Calhoun
- §126-28-19. Finance: Kanawha, Raleigh, Ritchie, Roane, Wirt

Eight counties illustrated overall strength in implementation of WVBE Policy 2525. The following counties had no required follow-up from their 2018-2019 WV Universal Pre-K Program Reviews:

Brooke
Clay
Grant
Jackson
Lewis
Pleasants
Taylor
Tucker

2019 State of Preschool Yearbook: National Institute for Early Education Research (NIEER)

The State of Preschool Yearbook is an annual publication that tracks the funding, access, and policies of state-funded preschool programs for almost two decades. The Yearbook, which is published by the National Institute for Early Education Research (NIEER), seeks to improve the public’s knowledge and understanding of state efforts to expand the availability of high-quality education to young children. NIEER ranks states in access for three and four-year olds, state and other spending to support the state pre-k program and measures each state’s pre-k policies against a checklist of 10 research-based quality standards benchmarks. It is important to note that changes in access rankings may be attributed to adjustments to the age eligibility date from age four prior to September 1 to age four prior to July 1, effective with the 2018-2019 school year. West Virginia is one of only nine states that meet at least nine of ten quality benchmarks. The State of Preschool 2019 full annual report can be accessed at <http://nieer.org/state-preschool-yearbooks>.

2018-2019 NIEER West Virginia Rankings

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	15

RESOURCE RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	4

2018-2019 NIEER Quality Standards Checklist

Policy	WV Pre-K Requirement	Benchmark	State Requirement Meets Benchmark
Early learning & development standards	Comprehensive, aligned, supported, culturally sensitive	Comprehensive, aligned, supported, culturally sensitive	✓
Curriculum supports	Approval process & supports	Approval process & supports	✓
Teacher degree	BA	BA	✓
Teacher specialized training	ECE, CD, ECE SpEd	Specializing in pre-K	✓
Assistant teacher degree	CDA	CDA or equivalent	✓
Staff professional development	15 hours/year; PD plans	For teachers & assistants: At least 15 hours/year; individual PD plans; coaching	
Maximum class size	20 (4-year-olds)	20 or lower	✓
Staff-child ratio	1:10 (3- & 4-year-olds)	1:10 or better	✓
Screening & referral	Vision, hearing, health & more; Support services	Vision, hearing, health & at least one support service	✓
Monitoring/Continuous quality improvement system	Structured classroom observations (more than once/year); Improvement plan	Structured classroom observation; program improvement plan	✓
			9

Trend Data: NIEER Quality Standards Checklist & WV Universal Pre-K

Year	Number of NIEER Quality Benchmarks Met (out of 10)
2006	7
2007	7
2008	7
2009	7
2010	8
2011	8
2012	8
2013	8
2014	9
2015	10
2016	10 previous and 9 new
2017	10 previous and 9 new
2018	9*
2019	9

*Beginning with the 2018 Yearbook, the previous quality standards benchmarks were replaced by the new benchmarks reported.

Friedman-Krauss, A. H., Barnett, W. S., Garver, K. A., Hodges, K. S., Weisenfeld, G. G. & Gardiner, B. A. (2020). The State of Preschool 2019: State Preschool Yearbook. New Brunswick, NJ: National Institute for Early Education Research.

Notes



W. Clayton Burch
West Virginia Superintendent of Schools