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The State of Preschool 2006

STATE PRESCHOOL YEARBOOK

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THE STATE OF PRESCHOOL 2006

STATE PRESCHOOL YEARBOOK

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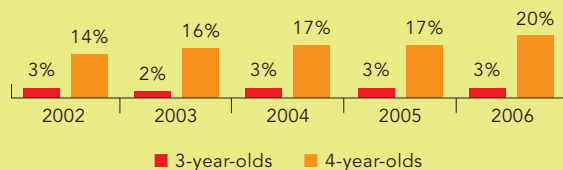
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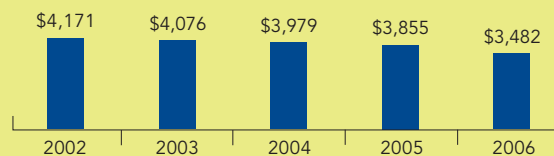
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United States

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



This national profile provides a summary of state-funded prekindergarten data across the United States in the 2005-2006 academic year. As on the individual state profiles found on pages 39 to 161 of this report, we focus on access to state preschool, quality standards, and spending, but present national (rather than statewide) totals and averages.

During the 2005-2006 program year, 38 states funded prekindergarten initiatives. Some states offered multiple programs, so across the states there were 48 distinct preschool education initiatives in total. The 12 states not offering state-funded prekindergarten in 2005-2006 were Alaska, Hawaii, Idaho, Indiana, Mississippi, Montana, New Hampshire, North Dakota, Rhode Island, South Dakota, Utah, and Wyoming. Florida started a new state prekindergarten initiative in 2005-2006, which offered voluntary preschool to all 4-year-olds in the state. Much of the nationwide increase in enrollment was due to Florida's new program, as was almost half of the drop in spending per child since 2004-2005.

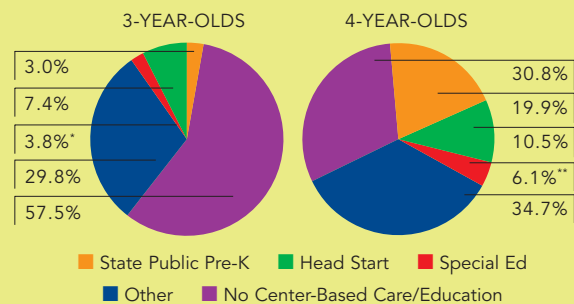
In 2005-2006, states offering prekindergarten initiatives enrolled 20 percent of the nation's 4-year-olds, up from 17 percent in 2004-2005 and just 14 percent in 2001-2002. The percentage of 3-year-olds enrolled, in contrast, has not changed substantially over this time period. After accounting for inflation, the average state spending dropped \$373 per child enrolled since 2004-2005, continuing a pattern of steady decline since 2002.

Nationwide, 942,766 children participated in state prekindergarten initiatives in 2005-2006. Quality standards varied enormously across the states. Almost half of the state preschool education initiatives failed to meet the important benchmark of requiring a bachelor's degree or higher for all lead teachers. State prekindergarten spending totaled nearly \$3.3 billion during the 2005-2006 academic year. Some state prekindergarten initiatives reported financial support from local and federal sources in addition to state funding, adding at least \$400 million to the total spending in these initiatives. Still, total spending per child enrolled was much less for state prekindergarten than for grades K-12 in public schools.

NATIONAL ACCESS

Total state program enrollment, all ages	942,766
States that fund preschool	38 states
Income requirement	27 state programs have an income requirement
Hours of operation	8 full-day, 12 half-day, 28 determined locally
Operating schedule	31 academic year, 17 determined locally
Special education enrollment, ages 3 & 4	398,679
Federal Head Start enrollment, ages 3 & 4	721,289 ¹
Total federal Head Start and	894,354 ¹
Early Head Start enrollment, ages 0-5	
State-funded Head Start enrollment, ages 3 & 4	15,487 ²

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



* 1.5 of the 3.8 percent overlaps with other programs

**1.9 of the 6.1 percent overlaps with other programs

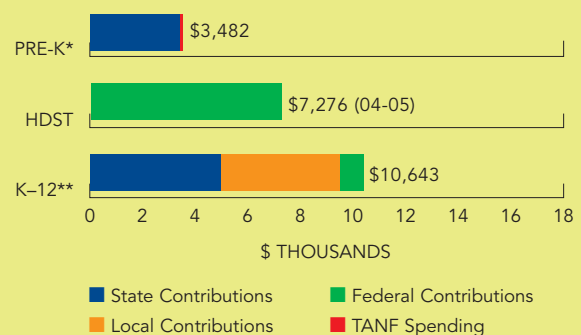
NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 48 STATE PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	37
Teacher degree	BA	26
Teacher specialized training	Specializing in pre-K	35
Assistant teacher degree	CDA or equivalent.....	10
Teacher in-service	At least 15 hours/year	33
Maximum class size.....	20 or lower	37
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better	39
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	34
and support services	at least 1 support service	
Meals.....	At least 1/day	23
Monitoring	Site visits	35

NATIONAL RESOURCES

Total state preschool spending	\$3,271,913,604 ³
Local match required?	11 state programs require a local match
State spending per child enrolled	\$3,482 ³
State Head Start spending	\$123,218,580
State spending per 3-year-old.....	\$112 ⁴
State spending per 4-year-old.....	\$742 ⁴

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and in DC. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served through the program in any location, including the U.S. territories.

² This figure includes 11,415 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

³ This figure includes federal TANF funds directed toward preschool at states' discretion.

⁴ These calculations are based on the total population of 3- and 4-year-olds in the 38 states that fund a preschool initiative.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

State	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank	Quality Standards Checklist Sum (Maximum of 10)
Alabama	38	none served	11	10
Arizona	29	none served	33	4
Arkansas	15	5	9	9
California	24	7	20	4
Colorado	20	14	24	4
Connecticut	19	11	4	6
Delaware	26	none served	5	8
Florida	4	none served	35	4
Georgia	2	none served	13	8
Illinois	13	2	21	9
Iowa	32	17	25	5
Kansas	18	none served	28	3
Kentucky	10	4	31	8
Louisiana	14	none served	8	7.8
Maine	17	none served	36	4
Maryland	9	21	37	7
Massachusetts	25	6	16	6
Michigan	16	none served	14	6
Minnesota	37	19	3	8
Missouri	34	13	27	6
Nebraska	35	15	29	8
Nevada	36	23	22	7
New Jersey	12	1	1	8.5
New Mexico	27	24	34	4.8
New York	11	26	17	5.6
North Carolina	21	none served	15	10
Ohio	33	20	32	4
Oklahoma	1	none served	19	9
Oregon	31	12	2	7
Pennsylvania	30	16	7	4
South Carolina	8	10	38	8
Tennessee	23	25	12	9
Texas	5	9	26	4
Vermont	3	3	30	6.7
Virginia	22	none served	18	7
Washington	28	18	6	6
West Virginia	6	8	10	7
Wisconsin	7	22	23	5.1
Alaska	no program	no program	no program	no program
Hawaii	no program	no program	no program	no program
Idaho	no program	no program	no program	no program
Indiana	no program	no program	no program	no program
Mississippi	no program	no program	no program	no program
Montana	no program	no program	no program	no program
New Hampshire	no program	no program	no program	no program
North Dakota	no program	no program	no program	no program
Rhode Island	no program	no program	no program	no program
South Dakota	no program	no program	no program	no program
Utah	no program	no program	no program	no program
Wyoming	no program	no program	no program	no program

Executive Summary

STATE-FUNDED PRESCHOOL EDUCATION: A LONG AND WINDING ROAD



In 2005-2006 state-funded preschool education reached new highs and at least one new low in the three areas tracked by our survey of the states: access, quality standards, and resources. Thirty-eight states enrolled nearly 950,000 children in their prekindergarten programs. Enrollment rose over previous-year levels, enough to make state pre-K the largest source of public preschool education. About two-thirds of these children are served in public schools, and one-third are in other settings such as private child care and Head Start. States also made real progress in improving quality standards in 2005-2006. Sixteen states raised their quality standards enough to meet NIEER benchmarks that they had not previously met, some more than one standard. For the first time, two states—Alabama and North Carolina—met all 10 of the NIEER benchmarks for state standards. Total state spending for prekindergarten increased to nearly \$3.3 billion. However, in many states funding did not keep up with increased enrollments and inflation. After adjusting for inflation, funding per child fell to the lowest level since NIEER began collecting such data in 2001-2002.

Hidden behind the national picture is tremendous variation among states. Access ranges from universal availability to no availability, quality standards from excellent to poor, and funding varies from state to state by several orders of magnitude. The *Yearbook's* cross-state comparisons and individual state descriptions reveal all of these details. Oklahoma continues to lead the nation as the only state to close in on universal enrollment, and it does so with high standards. In addition, evaluations of Oklahoma's pre-K program provide evidence that this is a program that works.

Total enrollment in state-funded pre-K rose to 942,766 children in 2005-2006, including 805,807 at age 4. This represents a 40 percent increase in the number of 4-year-old children enrolled in state pre-K over the past five years. Thus, state preschool education now serves 20 percent of the 4-year-old population in the U.S. The 130,709 increase over the prior year for 4-year-olds reflected Florida's new commitment to serve all 4-year-olds (it had no state program the year before) and incremental increases in other states. Enrollment at age 3 increased to 119,602, a gain of 8,598 children. A very small number of children are served at younger ages. State pre-K continues to be essentially a program for 4-year-olds in most states. Only 26 states offered pre-K to 3-year-olds and only five states served more than 10 percent of that age group. As the need for education of young children does not begin at age 4, this is a cause for concern. It also points to the need to coordinate with other public programs that serve larger numbers of children at age 3, such as Head Start and government-funded child care.

Although many states still fall short, 2005-2006 was a banner year for improvement in state quality standards. NIEER specifies 10 benchmarks for state standards relating to program quality. Programs that meet the benchmarks correspond at least roughly in their design to programs demonstrated to produce substantial gains in children's learning and school success. These benchmarks may be viewed as necessary, though not entirely sufficient, conditions for highly effective preschool education. Sixteen states met more benchmarks in 2005-2006 than they did in 2004-2005. The most common area of improvement was in the adoption of comprehensive learning standards. The programs in Alabama and North Carolina met all 10 benchmarks, and six more state prekindergarten initiatives achieved nine of the 10. At the other extreme, 10 states failed to meet at least half of the benchmarks.

Before adjusting for inflation, total spending on state prekindergarten increased by \$380 million, or 13 percent, from the previous program year. Florida's new program contributed more than half of that increase. States spent an average of \$3,482 per child on their preschool education programs in 2005-2006. This is a new low and marks the fourth year in a row that average inflation-adjusted funding per child declined. Although Florida's low per-child spending contributed to this decline, many other states failed to increase funding in proportion to growing enrollments and inflation. As educational effectiveness requires adequate funding, the continuing decline in already low state expenditure per child causes concern.

The decline in per-child expenditure can be attributed to: (1) increases in enrollment that outrun increases in funding and (2) states' failure to keep up with inflation. States face a constant temptation to increase the number of children served without a proportionate increase in expenditure. When enrollment increases outpace funding growth, states run the risk that effectiveness will deteriorate. Inflation can have equally insidious effects. As inflation in the state and local government sector of the economy runs about twice as high as in the overall economy, increases in preschool education funding that might look generous before inflation can be budget cuts after inflation takes its toll. The effects of inflation add up quickly over the years. Since 2001-2002, inflation-adjusted state pre-K spending per child has declined by more than 17 percent.

Key findings for 2005-2006 in each of the three main topic areas are highlighted below.

ACCESS

- Thirty-eight states funded one or more state prekindergarten initiatives. There were 12 states without state-funded prekindergarten, listed in the sidebar.
- Florida, which had no state pre-K in the prior year, launched a new initiative to serve all 4-year-olds in response to a voter approved constitutional amendment. Florida added 105,896 children to the state pre-K rolls in 2005-2006.
- State prekindergarten initiatives served 942,766 children. In addition to Florida, 27 other states increased their enrollments over the previous year. Nine states served fewer children, one state served the same number of children, and 12 states continued to serve none.
- State prekindergarten programs continued to focus primarily on 4-year-olds. Twenty percent of the nation's 4-year-olds were enrolled, up from the 17 percent served in the previous year and 14 percent served in 2001-2002. This is a 40 percent gain in just 5 years.
- Only 3 percent of the nation's 3-year-olds were enrolled, virtually the same percentage served in 2001-2002. Just five states served more than 10 percent of their 3-year-olds: Arkansas, Illinois, Kentucky, New Jersey, and Vermont. Nearly half the states (24) served no 3-year-olds.
- Oklahoma (70 percent enrollment) and Georgia (51 percent enrollment) were the only states to serve more than half of their children at age 4 in 2005-2006. However, Florida and Vermont (47 percent enrolled) are poised to overtake Georgia. Texas (44 percent enrolled) ran a surprising fifth, especially since Texas has not announced a goal of serving all 4-year-olds.
- State-funded preschool education employed diverse delivery systems in many states, with one-third of the children served outside the public schools.
- Head Start and preschool special education also serve many children under age 5, so not all children would enroll in a state-funded pre-K program even if made universally available. However, not all services provided by Head Start and special education are alternatives to state preschool education—sometimes they are supplemental or collaborative services. For example, some children receiving special education services under the Individuals with Disabilities Education Act (IDEA) may also attend state pre-K or Head Start. State pre-K and Head Start may also jointly serve children. For example, state funds may support enhanced quality or increased hours in Head Start, or each program might fund a half-day of services to provide a full day of education.

States with No Program 2005-2006

Alaska
Hawaii
Idaho
Indiana
Mississippi
Montana
New Hampshire
North Dakota
Rhode Island
South Dakota
Utah
Wyoming



QUALITY STANDARDS

- Alabama and North Carolina met all 10 of NIEER's quality benchmarks. Six additional state preschool initiatives met nine of the 10 benchmarks—Arkansas, Illinois, Oklahoma, and Tennessee, as well as the Nonpublic Schools Early Childhood Development Program in Louisiana and New Jersey's "Abbott" program.
- States are developing policies that establish stronger and more uniform quality standards. Nineteen programs in 16 states made policy changes that increased the number of benchmarks met by their quality standards, a remarkable single-year improvement. The number of state initiatives meeting fewer than five benchmarks decreased from 15 to 11.
- Twenty states did not require all state pre-kindergarten teachers to hold at least a bachelor's degree. Eight of these states did not require any state prekindergarten teachers to have a bachelor's degree. Eight more exempted at least some teachers outside the public schools; and four had multiple prekindergarten initiatives, at least one of which did not require a BA of all teachers. Ten states did not require all teachers to have specialized preparation in the education of preschool children. At a time when the national No Child Left Behind law is pressing for every child in kindergarten or above to have a "highly qualified" teacher, it is striking that a number of states fail to require even the most basic qualifications of preschool teachers.
- Twenty-eight states used regular site visits to monitor local programs as part of a continuous quality improvement process. Such efforts are a key way for states to maintain and improve program effectiveness.

Oklahoma—A Pre-K Leader

Oklahoma leads the nation in providing preschool education to 4-year-olds, enrolling 70 percent of the state's children. Counting children in special education and Head Start, enrollment in public pre-K in Oklahoma is about 90 percent at age 4. In addition, Oklahoma has relatively high standards, meeting nine of 10 benchmarks in the *Yearbook* (and coming close to meeting the requirement regarding assistant teacher preparation). This makes Oklahoma a national leader, and it is fair to ask what evidence exists for the program's educational effectiveness.

Two rigorous independent studies have been conducted to evaluate the program's impacts on children's learning. Dr. William Gormley and colleagues at Georgetown University evaluated the effects of Oklahoma's program in the Tulsa Public Schools. They employed a regression-discontinuity design that reduces the chances that family background effects are confounded with preschool program effects. Their sample consisted of 1,567 pre-K children and 1,461 kindergarten children who had just completed pre-K. The study found substantial positive effects on achievement test scores for early literacy and mathematics. Hispanic, Black, White, and Native American children all gained from the program, as did children from across diverse income brackets. Positive effects in language, literacy and mathematics test scores were revealed in preliminary findings from a study conducted by NIEER, applying the same methodology to a statewide sample of 838 Oklahoma children.

William T. Gormley Jr., Ted Gayer, Deborah Phillips, and Brittany Dawson (2005). The Effects of Universal Pre-K on Cognitive Development. *Developmental Psychology*, 41(6) 872–884.

RESOURCES

- Total state spending for prekindergarten initiatives reached \$3.27 billion. To put this in perspective, state governments spent more than \$250 billion on grades K-12. Thus, states spent about one penny on preschool education for every \$1 they spent on K-12.
- Total state pre-K spending grew by \$380 million (without accounting for inflation), or 13 percent. Florida's new program accounted for 60 percent of that increase.
- Average state spending per child enrolled was \$3,482. States varied greatly in their per-child spending. The top-ranked state—New Jersey—spent \$9,854 per child. Three states spent less than \$2,000 per child, and 12 spent nothing.
- Some states provide all of the funding for state pre-K programs. Others depend on local school districts and other sources of funds as well. States that fund preschool education through the same public education funding formula as K-12 education combine state and local dollars to fund the program. Local schools may use federal education dollars as well. Some states fund programs that are also supported by government-funded child care, Head Start, and other funds. In some states, the state pre-K dollars may only pay for a certain portion of hours and days even though providers that offer full-day, year-round services deliver the program. Despite cost-sharing arrangements, whenever the state per-child expenditure is set far below the level of K-12 funding (for an equivalent number of hours), it cannot help but limit quality and effectiveness.
- Florida's new program is particularly worrisome because it enrolls so many children in a program that has very low per-child funding (it ranks 35th of 38 states) and low quality standards.
- Inflation is a hidden drag on the progress of preschool education. From 2001 to 2005, state and local government cost inflation was a cumulative 18 percent compared to 10 percent for the overall economy. This is not widely understood, and it seems likely that the public underestimates how much more money is needed each year just to maintain preschool education service levels. Flat funding or even modest increases in funding can mean a substantial decrease in real financial support once inflation is taken into account.
- Inflation-adjusted spending per child declined in 25 of 37 states (Florida's initiative was new and not included here). In other words, real spending per child declined in twice as many states as it increased. Worse yet, nominal spending per child (that is, without any adjustment for inflation) declined in 14 states. In a few states (North Carolina, for example) spending declines may be explained by the fact that high start-up costs in the initial years of a new program decline as the program goes to scale. However, this explanation justifies reductions in spending per child only in states that adequately funded their programs from the start.

Honey, Who Shrank the Kids?

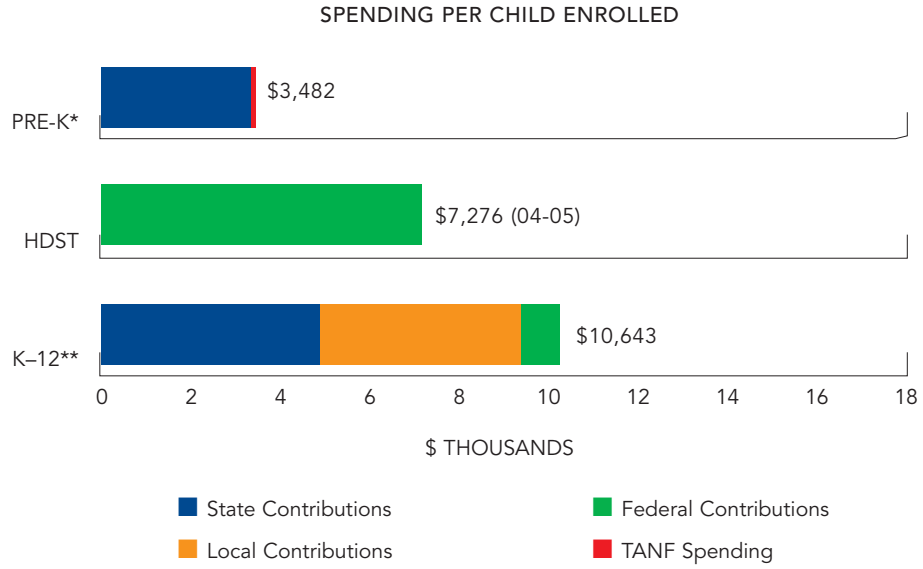
Six states cut the number of children served over the previous year by more than 2 percent. These states and the reductions in children served are as follows: California (2,551), Kansas (125), Michigan (3,291), Missouri (98), Nevada (74), Ohio (2,628).

Honey, Who Shrank the Kids' Budget?

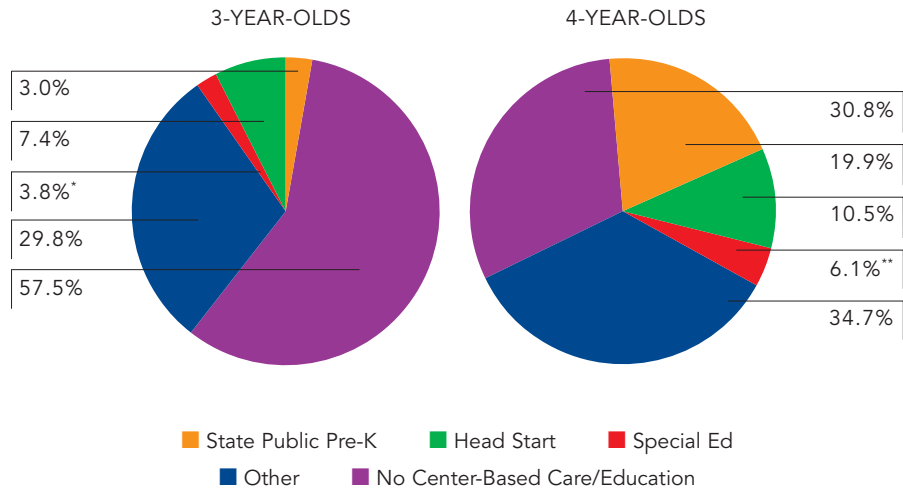
Four states cut total funding for preschool education by more than 2 percent, over the previous year. These states are: Maine, Massachusetts, Ohio, and South Carolina. Eight more states had greater than 2 percent reductions in 2005-2006 after adjusting for inflation. These states are: California, Iowa, Kentucky, Maryland, Michigan, New York, Oregon, and Texas.

The State of Preschool 2006: State Preschool Yearbook is the fourth in the series of NIEER's annual reference volumes tracking state-funded preschool education programs. Its purpose is to provide a compendium of data on state efforts to offer preschool education as well as analyses of key measures of program progress: access, quality standards and resources. This volume encompasses the 2005-2006 school year and describes trends of the five years from 2001-2002, the year covered by NIEER's first *Yearbook*.

SPENDING PER CHILD ENROLLED



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



* 1.5 of the 3.8 percent overlaps with other programs

** 1.9 of the 6.1 percent overlaps with other programs

TABLE 2: STATE RANKINGS BY PRE-K ACCESS FOR 4-YEAR-OLDS

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2005-2006)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2005-2006)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	70.2%	0.0%	35.0%	33,402	0	33,402
2	Georgia	51.5%	0.0%	26.0%	71,645	0	71,645
3	Vermont	47.0%	14.1%	30.6%	2,966	890	3,856
4	Florida	46.5%	0.0%	23.6%	105,896	0	105,896
5	Texas	44.3%	4.5%	24.5%	165,170	16,464	181,634
6	West Virginia	39.9%	4.5%	22.3%	8,048	896	8,944
7	Wisconsin	32.1%	0.7%	16.5%	21,713	487	22,200
8	South Carolina	31.0%	4.2%	17.8%	17,755	2,362	20,117
9	Maryland	30.7%	1.0%	15.9%	23,492	727	24,219
10	Kentucky	29.3%	11.0%	20.2%	15,722	5,797	21,519
11	New York	28.6%	0.5%	14.6%	71,428	1,162	72,590
12	New Jersey	24.9%	14.8%	19.9%	28,981	17,280	46,261
13	Illinois	23.0%	14.4%	18.7%	41,521	25,592	67,113
14	Louisiana	21.6%	0.0%	10.9%	13,791	0	13,791
15	Arkansas	18.2%	10.6%	14.4%	6,777	3,886	10,663
16	Michigan	16.2%	0.0%	8.2%	21,571	0	21,571
17	Maine	15.5%	0.0%	7.8%	2,088	0	2,088
18	Kansas	14.5%	0.0%	7.3%	5,375	0	5,375
19	Connecticut	13.7%	3.2%	8.5%	5,876	1,356	7,232
20	Colorado	13.5%	2.2%	7.9%	9,345	1,514	10,859
21	North Carolina	12.2%	0.0%	6.2%	15,227	0	15,227
22	Virginia	11.1%	0.0%	5.6%	11,343	0	11,343
23	Tennessee	10.6%	0.5%	5.6%	8,187	414	8,601
24	California	9.9%	4.5%	7.2%	52,849	24,156	77,005
25	Massachusetts	9.8%	8.8%	9.3%	7,808	6,940	14,748
26	Delaware	7.8%	0.0%	3.9%	843	0	843
27	New Mexico	6.8%	0.6%	3.7%	1,802	157	1,959
28	Washington	6.0%	1.4%	3.7%	4,752	1,057	5,809
29	Arizona	5.8%	0.0%	2.9%	5,339	0	5,339
30	Pennsylvania	5.6%	1.5%	3.6%	8,061	2,209	10,270
31	Oregon	5.0%	2.6%	3.8%	2,301	1,185	3,486
32	Iowa	4.5%	1.4%	2.9%	1,575	496	2,071
33	Ohio	4.4%	1.0%	2.7%	6,440	1,486	7,926
34	Missouri	4.0%	2.3%	3.1%	2,917	1,692	4,609
35	Nebraska	3.6%	2.1%	2.8%	861	499	1,360
36	Nevada	2.1%	0.6%	1.4%	758	215	973
37	Minnesota	1.8%	1.0%	1.4%	1,156	683	1,839
38	Alabama	1.7%	0.0%	0.9%	1,026	0	1,026
No Program	Alaska	0.0%	0.0%	0.0%	0	0	0
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Rhode Island	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	50 State Population	19.9%	3.0%	11.5%	805,807	119,602	925,409¹

For details about how these figures were calculated, see the Methodology section and Roadmap to State Pre-K pages.

¹ Nationwide, an additional 17,357 children of other ages enrolled in state prekindergarten, for a total enrollment number of 942,766.

ACCESS: UNEVEN GROWTH

Access to state-funded preschool education picked up steam in 2005-2006, posting a remarkable 18 percent increase over 2004-2005. Nationwide, nearly 950,000 children attended a state program. Beyond the national totals, however, lies a picture of uneven growth in which a single state accounts for the majority of the growth, the South continues to outpace other regions of the country and 4-year-olds are seeing gains in access while 3-year-olds have not enjoyed similar gains and in many cases endured reductions.

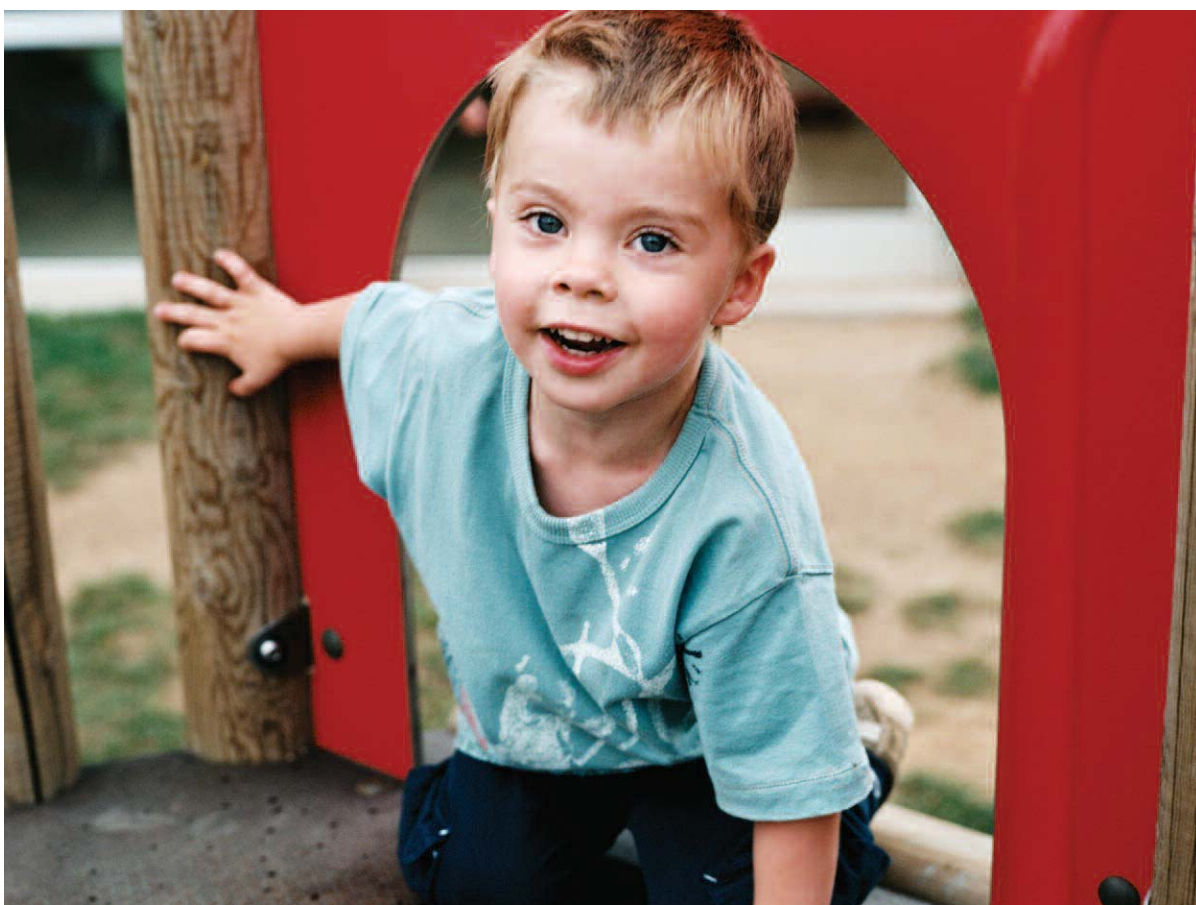
As Tables 2 and 3 show, the benefactors of the expansion in the vast majority of cases have been 4-year-olds who experienced a more than 40 percent increase over five years. The breakdown in enrollments for 3- and 4-year-olds in the table shows how prevalent the concentration on 4-year-olds has been even though research makes a convincing case for starting preschool education at age 3, particularly for disadvantaged children.

Overall, however, total enrollment has risen steadily nationwide. There are two important sources of the growth we are seeing in access: the introduction of a new, large scale initiative in Florida, and incremental enrollment gains in many other states.

The single most important factor in the large increase in enrollment nationally for 2005-2006 was the start of Florida's Voluntary Prekindergarten (VPK) initiative. This new initiative is designed to offer state-funded prekindergarten to all 4-year-olds in Florida, a state that did not offer a state pre-K program in 2004-2005. VPK served 105,896 4-year-olds in the first year of operation. This amounts to 11 percent of state prekindergarten enrollment nationwide. Florida provides an example of the magnitude of change that can be produced when a large state creates and implements a pre-K program for all children.

Incremental increases in enrollment in 27 other states also contributed to higher enrollments in 2005-2006. These smaller changes include a new pre-K initiative in New Mexico focusing on children living in communities with a high concentration of poverty. This program served 1,538 4-year-olds in its first year. Expansion of the New Mexico Pre-K initiative is continuing.

Four-year-olds
have experienced
a more than 40
percent increase
in enrollment over
five years.



National Picture

Overall, 28 of the 38 states funding prekindergarten served more children in 2005-2006 than in 2004-2005. One state, Delaware, served the same number of children as it did during the previous year. Six states decreased enrollment by more than 2 percent—California, Kansas, Michigan, Missouri, Nevada, and Ohio. There are 12 states that continue to have no state-funded pre-K programs. While many of these states have some type of child care programs, their parameters do not fit the definition of preschool education. Hawaii is one of them. In a change from our previous reports, we no longer count Hawaii's Preschool Open Doors Project as a state-funded preschool education program. Based on new information about its design, we have concluded that it is a support for working families, but not a program with a primary emphasis on preschool education. Data from Hawaii do not enter into our year-to-year enrollment comparisons.



The South

While Florida posted by far the largest gains of any state, other states in the South are continuing the expansionist trend that has marked this region in recent years. Tennessee made notable gains during 2005-2006 as well. Nearly 6,000 additional prekindergarten slots were offered through that state's Voluntary Pre-K Initiative, which builds upon a previously existing pilot program. Programs in North Carolina and Arkansas also had particularly notable increases in enrollment during the 2005-2006 school year. North Carolina, which established its initiative in 2001, illustrates how a strategy of sustained, incremental enrollment increases can produce substantial change over time. The number of children served in the state's *More at Four* program has increased in each of the past five years from 1,240 children in 2001-2002 to 15,227 children in 2005-2006.

Regional Trends

Figure 1 displays enrollment as a percentage of the population across the United States. Again, the Southern states are the nation's trailblazers in providing prekindergarten to a substantial percentage of 4-year-olds, as in previous years. Eight of the top ten states for the percentage of the population enrolled are in the South. The debut of Florida's VPK program in 2005-2006 raises the count of Southern initiatives pursuing universal access to four states, including Oklahoma and Georgia. Also, West Virginia has passed legislation requiring the state to make preschool available to all 4-year-olds by 2012. Regional differences in state provision of access to preschool education continue to be quite pronounced.

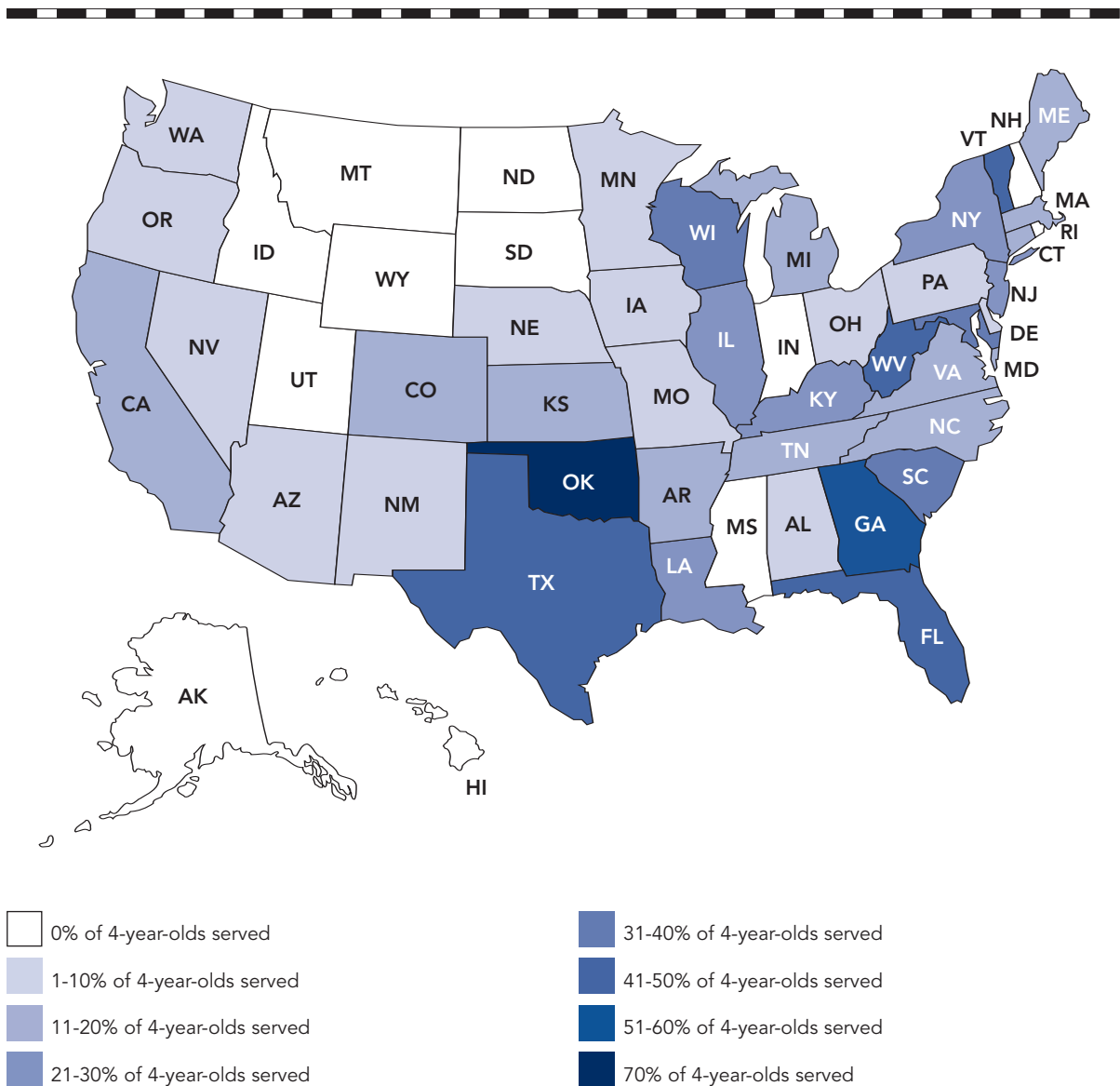
All but three states in the South provide services to at least 10 percent of 4-year-olds. One that does not is Alabama. The state has a high quality program with no set enrollment criteria, so all 4-year-olds could qualify for services. Yet Alabama has not provided adequate funding to expand access beyond 2 percent of eligible children, and in fact reaches the smallest percentage of 4-year-olds among the states funding prekindergarten. Another Southern state, Mississippi, has no state prekindergarten program. The federal Head Start program does enroll 36 percent of 4-year-olds in Mississippi—a much higher percentage than for any other state, and an illustration of the important role Head Start continues to provide as an educational safety net for young children.

The South also leads the way in providing full-day kindergarten and in enacting other education reforms. Prekindergarten programs that began in recent years, particularly those offering universal access, are often part of larger education reform legislation.

Several Midwestern and Northeastern states also have developed universal preschool education initiatives. For example, Illinois and New York have made commitments to serve all children. Both states served about one-quarter of 4-year-olds in 2005-2006. New York had planned to offer prekindergarten to all 4-year-olds statewide by 2002, but for years efforts to commit sufficient funding were blocked. New York now appears to be back on track, but this will bear close watching.

In 2005-2006, states in the Western and Northern Plains areas of the U.S. continued to lag behind the rest of the nation in offering services to prekindergartners. A sizeable block of states in that region have no preschool initiative at all, including Alaska, Hawaii, Idaho, Montana, North Dakota, South Dakota, Utah, and Wyoming. States in the West that do have pre-K initiatives tend to serve a very small percentage of their children, typically less than 10 percent.

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





Troubling Picture

Of the states with decreased enrollment in 2005-2006, Ohio is the most troubling. Changes in the state's former state-funded Head Start initiative led to drastic declines in enrollment beginning with the 2003-2004 school year. Continued changes in the primary focus of this initiative eventually led to its exclusion from the *2006 State Preschool Yearbook*. Effective with the 2005-2006 school year, the initiative was renamed the Early Learning Initiative, but despite the name children's eligibility is now tied to parents' work status. Thus, the program has become a support for working families rather than a program that primarily emphasizes preschool education, effectively eliminating 5,200 state preschool education slots for 2005-2006. At the same time, there has been some recent growth in Ohio's ongoing state-funded Public School Preschool education program. Taking Public School Preschool enrollment into account, the overall reduction in statewide enrollment was about 2,600 children in 2005-2006.

Forgetting 3-Year-Olds

As shown in Table 3, changes in enrollment from 2004-2005 to 2005-2006 are quite different for 3- and 4-year olds. Nationwide, state preschool enrollment increased much more among 4-year-olds than among 3-year-olds. The majority of children in state prekindergarten have traditionally been age 4, but the balance has shifted further in favor of 4-year-olds over the past five years. For example, both programs that began during the 2005-2006 school year (in Florida and New Mexico) focus exclusively on 4-year-olds. In addition, over the past few years, several states that serve both 3- and 4-year-olds have increased enrollment of 4-year-olds while reducing the number of 3-year-olds served. However, Illinois became unique among the states with a recent commitment to offer access to all 3-year-olds, in addition to 4-year-olds.

Cutbacks in support for access at age 3 is a troubling trend, since support for learning and development is important for children of all ages. Much of the research base supporting the efficacy and cost-effectiveness of preschool education is for programs that served children beginning at age 3 or even earlier. Although a case can be made for educating all children at age 4 before moving on to do this for all 3-year-olds, it makes little sense to roll back services for younger children, particularly the most disadvantaged. Investing in early childhood education yields a high rate of return at every age, and there is no need to trade off services for one age group against another when there are so many government expenditures lacking any evidence of cost-effectiveness.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2005-2006				ENROLLMENT CHANGES FROM 2004-2005 TO 2005-2006			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Alabama	0	NA	270	36%	0	NA	54	6%
Alaska	0	NA	0	NA	0	NA	0	NA
Arizona	0	NA	1,062	25%	0	NA	289	6%
Arkansas	2,944	313%	4,553	205%	868	29%	2,315	52%
California	13,232	121%	8,315	19%	-325	-1%	-2,003	-4%
Colorado	784	107%	1,025	12%	641	73%	2,308	33%
Connecticut*	-179	-12%	1,459	33%	313	30%	-378	-6%
Delaware	0	NA	0	NA	0	NA	0	NA
Florida	0	NA	105,896	NA	0	NA	105,896	NA
Georgia	0	NA	8,032	13%	0	NA	852	1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	11,494	82%	2,619	7%	3,413	15%	-3,937	-9%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	-15	-3%	19	1%	28	6%	11	1%
Kansas	0	NA	3,145	141%	0	NA	-125	-2%
Kentucky	925	19%	2,905	23%	53	1%	6	NA
Louisiana	0	NA	6,272	83%	0	NA	1,412	11%
Maine	0	NA	648	45%	0	NA	167	9%
Maryland	-699	-49%	4,887	26%	25	4%	814	4%
Massachusetts*	-2,492	-26%	-1,624	-17%	1,280	23%	1,442	23%
Michigan	0	NA	-4,906	-19%	0	NA	-3,291	-13%
Minnesota	-132	-16%	-114	-9%	-134	-16%	-75	-6%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-854	-34%	-769	-21%	-80	-5%	-18	-1%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	375	303%	505	142%	223	81%	226	36%
Nevada	104	94%	437	136%	9	4%	-69	-8%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	4,495	35%	5,100	21%	74	NA	-80	0%
New Mexico	-313	-67%	1,432	387%	1	1%	1,562	651%
New York	-4,673	-80%	7,929	13%	-81	-7%	3,217	5%
North Carolina	0	NA	13,987	1128%	0	NA	3,060	25%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio*	-8,228	-85%	-7,445	-54%	-1,639	-52%	-1,165	-15%
Oklahoma	0	NA	7,523	29%	0	NA	1,690	5%
Oregon	76	7%	-288	-11%	-6	-1%	-10	0%
Pennsylvania*	2,209	NA	5,511	216%	808	58%	864	12%
Rhode Island	0	NA	0	NA	0	NA	0	NA
South Carolina	2,012	575%	2,105	14%	1,882	392%	884	5%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-428	-51%	6,429	366%	-86	-17%	5,787	241%
Texas	-3,277	-17%	37,587	30%	1,392	9%	4,381	3%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	521	141%	2,346	378%	91	11%	152	5%
Virginia	0	NA	5,465	93%	0	NA	1,036	10%
Washington	-92	-8%	-33	-1%	-24	-2%	114	3%
West Virginia	-872	-49%	2,963	58%	-6	-1%	970	14%
Wisconsin*	-201	-29%	8,209	61%	-122	-20%	2,351	12%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 states	16,716	16%	243,456	43%	8,598	8%	130,709	19%

* These states did not break down total enrollment figures into specific numbers of 3- and 4-year-olds served. As a result, the figures in this table are estimates.

TABLE 4: 2005-2006 STATE PRE-K QUALITY STANDARDS

	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Maximum class size ≤ 20	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2005-2006
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓	✓			✓	4
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado			✓			✓	✓			✓	4
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓	✓			✓	4
Georgia	✓		✓		✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa						✓	✓	✓	✓	✓	5
Kansas		✓		✓				✓			3
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana (8g)	✓	✓			✓	✓	✓		✓	✓	7
Louisiana (LA4/SP)	✓	✓			✓	✓	✓	✓	✓	✓	8
Louisiana (NSECD)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Maine	✓	✓		✓	✓						4
Maryland	✓	✓	✓		✓	✓	✓	✓			7
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓				6
Minnesota	✓		✓	✓		✓	✓	✓	✓	✓	8
Missouri	✓	✓	✓		✓	✓	✓				6
Nebraska	✓	✓	✓	✓		✓	✓		✓	✓	8
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓			✓		✓	6
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico (CDP)					✓			✓	✓	✓	4
New Mexico (Pre-K)	✓					✓	✓	✓		✓	5
New York (TPK)		✓	✓		✓	✓	✓	✓	✓	✓	8
New York (UPK)					✓	✓	✓	✓		✓	5
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio			✓		✓			✓		✓	4
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓			✓	✓	✓	✓	✓	7
Pennsylvania (EABG)	✓				✓						2
Pennsylvania (HdSt)	✓		✓			✓	✓	✓	✓		6
Pennsylvania (K4)	✓	✓			✓						3
South Carolina		✓	✓		✓	✓	✓	✓	✓	✓	8
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (ADM)	✓	✓	✓		✓	✓	✓	✓			7
Vermont (EEI)	✓	✓	✓			✓	✓	✓			6
Virginia			✓		✓	✓	✓	✓	✓	✓	7
Washington			✓	✓			✓	✓	✓	✓	6
West Virginia	✓		✓		✓	✓	✓	✓		✓	7
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓			✓	✓	✓	✓		6
Totals	37	26	35	10	33	37	39	34	23	35	

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

For more details about quality standards and benchmarks, see Roadmap to State Profile Pages.

QUALITY STANDARDS: ENSURING VALUE

The quality of a preschool education program is the key to determining its educational value. Many preschool programs in the United States offer services that are of poor or mediocre quality. However, by establishing standards in state-level policy, states can require that programs provide children with a high-quality education. The *Yearbook* compares quality standards for state-funded initiatives against a research-based checklist of quality benchmarks. As in previous years, there are 10 benchmarks. Each benchmark represents a different aspect of program quality, including teacher preparation requirements, early learning standards, and required comprehensive services. All of the benchmarks are important, but they are not equally important as indicators of high quality. Also, these benchmarks do not cover all conceivable aspects of program quality. The number of benchmarks met by a program is a rough gauge of a state's commitment to ensuring high levels of quality, but careful attention to which benchmarks are met is also necessary.



It is important to emphasize that the NIEER benchmarks refer to minimum state policies rather than actual program quality. Some providers may exceed minimum standards—for example, by providing a teacher certified in early childhood education without being required to do so. Other providers may offer services at lower levels of quality than required, by not always meeting the standards specified in state policy. The quality benchmarks we use for the 2005-2006 school year are unchanged from the previous year. Details about each benchmark and the relevant supporting research are provided on pages 32 and 33.

Improvements in quality standards can be relatively slow to materialize, as they require changes in state policy that may be phased in over a period of time. States reported few changes in program quality between the 2001-2002 and 2004-2005 school years. However, there were a great many changes in state program standards effective with the 2005-2006 school year. Prominent among these changes was a more widespread implementation of new state early learning standards, which help to ensure that programs cover a broad range of content areas important to children's learning. Specific quality improvements made by state prekindergarten programs in 2005-2006 are described below for programs that were already in place at the time of our last report.

During the 2005-2006 program year, for the first time two states—Alabama and North Carolina—had programs that met all 10 quality benchmarks. Both states met nine benchmarks in our previous report, and made policy improvements during the past year—Alabama in the area of teacher specialized training and North Carolina in the area of early learning standards. Six additional state preschool initiatives each met nine of the 10 benchmarks in 2005-2006: those in Arkansas, Illinois, Oklahoma, and Tennessee, as well as the Nonpublic Schools Early Childhood Development Program (NSECD) in Louisiana and the Abbott initiative in New Jersey. All of these programs provide high-quality services across a range of indicators, but cannot be considered equal in overall quality. For example, state prekindergarten programs in Arkansas lack a requirement for all classroom teachers to have a four-year college degree, while programs in Illinois lack a meal requirement.

Florida's new Voluntary Prekindergarten (VPK) initiative, which was responsible for a good deal of the growth in state prekindergarten enrollment during 2005-2006, met only four of the 10 benchmarks. Although there are two slightly different versions of VPK based on whether it is offered during the school year or as a summer-only program, each version met four benchmarks. The other state prekindergarten initiative that began in 2005-2006, New Mexico Pre-K, met five of 10 benchmarks.

Across all the state prekindergarten initiatives, the median number of benchmarks met in 2005-2006 was 6.5. Overall, there were 19 state prekindergarten initiatives in 16 states that met more benchmarks during the 2005-2006 school year than during 2004-2005. Thirteen of these initiatives each met one additional benchmark for 2005-2006. Three state prekindergarten initiatives each met two additional benchmarks: Louisiana's Nonpublic Schools Early Childhood Development Program, the Michigan School Readiness Program, and New York's Universal Prekindergarten program. Finally, three additional states—Nebraska, Nevada, and Virginia—had programs that each met three additional benchmarks for the 2005-2006 school year. Tennessee met the benchmark for screening, referral, and support services for the first time, but no longer met the benchmark for assistant teacher degree requirements. As a result, that state met the same number of benchmarks as in the previous year. Table 4 shows which benchmarks were met by each state prekindergarten initiative in 2005-2006.

Overall, there were 19 state prekindergarten initiatives in 16 states that met more benchmarks during the 2005-2006 school year than during 2004-2005.

Teacher preparation is a critical component of program quality. A four-year degree represents the minimum that would be required of any teacher in a public school kindergarten or first grade classroom, and the same minimum requirement for prekindergarten is key to ensuring high-quality teaching. A worrisome finding from our review of prekindergarten quality standards is that only 18 states required the lead teachers in every classroom to have a four-year college degree. The other 20 states—representing more than half of the states that funded prekindergarten—did not. Eight of the 20 states without a BA requirement did not require any state prekindergarten teachers to have a 4-year-degree. An additional eight states exempted teachers in specific types of settings (such as all teachers in nonpublic schools, or some teachers in sites with multiple classrooms). The remaining four states funded multiple initiatives including at least one initiative that did not require all teachers to have a BA. On a positive note, both Michigan and Missouri met our teacher degree benchmark for the first time in the 2005-2006 school year, due to state policy improvements requiring a BA.

Twenty-eight of the 38 states with preschool initiatives required all lead teachers to have specialized training in prekindergarten education, and 15 of the 28 were states that also required a four-year college degree. Alabama and one Louisiana initiative began requiring specialized training in all state prekindergarten programs during the 2005-2006 year. Nearly three-quarters of states lacked sufficient requirements for their assistant teachers, with just 10 states requiring them to have a CDA or equivalent credential. None of the states with preschool initiatives added a CDA requirement for assistant teachers in 2005-2006. Twenty-three states required at least 15 hours of annual in-service training for all preschool teachers. Virginia was the only new state to meet this benchmark.

States That Do Not Require Any Preschool Teachers to Hold a BA

Arizona
California
Colorado
Delaware
Georgia
Minnesota
Ohio
Washington

During the 2005-2006 school year, early learning standards were a major area of growth across state preschool initiatives. There were 28 states with comprehensive early learning standards that applied to state-funded prekindergarten. Six of these states—Maine, Michigan, Nebraska, Nevada, North Carolina, and Pennsylvania—met our benchmark for the first time due to policy changes that were effective for 2005-2006.

It is also important to offer children opportunities for interactions with adults and individualized attention by providing them with appropriate class sizes and staff-child ratios. Twenty-eight states required all preschool programs to limit class sizes to 20 children or fewer. Thirty states required staff-child ratios of 1:10 or better. Nevada's state prekindergarten initiative met each of these benchmarks for the first time in the 2005-2006 program year.

Two additional elements of our Quality Standards Checklist focused on the availability of comprehensive services. Comprehensive services are not educational in nature but help to ensure optimal conditions for children's learning, such as health and nutritional services. Twenty-five states met the benchmark of requiring

all programs to provide screening and referral covering vision, hearing, and health, plus at least one additional support service. New states meeting this benchmark were Connecticut, New York, Ohio, Oklahoma, and Tennessee. However, only the changes in Ohio, Oklahoma, and Tennessee reflect new state policies in 2005-2006. The other two states reinterpreted policies that already existed. One of Louisiana's prekindergarten initiatives (NSECD) also met this benchmark for the first time, but the benchmark was not met for all initiatives statewide. Sixteen states met the benchmark of requiring all programs to provide at least one meal. New states meeting this benchmark were Nebraska and Virginia, although only the change in Nebraska reflects a new state policy for 2005-2006.

Finally, 28 states met our benchmark for monitoring. Program monitoring is important to ensure that the quality requirements are being implemented and can actually produce the results desired by the state. Our benchmark for monitoring is that state initiatives require classrooms to receive site visits. Due to changes in the way that we surveyed states about their monitoring activities, responses may not necessarily reflect policy changes or be entirely comparable to the responses presented in our previous report. However, new states meeting the monitoring benchmark in 2005-2006 were Nebraska, New York, Virginia, and West Virginia. The Four-Year-Old Kindergarten initiative in Wisconsin also met this benchmark for the first time, but the benchmark was not met for the state's other prekindergarten initiative.

POLICY CHANGES IN STATE PRE-K QUALITY

STATE PRE-K INITIATIVE	NEW BENCHMARK MET
Alabama	Teachers required to have specialized training in pre-K
Connecticut	Vision, hearing, health screening/referral; and at least 1 support service
Louisiana NSECD	Teachers required to have specialized training in pre-K Vision, hearing, health screening/referral; and at least 1 support service
Maine	Comprehensive early learning standards
Michigan	Comprehensive early learning standards Teacher degree requirement of a BA
Missouri	Teacher degree requirement of a BA
Nebraska	Comprehensive early learning standards At least 1 meal required Site visits required
Nevada	Comprehensive early learning standards Maximum class size of 20 or fewer Staff-child ratio of 1:10 or better
New York TPK	Vision, hearing, health screening/referral; and at least 1 support service
New York UPK	Vision, hearing, health screening/referral; and at least 1 support service Site visits required
North Carolina	Comprehensive early learning standards
Ohio	Vision, hearing, health screening/referral; and at least 1 support service
Oklahoma	Vision, hearing, health screening/referral; and at least 1 support service
Pennsylvania EABG	Comprehensive early learning standards
Pennsylvania HSSAP	Comprehensive early learning standards
Pennsylvania K4	Comprehensive early learning standards
Tennessee	Vision, hearing, health screening/referral; and at least 1 support service
Virginia	At least 15 hours/year of teacher in-service At least 1 meal required Site visits required
Washington	Site visits required
Wisconsin 4K	Site visits required

TABLE 5: RANKINGS OF STATE PRE-K RESOURCES PER CHILD ENROLLED

Resources Rank	State	\$ per child enrolled in pre-K	State spending per child in K-12	Difference in pre-K and K-12 spending
1	New Jersey*	\$9,854	\$5,260	\$4,594
2	Oregon	\$7,932	\$4,803	\$3,129
3	Minnesota	\$7,203	\$8,769	-\$1,566
4	Connecticut	\$7,101	\$5,426	\$1,675
5	Delaware	\$6,261	\$8,680	-\$2,419
6	Washington	\$5,886	\$6,961	-\$1,075
7	Pennsylvania	\$5,080	\$4,305	\$775
8	Louisiana	\$5,012	\$4,829	\$183
9	Arkansas	\$4,836	\$3,731	\$1,105
10	West Virginia	\$4,529	\$6,735	-\$2,206
11	Alabama	\$4,216	\$4,518	-\$302
12	Tennessee	\$4,061	\$3,410	\$651
13	Georgia	\$3,977	\$4,501	-\$524
14	Michigan	\$3,934	\$7,278	-\$3,344
15	North Carolina	\$3,892	\$5,350	-\$1,458
16	Massachusetts	\$3,619	\$6,004	-\$2,385
17	New York	\$3,512	\$6,947	-\$3,435
18	Virginia	\$3,396	\$4,604	-\$1,208
19	Oklahoma	\$3,364	\$3,917	-\$553
20	California	\$3,341	\$6,413	-\$3,072
21	Illinois	\$3,298	\$3,204	\$94
22	Nevada	\$3,116	\$2,417	\$699
23	Wisconsin	\$3,108	\$6,625	-\$3,517
24	Colorado	\$3,056	\$4,277	-\$1,221
25	Iowa	\$2,929	\$4,225	-\$1,296
26	Texas	\$2,653	\$3,234	-\$581
27	Missouri	\$2,632	\$2,975	-\$343
28	Kansas	\$2,554	\$5,699	-\$3,145
29	Nebraska	\$2,482	\$3,128	-\$646
30	Vermont	\$2,439	\$12,149	-\$9,710
31	Kentucky	\$2,398	\$5,195	-\$2,797
32	Ohio	\$2,345	\$5,290	-\$2,945
33	Arizona	\$2,296	\$3,521	-\$1,225
34	New Mexico	\$2,269	\$7,187	-\$4,918
35	Florida	\$2,163	\$3,993	-\$1,830
36	Maine	\$1,793	\$5,037	-\$3,244
37	Maryland	\$1,787	\$4,428	-\$2,641
38	South Carolina	\$1,085	\$4,676	-\$3,591
No Program	Alaska	\$0	\$6,957	NA
No Program	Hawaii	\$0	\$8,578	NA
No Program	Idaho	\$0	\$4,414	NA
No Program	Indiana	\$0	\$5,412	NA
No Program	Mississippi	\$0	\$4,122	NA
No Program	Montana	\$0	\$4,148	NA
No Program	New Hampshire	\$0	\$4,706	NA
No Program	North Dakota	\$0	\$3,334	NA
No Program	Rhode Island	\$0	\$4,233	NA
No Program	South Dakota	\$0	\$2,995	NA
No Program	Utah	\$0	\$3,613	NA
No Program	Wyoming	\$0	\$6,547	NA

* State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment nearly 3 times the statewide average per child.

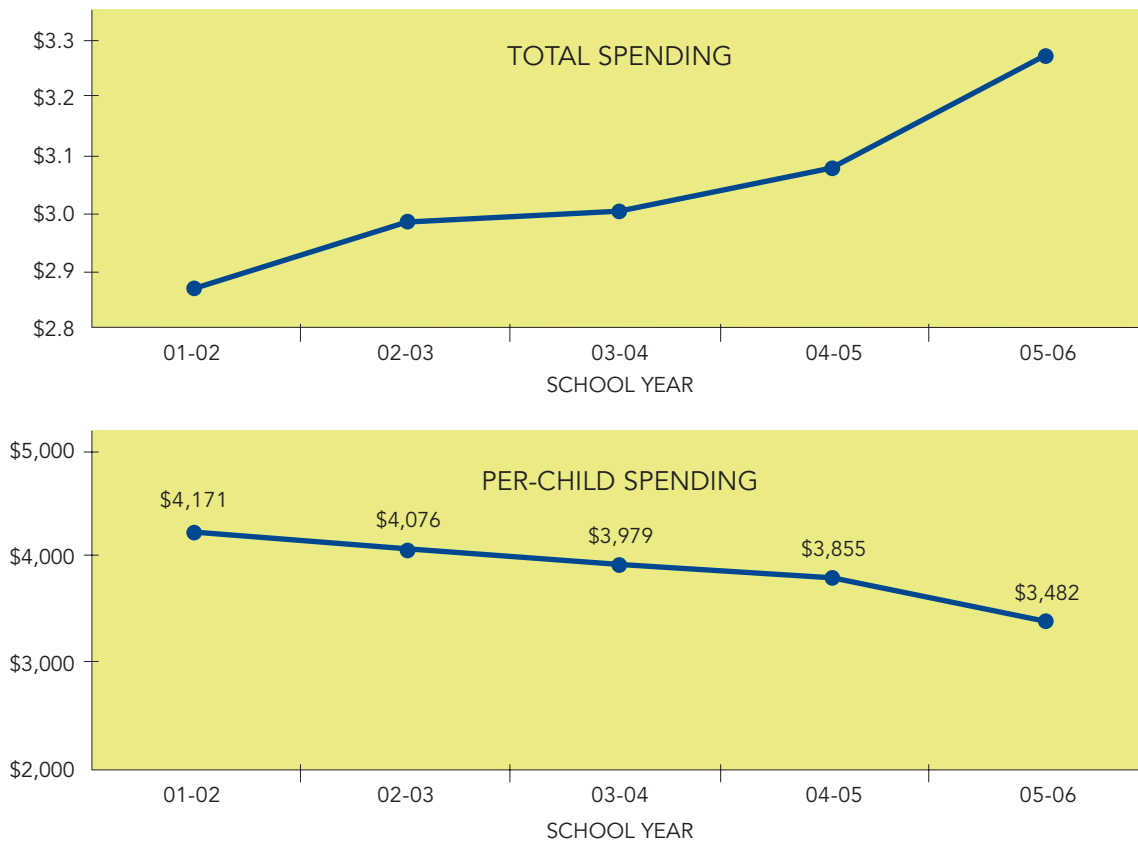
For details about how these figures were calculated, see Methodology section and Roadmap to State Pre-K pages.

RESOURCES: UNCERTAIN COMMITMENT

There is no perfect formula to determine ideal state spending amounts for publicly funded preschool, for several reasons. For one, the ideal spending amount hinges on the cost of providing prekindergarten. This cost can vary significantly according to state-level factors such as geography and population density, the cost of living, and the existing infrastructure available to support preschool services. Also, the amount of state funding needed for prekindergarten may be reduced when it is possible to tap into additional federal and local funding sources. For example, state prekindergarten programs sometimes rely on substantial contributions at the local level, including parent tuition. Other states use federal funding sources such as Title I. States vary tremendously in the amount of funding they obtain from these additional sources, and as a result state spending alone is not always indicative of the program's total level of funding. Still, the resources states expend on preschool initiatives serve as a good indicator of their commitment to ensuring that young children have access to high-quality early childhood education. Also, the amount a state spends per child enrolled is useful in gauging the state's commitment to program quality.

In 2005-2006, states spent \$3.27 billion on preschool initiatives, a 6 percent increase from the previous year. This change is substantial, nearly doubling the percentage that spending increased over the previous four years combined. The increase in spending for the 2005-2006 school year appears to be promising news about states' commitment to prekindergarten, although closer analysis reveals that the nationwide surge in spending is largely due to the \$229.1 million spent on Florida's new Voluntary Prekindergarten program. The spending jump due to Florida's new program illustrates the type of nationwide increase that can be expected when states quickly implement models of universally available prekindergarten. However, the overall increase in state prekindergarten spending for 2005-2006 does not indicate a nationwide departure from the incremental growth in state spending seen in previous years. (See Figure 2 for trends in total state spending nationwide since 2001-2002, and average state spending per child enrolled, adjusted for inflation).

FIGURE 2: STATE SPENDING OVER TIME (2006 DOLLARS)



Tennessee is the most notable among states that made an incremental increase in 2005-2006. In that first year of its expanded prekindergarten effort, the state increased funding from an inflation-adjusted \$10.6 million to \$35 million. Ohio was the state with the largest decrease in total state spending during 2005-2006. After adjusting for inflation, prekindergarten spending in Ohio declined by more than \$53 million from 2004-2005 levels. This was almost entirely due to the change in focus by Ohio's former state-funded Head Start initiative, which was revamped into a program for working families effective with the 2005-2006 school year. However, Ohio's continuing prekindergarten initiative—the Public School Preschool Program—also experienced a funding decline of about \$1.3 million in 2005-2006.

Table 6 shows the total spending and per-child spending for each state, and also includes the inflation-adjusted change in total and per-child spending from 2004-2005 to 2005-2006. Data from Hawaii do not enter into our spending comparisons, since we have dropped our coverage of the state's Preschool Open Doors Project effective with this report. As Table 6 indicates, there is tremendous diversity in the size of state preschool budgets. Among the states funding prekindergarten initiatives, total state spending ranges from just over \$3 million in Nevada, a sparsely populated state with around 70,000 children ages 3 and 4, to almost \$484 million in Texas, a large and highly populated state with almost 742,000 children in this age group.

State spending per child enrolled also varies tremendously. The nationwide average of state spending per child was \$3,482 in 2005-2006. Four states spent more than double the national average per child, including New Jersey, Oregon, Minnesota, and Connecticut. At the other end of the spectrum, three states spent around half of the national average—South Carolina, Maryland, and Maine. The states with the very lowest state per-child spending figures also reported substantial federal and/or local contributions to program funding.

Still, a handful of states spent less than \$2,500 per child and reported total spending figures that did not include funds from any additional local or federal sources. These states include Florida, New Mexico, Arizona, Ohio, and Vermont. Some state programs may actually use other funding sources without collecting specific statewide data on the amounts generated through these sources. Nonetheless, there is cause for concern that the low funding level in these states could jeopardize the quality of the educational services, thereby reducing the potential effectiveness of the program. Table 5 shows complete rankings by state for spending per child enrolled.

The average state spending per child was lower in 2005-2006 than the previous program year, continuing a downward trend in the amount states spend on each prekindergartner. After accounting for inflation, state per-child spending was 10 percent lower in 2005-2006 than in 2004-2005. This may or may not be a worrisome trend, depending on the state circumstances surrounding the decline in spending. For example, some states may spend more per child during the pilot or start-up phase of a program, and reduce the per-child cost over time as programs become more established. Also, growing programs may take advantage of economies of scale as they serve more children, or they may need to spend less as they expand to serve less disadvantaged children with fewer intensive needs. Programs may also reduce the state share of total funding over time, shifting part of the program costs to localities or to other funding sources.

The number of states that decreased spending per child was more than two times the number of states that increased funding per child in 2006 dollars.

However, the above examples do not seem to apply in all 25 states that spent less per child during the 2005-2006 school year. Ohio was the state with the largest per-child decrease, \$4,379. This significant decrease is partly attributable to the high level of funding per child provided by the state's former state-funded Head Start initiative, which was no longer offered in 2005-2006. However, the state's remaining prekindergarten initiative, which already spent less per child than the Head Start initiative, itself experienced an inflation-adjusted spending cut of more than \$1,300 per child in 2005-2006. Massachusetts also reduced its spending by more than \$1,500 per child enrolled in 2005-2006. Its Community Partnerships for Children initiative saw an enrollment increase of more than 3,000 children while at the same time sustaining a cut in state funding.



Among the remaining states that made spending reductions in 2005-2006 and in previous years, some have simply failed to keep up with inflation or growing enrollment when determining funding allocations each year. Others have cut program budgets, signaling a reduced commitment to the program over time. Even without adjusting for inflation, five states had lower total and per-child spending in 2005-2006 than in 2001-2002. The differences in funding are even more drastic after adjusting for inflation. Seven other states spent more in nominal dollars but failed to keep pace with inflation.

Spending cutbacks in these states are an issue of concern for policymakers and the general public, because insufficient funding may lead to cutbacks in program enrollment, program quality, or both. Initiatives that reach fewer children offer fewer overall benefits to children in the state, and those that cut back on quality risk jeopardizing children's gains in learning and development. In either case, high rates of return to taxpayers could be diminished.

Despite this nationwide trend of spending decreases, 13 of the 38 states funding prekindergarten actually increased per-child spending in 2005-2006. The increase of \$2,163 per child due to Florida's initiative was the largest among this group of states, although per-child spending in the state's VPK initiative is still far below the national average. Per-child spending also increased by more than \$500 in Kansas, Alabama, and Tennessee.

Spending figures for children in K-12 public schools are a good point of comparison for state per-child spending on preschool, even though differences between these types of figures make for rough, rather than precise, comparisons. For example, K-12 spending figures include the cost of special education, but prekindergarten spending figures usually do not. Also, K-12 figures are almost entirely for full-day educational services (except kindergarten in some states), while many states only fund half-day prekindergarten services. Meanwhile, preschool programs generally require smaller class sizes and more classroom staff than are required for older children, increasing the cost of providing services. Finally, prekindergarten initiatives in some states target disadvantaged children, adding costs for supplemental services provided to these children, but reducing operating costs in low-income areas with lower property values and salary levels. Some of these differences add extra costs to K-12 education, while others add extra costs to preschool education. In the end, however, there is little reason to expect state spending per child in preschool to be sufficient if it is substantially lower than the K-12 amount.

While state spending on preschool has grown steadily in recent years, total state prekindergarten spending is still fairly small in comparison to the resources devoted to K-12 education. In 2005-2006, state prekindergarten expenditures amounted to about 1 percent of the roughly \$247 billion spent by state governments on K-12 education. Table 5 shows state spending for K-12 education in comparison to state spending amounts for prekindergarten, and also highlights the differences between these figures. The nationwide average of state spending per child is also much higher for K-12, at \$5,066, than for preschool, which averaged just \$3,482. This disparity suggests that there is still ample room for growth in states' commitment to preschool education.

TABLE 6: STATE PRESCHOOL SPENDING DURING 2005-2006 AND CHANGES FROM 2004-2005

STATE	TOTAL STATE PRESCHOOL SPENDING			STATE SPENDING PER CHILD		
	Total state preschool spending in 2005-2006	Change in total spending from 2004-2005 to 2005-2006, Nominal dollars	Change in total spending from 2004-2005 to 2005-2006, Adjusted dollars	State spending per child in 2005-2006	Change in spending per child from 2004-2005 to 2005-2006, Nominal dollars	Change in spending per child from 2004-2005 to 2005-2006, Adjusted dollars
Alabama	\$4,326,050	\$1,035,000	\$827,664	\$4,216	\$830	\$617
Alaska	\$0	\$0	\$0	\$0	\$0	\$0
Arizona	\$12,258,488	\$728,174	\$1,764	\$2,296	\$13	-\$131
Arkansas	\$57,157,279	\$13,265,579	\$10,500,402	\$4,836	\$125	-\$172
California	\$266,018,034	\$1,588,094	-\$15,070,992	\$3,341	\$123	-\$80
Colorado	\$37,770,856	\$10,663,270	\$8,955,492	\$3,056	-\$22	-\$215
Connecticut	\$52,490,190	\$3,870,654	\$807,623	\$7,101	\$438	\$18
Delaware	\$5,278,300	\$375,100	\$66,198	\$6,261	\$445	\$78
Florida	\$229,100,000	\$229,100,000	\$229,100,000	\$2,163	\$2,163	NA
Georgia	\$289,894,973	\$13,894,973	-\$3,493,027	\$3,977	\$78	-\$167
Hawaii	\$0	\$0	\$0	\$0	\$0	\$0
Idaho	\$0	\$0	\$0	\$0	\$0	\$0
Illinois	\$237,950,581	\$21,454,076	\$7,814,796	\$3,298	\$318	\$130
Indiana	\$0	\$0	\$0	\$0	\$0	\$0
Iowa	\$6,800,000	-\$87,531	-\$521,445	\$2,929	-\$249	-\$450
Kansas	\$13,728,825	\$3,783,145	\$3,156,567	\$2,554	\$746	\$632
Kentucky	\$51,600,000	\$0	-\$3,250,800	\$2,398	-\$6	-\$158
Louisiana	\$69,115,436	\$12,981,839	\$9,445,422	\$5,012	\$477	\$192
Maine	\$3,744,583	-\$91,419	-\$333,087	\$1,793	-\$204	-\$330
Maryland	\$43,269,366	\$0	-\$2,725,970	\$1,787	-\$64	-\$180
Massachusetts	\$62,789,962	-\$5,810,038	-\$10,131,838	\$3,619	-\$1,229	-\$1,534
Michigan	\$84,850,000	\$1,163,300	-\$4,108,962	\$3,934	\$568	\$356
Minnesota	\$19,022,975	\$1,922,975	\$845,675	\$7,203	\$274	-\$162
Mississippi	\$0	\$0	\$0	\$0	\$0	\$0
Missouri	\$12,129,270	\$1,519,401	\$850,980	\$2,632	\$378	\$236
Montana	\$0	\$0	\$0	\$0	\$0	\$0
Nebraska	\$3,680,471	\$1,583,471	\$1,451,360	\$2,482	\$519	\$395
Nevada	\$3,032,172	\$135,589	-\$46,896	\$3,116	\$349	\$175
New Hampshire	\$0	\$0	\$0	\$0	\$0	\$0
New Jersey	\$455,843,248	\$23,495,292	-\$3,742,629	\$9,854	\$549	-\$37
New Mexico	\$4,444,507	\$3,424,607	\$3,360,353	\$2,269	-\$307	-\$469
New York	\$254,950,090	\$8,527,112	-\$6,997,536	\$3,512	-\$36	-\$260
North Carolina	\$59,257,237	\$9,879,866	\$6,769,092	\$3,892	-\$166	-\$422
North Dakota	\$0	\$0	\$0	\$0	\$0	\$0
Ohio	\$19,002,195	-\$48,866,727	-\$53,142,469	\$2,345	-\$3,980	-\$4,379
Oklahoma	\$112,352,971	\$5,673,803	-\$1,046,985	\$3,364	\$0	-\$212
Oregon	\$27,650,000	\$950,000	-\$732,100	\$7,932	\$308	-\$173
Pennsylvania	\$39,430,989	\$14,884,024	\$13,337,565	\$5,080	\$601	\$319
Rhode Island	\$0	\$0	\$0	\$0	\$0	\$0
South Carolina	\$21,832,678	-\$2,000,000	-\$3,501,459	\$1,085	-\$289	-\$375
South Dakota	\$0	\$0	\$0	\$0	\$0	\$0
Tennessee	\$35,000,000	\$25,000,000	\$24,370,000	\$4,061	\$728	\$518
Texas	\$483,709,332	\$5,709,332	-\$24,404,668	\$2,653	-\$54	-\$225
Utah	\$0	\$0	\$0	\$0	\$0	\$0
Vermont	\$9,595,209	\$555,185	-\$14,337	\$2,439	-\$49	-\$205
Virginia	\$38,518,874	\$3,264,939	\$1,043,941	\$3,396	-\$24	-\$240
Washington	\$34,194,952	\$2,103,525	\$81,765	\$5,886	\$278	-\$76
West Virginia	\$40,511,010	\$6,011,010	\$3,837,510	\$4,529	\$206	-\$67
Wisconsin	\$69,612,500	\$8,400,000	\$4,543,613	\$3,108	\$43	-\$150
Wyoming	\$0	\$0	\$0	\$0	\$0	\$0
50 states	\$3,271,913,604	\$380,087,621	\$197,902,582	\$3,482	-\$138	-\$372

TABLE 7: FEDERAL HEAD START ENROLLMENT 2005-2006

STATE	3-YEAR-OLDS		4-YEAR-OLDS		3- AND 4-YEAR OLDS	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	5,394	9.3%	9,500	15.8%	14,894	12.6%
Alaska	942	9.4%	1,358	13.5%	2,300	11.5%
Arizona	5,371	5.9%	11,479	12.5%	16,850	9.2%
Arkansas	3,973	10.8%	5,404	14.5%	9,377	12.7%
California	33,167	6.2%	56,188	10.5%	89,355	8.4%
Colorado	3,005	4.4%	5,097	7.4%	8,102	5.9%
Connecticut	2,669	6.3%	3,276	7.7%	5,945	7.0%
Delaware	539	4.9%	999	9.2%	1,538	7.0%
Florida	12,384	5.6%	20,125	8.8%	32,509	7.3%
Georgia	11,396	8.4%	10,150	7.3%	21,546	7.8%
Hawaii	967	5.4%	1,511	8.6%	2,478	7.0%
Idaho	772	3.8%	2,378	11.5%	3,150	7.7%
Illinois	14,094	7.9%	18,941	10.5%	33,035	9.2%
Indiana	4,628	5.5%	7,462	8.5%	12,090	7.0%
Iowa	2,475	7.0%	3,803	10.8%	6,278	8.9%
Kansas	2,854	7.7%	3,601	9.7%	6,455	8.7%
Kentucky	5,858	11.1%	8,807	16.4%	14,665	13.8%
Louisiana	9,434	15.0%	8,941	14.0%	18,375	14.5%
Maine	1,222	9.2%	1,660	12.3%	2,882	10.8%
Maryland	4,344	5.8%	4,830	6.3%	9,174	6.0%
Massachusetts	4,783	6.0%	5,784	7.2%	10,567	6.6%
Michigan	12,492	9.7%	19,085	14.4%	31,577	12.0%
Minnesota	3,071	4.7%	5,162	7.9%	8,233	6.3%
Mississippi	10,482	25.6%	14,965	35.8%	25,447	30.8%
Missouri	6,007	8.2%	8,019	10.9%	14,026	9.5%
Montana	1,660	15.8%	2,269	21.9%	3,929	18.8%
Nebraska	1,732	7.2%	2,414	10.2%	4,146	8.7%
Nevada	1,216	3.5%	1,596	4.5%	2,812	4.0%
New Hampshire	516	3.5%	779	5.2%	1,295	4.3%
New Jersey	5,204	4.5%	7,259	6.2%	12,463	5.3%
New Mexico	3,096	11.7%	4,780	18.0%	7,876	14.8%
New York	18,813	7.6%	24,409	9.8%	43,222	8.7%
North Carolina	5,871	4.9%	11,304	9.1%	17,175	7.0%
North Dakota	1,089	15.5%	1,733	25.2%	2,822	20.3%
Ohio	13,396	9.3%	18,691	12.7%	32,087	11.0%
Oklahoma	6,514	13.6%	7,706	16.2%	14,220	14.9%
Oregon	2,705	6.0%	4,537	9.9%	7,242	8.0%
Pennsylvania	10,342	7.2%	15,968	11.1%	26,310	9.2%
Rhode Island	611	4.9%	1,197	9.6%	1,808	7.2%
South Carolina	5,650	10.1%	6,073	10.6%	11,723	10.4%
South Dakota	1,351	13.4%	2,048	20.5%	3,399	17.0%
Tennessee	5,675	7.5%	9,757	12.7%	15,432	10.1%
Texas	27,381	7.4%	34,986	9.4%	62,367	8.4%
Utah	1,521	3.3%	3,810	8.3%	5,331	5.8%
Vermont	555	8.8%	607	9.6%	1,162	9.2%
Virginia	4,446	4.4%	7,059	6.9%	11,505	5.7%
Washington	3,992	5.2%	7,028	8.9%	11,020	7.1%
West Virginia	2,769	13.9%	4,111	20.4%	6,880	17.1%
Wisconsin	6,223	9.3%	6,421	9.5%	12,644	9.4%
Wyoming	643	10.7%	928	15.9%	1,571	13.2%
50 states	295,294	7.4%	425,995	10.5%	721,289	9.0%

HEAD START

State-funded preschool programs are part of a larger system of early childhood education in the United States. Another important contributor to this system is the federal Head Start program. Since 1965, Head Start has offered preschool education and other services to young children from families in poverty. The program represents the federal government's largest commitment to preschool education, with \$6.8 billion spent to serve 11 percent of the nation's 4-year-olds and 7 percent of the nation's 3-year-olds in 2005-2006. Programs operate for a minimum of 3.5 hours per day, but in recent years a greater proportion of children enrolled have received full-day services.

Although Head Start served more than one million individual children over the course of the 2005-2006 program year, the number of funded slots available at a given time was fewer than 900,000. We estimate that of the slots funded in programs within the 50 states, 721,289 children ages 3 and 4 participated in the Head Start program through federal funding. This number is less than half of the eligible population. The gap in services available to disadvantaged children is one of the reasons that states fund targeted programs of their own. Estimates for 3- and 4-year-olds in Head Start are shown for each state in Table 7. There are considerable differences among states in the percentage of children enrolled in Head Start, ranging from less than 5 percent of 4-year-olds in Nevada to 36 percent in Mississippi. Only some of this variability is explained by disparities in poverty rates. Further, there is some evidence that when states serve a high percentage of 4-year-olds in state-funded preschool, a larger proportion of Head Start funds can be directed to services for 3-year-olds, but in spite of that, 3-year-olds remain vastly underserved nationwide.

The federal Head Start program provided \$7,287 per child during fiscal year 2005, which is roughly double the average state spending per child in state-funded preschool. In addition to federal funds, programs obtain a 20 percent local match, which can either be cash or in-kind contributions of resources (e.g., donated facilities). Head Start offers a wide range of comprehensive services, including health screening and referrals, meals, and parenting support. However, teachers are not required to have a four-year degree. Teacher salaries in Head Start are currently about half the average compensation for K-12 teachers, and this discrepancy would likely need to narrow considerably if Head Start is to attract and retain highly qualified teachers. We estimate that an additional investment of about \$1.3 billion would cover salaries and benefits for fully qualified Head Start teachers without reallocating funds from other parts of the Head Start mission.



PRESCHOOL SPECIAL EDUCATION

Preschool special education is another important component of the nation's approach to providing educational services to young children. In 1973-1974, Illinois, Michigan, and Wisconsin were the first states to create entitlements to a free education for 3- to 5-year-old children with disabilities. By 1992-1993, all states were offering a free appropriate education to young children with disabilities, in part due to legislation providing federal funds as an incentive. Enrollment has grown steadily, and by 2005-2006, 6 percent of the nation's 4-year-olds and 4 percent of the nation's 3-year-olds were served in preschool special education. States are required by the federal government to serve children identified with a disability, and at their discretion may serve children with developmental delays that fall short of constituting a disability.

Policies on preschool special education can be quite different across the states, and these differences may contribute to tremendous variability in enrollment rates, as shown in Table 8. More than 10 percent of 3- to 4-year-olds in Maine, Kentucky, and Wyoming were enrolled in preschool special education, exceeding twice the national average. A possible explanation for these higher rates may be found in how these states interpret eligibility guidelines and coordinate preschool special education with other early childhood education programs.

Because federal financial support for preschool special education has steadily declined over the past decade, states have had to assume a greater portion of the total cost. The federal government paid \$377 million through preschool aid (IDEA Part B, section 619 funds) to cover the nearly \$6 billion needed to support the 398,679 children enrolled in 2005-2006. There is some overlap between the cost of preschool special education and the cost of regular preschool education, but the vast majority of special education funding goes to support special education services alone.

ADDING UP THE ENROLLMENT FIGURES

To report the percentage of children served in federally and state-funded early childhood education programs, we include pie charts on each state profile page showing the percentage of 3- and 4-year-olds in state prekindergarten, federal Head Start, and preschool special education. However, these pie charts slightly overestimate the total percentage of children served, because they do not take into account that some children are included in enrollment counts for more than one of these programs. We estimate this overlap to be between 1 and 2 percent of children.

This overlap occurs either because children receive special education services in addition to early childhood education, or because programs collaborate in serving children. In the first instance, an example is a child enrolled in state prekindergarten who has a speech delay. The child may continue to attend the prekindergarten program to participate in general early childhood education, and may also receive services through IDEA specifically to address the speech delay. The child will be included in enrollment counts for both programs. These are distinct services with different goals, and dual enrollment does not constitute "double dipping" in programs funded by taxpayer dollars.

In the second instance, an example is a child attending a program that draws on resources from both Head Start and state prekindergarten, as a result of a local partnership agreement. Head Start might serve the child for a half day in the morning, while the state prekindergarten initiative serves the child for a half day in the afternoon to provide a full day of education services. Again, the child would be counted in enrollment numbers for both programs. However, the child is not double funded, because the child receives the full services provided by each program.

TABLE 8: PRESCHOOL SPECIAL EDUCATION ENROLLMENT 2005-2006

STATE	3-YEAR-OLDS		4-YEAR-OLDS		3- AND 4-YEAR OLDS	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,430	2.5%	2,595	4.3%	4,025	3.4%
Alaska	477	4.8%	704	7.0%	1,181	5.9%
Arizona	3,126	3.4%	5,176	5.6%	8,302	4.5%
Arkansas	2,272	6.2%	4,345	11.7%	6,617	8.9%
California	15,086	2.8%	23,502	4.4%	38,588	3.6%
Colorado	2,532	3.7%	3,749	5.4%	6,281	4.6%
Connecticut	1,967	4.6%	2,898	6.8%	4,865	5.7%
Delaware	459	4.2%	707	6.5%	1,166	5.3%
Florida	6,221	2.8%	11,626	5.1%	17,847	4.0%
Georgia	3,409	2.5%	6,848	4.9%	10,257	3.7%
Hawaii	615	3.5%	844	4.8%	1,459	4.1%
Idaho	938	4.6%	1,508	7.3%	2,446	5.9%
Illinois	7,624	4.3%	12,599	7.0%	20,223	5.6%
Indiana	4,510	5.3%	6,250	7.1%	10,760	6.2%
Iowa	1,354	3.8%	2,112	6.0%	3,466	4.9%
Kansas	2,182	5.9%	3,246	8.8%	5,428	7.3%
Kentucky	4,349	8.3%	8,086	15.1%	12,435	11.7%
Louisiana	1,892	3.0%	3,502	5.5%	5,394	4.3%
Maine	1,116	8.4%	1,671	12.4%	2,787	10.4%
Maryland	2,988	4.0%	4,203	5.5%	7,191	4.7%
Massachusetts	3,672	4.6%	5,480	6.9%	9,152	5.8%
Michigan	5,300	4.1%	8,078	6.1%	13,378	5.1%
Minnesota	3,186	4.9%	4,567	7.0%	7,753	5.9%
Mississippi	1,154	2.8%	2,586	6.2%	3,740	4.5%
Missouri	3,108	4.2%	5,465	7.4%	8,573	5.8%
Montana	343	3.3%	639	6.2%	982	4.7%
Nebraska	1,159	4.8%	1,573	6.6%	2,732	5.7%
Nevada	1,061	3.1%	1,964	5.6%	3,025	4.3%
New Hampshire	717	4.8%	1,030	6.8%	1,747	5.8%
New Jersey	4,353	3.7%	6,376	5.5%	10,729	4.6%
New Mexico	1,384	5.2%	2,410	9.1%	3,794	7.1%
New York	17,045	6.9%	23,377	9.4%	40,422	8.1%
North Carolina	3,726	3.1%	6,892	5.5%	10,618	4.3%
North Dakota	313	4.4%	539	7.8%	852	6.1%
Ohio	4,855	3.4%	7,739	5.2%	12,594	4.3%
Oklahoma	1,430	3.0%	2,671	5.6%	4,101	4.3%
Oregon	2,143	4.8%	2,950	6.4%	5,093	5.6%
Pennsylvania	6,718	4.7%	9,847	6.8%	16,565	5.8%
Rhode Island	602	4.8%	1,007	8.1%	1,609	6.4%
South Carolina	1,692	3.0%	3,730	6.5%	5,422	4.8%
South Dakota	591	5.9%	954	9.5%	1,545	7.7%
Tennessee	2,190	2.9%	3,861	5.0%	6,051	4.0%
Texas	7,977	2.2%	13,267	3.6%	21,244	2.9%
Utah	1,814	3.9%	2,671	5.8%	4,485	4.9%
Vermont	425	6.8%	536	8.5%	961	7.6%
Virginia	3,583	3.6%	6,031	5.9%	9,614	4.7%
Washington	2,892	3.7%	4,619	5.9%	7,511	4.8%
West Virginia	977	4.9%	1,858	9.2%	2,835	7.1%
Wisconsin	3,524	5.2%	5,690	8.4%	9,214	6.8%
Wyoming	674	11.2%	946	16.2%	1,620	13.6%
50 states	153,155	3.8%	245,524	6.1%	398,679	4.9%

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

Our *Yearbook* focuses on state-funded preschool initiatives meeting these criteria:

- The initiative is funded, controlled, and directed by the state.
- The initiative serves children of prekindergarten age, usually 3 and/or 4. Although initiatives in some states serve broader age ranges, programs that serve only infants and toddlers are excluded.
- Early childhood education is the primary focus of the initiative. This does not exclude programs that offer parent education but does exclude programs that mainly focus on parent education.
- The initiative offers a group learning experience to children at least two days per week.
- State-funded preschool education initiatives must be distinct from the state's system for subsidized child care. However, preschool initiatives may be coordinated and integrated with the subsidy system for child care.
- The initiative is not primarily designed to serve children with disabilities but may include children with disabilities.
- State supplements to the federal Head Start program are considered to constitute *de facto* state preschool programs if they substantially expand the number of children served and the state assumed some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements and that expand enrollment minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all prekindergarten funding streams at the state, local, and federal levels, there are a number of limitations on the data that make this extremely difficult to do. For example, prekindergarten is only one of several types of educational programs toward which local districts can target their Title I funds. Many states do not track how Title I funds are used at the local level and the extent to which they are spent on prekindergarten. Another challenge involves tracking total state spending for child care, using a variety of available sources, such as CCDF dollars, TANF funds, and any state funding above and beyond the required matches for federal funds. Also, although some of these child care funds may be used for high-quality, educational, center-based programs for 3- and 4-year-olds that closely resemble programs supported by state prekindergarten initiatives, it is nearly impossible to determine what proportion of the funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2005–2006 school year are those who were eligible to enter kindergarten two years later, during the 2007–2008 school year. Children considered to be 4 years old during the 2005–2006 school year were eligible to enter kindergarten one year later, during the 2006–2007 school year. Children considered to be 5 years old during the 2005–2006 school year were already eligible for kindergarten at the beginning of the 2005–2006 program year.

QUALITY STANDARDS CHECKLIST

The Quality Standards Checklist is in no way meant to be an exhaustive catalog of all the features of a high-quality program. Rather, it represents a set of minimum criteria needed to ensure effective prekindergarten programs, especially when serving disadvantaged children.

The limitations of research are such that judgment inevitably plays a role in setting specific benchmarks based on evidence. As studies find that the potential benefits from strong preschool education programs exceed costs by 7 to 17 times, we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high.¹ Currently, costs of many programs are quite low. Thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large educational benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., High/Scope Perry Preschool and Chicago Child Parent Centers) and farther from the characteristics of programs found to have weak effects in rigorous studies.² In addition, we considered evidence specific to each benchmark as discussed below.

Four of the items we use to rate the quality of state prekindergarten programs involve teacher credentials and training. State pre-K policies are evaluated based on whether programs require teachers to have a bachelor's degree³; whether they require teachers to have specialization in preschool education³; whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential⁴; and whether they require teachers to have at least 15 hours of annual in-service training.⁵ Teacher qualifications receive this emphasis in our quality checklist because research has shown this area to be critical in determining the quality of a program. Better education and training for teachers—both before they begin working with children and on an ongoing basis as they update their skills and knowledge—can improve the interaction between children and teachers. This, in turn, affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist. States are expected to limit class sizes to 20 at most⁶, and to have no more than 10 children per teacher.⁷ With smaller classes and fewer children per teacher, children have greater opportunities for interaction with adults and can receive more individualized attention. The importance of class size and staff-child ratios in determining the quality of programs has been confirmed by several studies.

COMPONENTS OF THE NIEER QUALITY STANDARDS CHECKLIST

STATE PRE-K POLICY	BENCHMARK
Early learning standards	Comprehensive
Teacher degree	BA
Teacher specialized training	Specializing in pre-K
Assistant teacher degree	CDA or equivalent
Teacher in-service	At least 15 hours/year
Maximum class size	20 or lower
Staff-child ratio	1:10 or better
Required screening/referral and support services	Vision, hearing, health; and at least 1 support service
Meals	At least 1/day
Required monitoring	Site visits

Early learning standards are another critical factor in determining the quality of a state's prekindergarten program.⁸ Statewide early learning standards offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development. States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel⁹—children's physical well-being and motor development, social/emotional development, approaches toward learning, language development, and cognition and general knowledge. These standards should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development, and should be required by the state or actively promoted for use in state prekindergarten classrooms.

The Quality Standards Checklist also addresses the comprehensive services that prekindergarten programs should be expected to offer. Programs should provide at least one meal¹⁰; vision, hearing, and health screenings and referrals¹¹; and additional parent involvement opportunities such as parent conferences, or support services such as parent education.¹² These items are included because preparing children for success in school involves not only their cognitive development but also their physical health and social/emotional wellbeing.

The Quality Standards Checklist focuses on state prekindergarten policy requirements rather than implementation of those policies. However, the checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. While policies requiring strong state quality standards are essential, it is also necessary to have a means of ensuring that programs meet those standards.¹³

¹ Reynolds, A., Temple, J., Robertson, D., & Mann, E. (2002). Age 21 cost-benefit analysis of the Title I Chicago Child Parent Centers. *Education Evaluation and Policy Analysis*, 24, pp. 267-303. Belfield, C., Nores, M., Barnett, S., & Schweinhart, L. (2006). The High/Scope Perry Preschool Program: Cost-benefit analysis using data from the age-40 follow-up. *Journal of Human Resources* 41(1): 162-190.

² Temple, J., & Reynolds, A. (2007). Benefits and costs of investments in preschool education: Evidence from the Child-Parent Centers and related programs. *Economics of Education Review*, 26, 126-144. Barnett, W.S., & Belfield, C. (2006). Early childhood development and social mobility. *Future of Children*, 16 (2), 73-98.

³ Based on a review of the evidence, a committee of the National Research Council recommended that preschool teachers have a BA with specialization in early childhood education. Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. Washington, DC: National Academy Press. Burchinal, M. R., Cryer, D., Clifford, R. M., & Howes, C. (2002). Caregiver training and classroom quality in child care centers. *Applied Developmental Science*, 6, 2-11. Barnett, W. S. (2003). Better teachers, better preschools: Student achievement linked to teacher qualifications. *Preschool Policy Matters*, 2. New Brunswick, NJ: National Institute for Early Education Research, Rutgers University. Whitebook, M., Howes, C., & Phillips, D. (1989). *Who cares? Child care teachers and the quality of care in America* (Final report of the National Child Care Staffing Study). Oakland, CA: Child Care Employee Project.

⁴ Preschool classrooms typically are taught by teams of a teacher and an assistant. Research focusing specifically on the qualifications of assistant teachers is rare, but the available evidence points to a relationship between assistant teacher qualifications and teaching quality. There is much evidence on the educational importance of the qualifications of teaching staff generally. Bowman et al. (2001). Burchinal et al. (2002). Barnett (2003). Whitebook et al. (1989). The CDA has been recommended to prepare assistant teachers who are beginning a career path to become teachers rather than permanent assistants. Kagan, S. L., & Cohen, N. E. (1997). *Not by chance: Creating an early care and education system for America's children* [Abridged report]. New Haven, CT: Bush Center in Child Development and Social Policy, Yale University.

⁵ Good teachers are actively engaged in their continuing professional development. Bowman et al. (2001). Frede, E. C. (1998). Preschool program quality in programs for children in poverty. In W. S. Barnett & S. S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 77-98). Albany, NY: SUNY Press. Whitebook et al. (1989) found that teachers receiving more than 15 hours of training were more appropriate, positive, and engaged with children in their teaching practices.

⁶ The importance of class size has been demonstrated for both preschool and kindergarten. A class size of 20 is larger than the class size shown in many programs to produce large gains for disadvantaged children. Barnett, W. S. (1998). Long-term effects on cognitive development and school success. In W. S. Barnett & S. S. Boocock (Eds.), *Early care and education for children in poverty: Promises, programs, and long-term results* (pp. 11-44). Albany, NY: SUNY Press. Bowman et al. (2001). Finn, J. D. (2002). Class-size reduction in grades K-3. In A. Molnar (Ed.), *School reform proposals: The research evidence* (pp. 27-48). Greenwich, CT: Information Age Publishing. Frede (1998). NICHD Early Child Care Research Network. (1999). Child outcomes when child care center classes meet recommended standards for quality. *American Journal of Public Health*, 89, 1072-1077. National Association for the Education of Young Children. (2005). *NAEYC early childhood program standards and accreditation criteria*. Washington, DC: Author.

⁷ A large literature establishes linkages between staff-child ratio, program quality, and child outcomes. A ratio of 1:10 is smaller than in programs that have demonstrated large gains for disadvantaged children and is the lowest (fewest number of teachers per child) generally accepted by professional opinion. Barnett (1998). Bowman et al. (2001). Frede (1998). NICHD Early Child Care Research Network (1999). National Association for the Education of Young Children (2005).

⁸ Current practice too frequently underestimates children's capabilities to learn during the preschool years. Clear and appropriate expectations for learning and development across all domains are essential to an educationally effective preschool program. Bowman et al. (2001). Frede (1998). Kendall, J. S. (2003). Setting standards in early childhood education. *Educational Leadership* 60(7), 64-68.

⁹ National Education Goals Panel. (1991). *The Goal 1 Technical Planning Subgroup report on school readiness*. Washington, DC: Author.

¹⁰ Good nutrition is essential for healthy brain development and for children's learning. Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From neurons to neighborhoods: The science of early childhood development*. Washington, DC: National Academy Press.

¹¹ For some children, preschool provides the first opportunity to detect vision, hearing, and health problems that may impair a child's learning and development. This opportunity should not be missed. Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In J. P. Shonkoff & S. J. Meisels (Eds.), *Handbook of early childhood intervention* (pp. 231-257). New York: Cambridge University Press.

¹² Families are the primary source of support for child development and the most effective programs have partnered with parents. Bowman et al. (2001). Frede (1998).

¹³ Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman et al. (2001).

Roadmap to State Profile Pages

How to interpret data on the individual state profiles:

For each state that has a prekindergarten initiative, we present one page with a description of the state's program followed by a page with data on the program's key features.

On the top of the first page for each state are two sets of bar graphs:

- The first set shows percentages of the state's 3-year-olds and 4-year-olds enrolled in the state program.
- The second set shows the state's spending per child enrolled in the state prekindergarten initiative.

Both sets of bar graphs depict changes in state prekindergarten over time, from fiscal year 2002 (which corresponds to the 2001–2002 school year) through fiscal year 2006 (the 2005–2006 school year). Most of the 2002–2005 data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2006 dollars. There are also some exceptions in cases where states revised data or reported data differently. In such cases we adjusted data to ensure comparability across program years.



The bar graphs are followed by a narrative describing the main features of the state's initiative, including its origins, the types of settings in which prekindergarten can be offered, and the eligibility criteria for children. The narrative also notes unique or particularly interesting aspects of the state initiative that may not be highlighted elsewhere in the report, along with relevant new developments in funding and enrollment. Some descriptive information in the narratives was originally included in *Seeds of Success* from the Children's Defense Fund and the *Quality Counts 2002* issue of *Education Week*.

At the bottom of the first page of each state profile are 3 numbers showing how the state ranks against other states on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's prekindergarten program (Access Ranking—4s)
- The percentage of the state's 3-year-old population enrolled in the state's prekindergarten program (Access Ranking—3s)
- State expenditures per child enrolled in the program (Resources Ranking)

Rankings are provided for the 38 states with state prekindergarten initiatives.

Information for states that have more than one prekindergarten initiative is presented slightly differently and is explained on the individual state pages. Louisiana, New Jersey, New Mexico, New York, Pennsylvania, Vermont, and Wisconsin each have more than one distinct initiative.

The 12 states that did not fund state prekindergarten initiatives in 2005–2006 are also given state profile pages. For most of these states, the space usually filled by a description of a state's initiative is left blank, and the table on the quality standards is omitted. However, these profiles provide information on special education enrollment, federally funded Head Start enrollment, and state-funded Head Start enrollment. Information on K–12 spending and federal Head Start spending is also provided. Where applicable, state Head Start spending is reported.

The sections below provide an overview of information contained in data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2005–2006 program year, except when noted.

ACCESS

The first item in the Access data table is total state program enrollment. This is the number of children enrolled at a specific point in time. Following that is the percentage of school districts (or in some cases, counties or communities) offering state prekindergarten programs. This information shows the extent of the initiative’s geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the hours of operation (hours per day and days per week) and operating schedule (academic or calendar year) are shown as another measure of access. Parents working full time may find it difficult to get their children to and from a program that operates only a few hours a day. The number of hours children participate in preschool also matters for other reasons—for example, it can influence how much impact a program has on children’s development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded prekindergarten programs outside the state prekindergarten initiative: preschool special education and Head Start. The federal Head Start enrollment numbers represent the 2005–2006 school year. The final item in the table reports how many children are participating in Head Start slots funded by the state.

Two Access pie charts illustrate the percentages of 3-year-olds and 4-year-olds in the state enrolled in the state prekindergarten initiative, special education, and Head Start. The remaining children are categorized as enrolled in “Other/None.” These children may be enrolled in another type of private or publicly funded program (e.g., state-subsidized child care) or may not be attending a center-based program at all. For the purposes of these charts, it was assumed that there was no overlap across the three types of programs. In fact, children may be enrolled in more than one program, although there is no way to determine the extent to which this occurs. Therefore, the proportion of children enrolled in one of these three major programs may be overestimated.





QUALITY STANDARDS CHECKLIST

States policies in 10 critical areas related to quality are shown. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right-hand side of the page, a box displays the total number of benchmarks met by the state. Detailed information about why these 10 areas of quality were chosen for assessing state policies and how the benchmarks were set can be found on pages 32 and 33. Two caveats are important to note. First, these data reflect policy, not practice. A state with good policies may have some programs that fail to comply with these policies; conversely, a state with weak policies may have many programs that exceed state standards. Evaluating implementation of standards is outside the scope of this report. Second, this is not an exhaustive list of all the important elements of a good prekindergarten program, so meeting all 10 standards is not necessarily sufficient for ensuring a high-quality program. However, each of these standards is essential, and no state's prekindergarten policies should be considered fully satisfactory unless all 10 benchmarks are met.

RESOURCES

A table in the Resources section shows total state spending for the prekindergarten initiative, whether a local match is required, state spending per child participating in the program, amount of state Head Start funding (if applicable), and state spending per 3-year-old in the state and per 4-year-old in the state. These measures offer different views of a state's resources for prekindergarten that together provide a more complete picture. For example, total spending by a small state may appear relatively low, but may prove to be fairly high relative to its population. A state with a high total funding level for its prekindergarten initiative may have a low per-pupil spending level if it enrolls a large number of children. As a result, children may not be receiving the extent or intensity of services they need for the prekindergarten program to have a substantial impact. Inadequate funding per student may also require local communities to cover the funding shortfall in order to ensure a good preschool program. This can create problems when low-income communities lack resources—often the very same communities whose children most need the extra boost provided by high-quality prekindergarten.

A bar chart in the resources section compares prekindergarten funding to federal Head Start funding and K–12 funding. Different colors indicate different sources of funding—state, local, and federal. A separate color is used to indicate any TANF funds that a state directs toward its prekindergarten initiative. While TANF funds are federal dollars, it is the state's decision to devote these funds to prekindergarten as opposed to other purposes. Although many states use other local and federal sources to support state prekindergarten, data on the amounts of these other funds used are only occasionally available. When states were able to provide such information, it is included in the bar charts.

ACCESS

Total state program enrollment	Number of children in state program
School districts that offer state program	Percentage of school districts in state where program is offered (may include programs not provided by district itself)
Income requirement	Maximum family income for participants
Hours of operation	Hours per day and days per week programs operate
Operating schedule	Annual schedule of operation (academic year or entire calendar year)
Special education enrollment	Number of 3- and 4-year-olds served by the Preschool Grants Program of the Individuals with Disabilities Education Act
Federally funded Head Start enrollment	Number of slots for 3- and 4-year-olds in Head Start funded with federal money
State-funded Head Start enrollment	Number of slots for 3- and 4-year-olds in Head Start funded with state money

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Early learning standards	National Education Goals Panel content areas covered by the state learning standards for preschool-age children (comprehensive, not comprehensive, not specific to pre-K, or none)
Teacher degree	Minimum teacher educational level
Teacher specialized training.....	Area of specialization for degree or credential required of teacher
Assistant teacher degree.....	Minimum assistant teacher education level
Teacher in-service.....	Annual requirement for ongoing in-service professional development and training
Maximum class size	Maximum number of children per classroom
3-year-olds	
4-year-olds	
Staff-child ratio.....	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher)
3-year-olds	
4-year-olds	
Screening/referral and support services	Areas in which screenings and referrals are required (vision, hearing, health, etc.); and additional support services required to be provided to families of enrollees
Meals	Specific meals required daily
Monitoring	Site visits used to demonstrate ongoing adherence to state program standards

RESOURCES

Total state pre-K spending	Total state funds spent on state pre-K program
Local match required?	Whether state requires local providers to match state monetary contributions to program and amount of any required
State spending per child enrolled	Amount of state funds spent per child participating in pre-K programs
State Head Start spending (when applicable)	Total state funds spent to supplement federal Head Start program
State spending per 3-year-old.....	Amount of state funds spent on pre-K program per child in state
State spending per 4-year-old.....	Amount of state funds spent on pre-K program per child in state

GLOSSARY OF ABBREVIATIONS

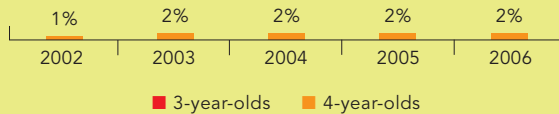
AA	Associate of Arts
BA	Bachelor of Arts
BS	Bachelor of Science
CC	Child Care
CCDBG	Child Care and Development Block Grant
CCDF	Child Care and Development Fund
CD	Child Development
CDA	Child Development Associate credential
DHHS	Department of Health and Human Services
DOE	Department of Education
DPI	Department of Public Instruction
DSS	Department of Social Services
EC	Early Childhood
ECE	Early Childhood Education
ECERS(-R)	Early Childhood Environment Rating Scale (-Revised)
ECSE	Early Childhood Special Education
EE	Elementary Education
ELL	English Language Learner
ESL	English as a Second Language
Exp.	Experience
FPL	Federal Poverty Level
FTE	Full-time Equivalent
FY	Fiscal Year
GED	General Equivalency Diploma
HdSt	Head Start
HSD	High School Diploma
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Plan
IFSP	Individualized Family Service Plan
K	Kindergarten
LEA	Local Education Agency
LEP	Limited English Proficiency
MA	Master of Arts
MOE	Maintenance of Effort
Mos.	Months
N-	Denotes that the age range covered by a teaching license begins at nursery (e.g., N-4 = nursery–grade 4)
NA	Not Applicable
NAEYC	National Association for the Education of Young Children
NCLB	No Child Left Behind
NEGP	National Education Goals Panel
P-	Denotes that the age range covered by a teaching license begins at preschool (e.g., P-4 = preschool–grade 4)
Pre-K	Prekindergarten
RFP	Request for Proposal
SES	Socio-economic Status
SMI	State Median Income
SpEd	Special Education
TANF	Temporary Assistance to Needy Families
T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
USDA	United States Department of Agriculture

State Profiles

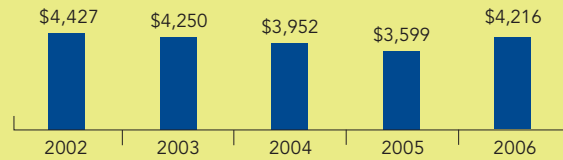


Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Alabama Pre-Kindergarten Program started in 2000 and is operated by public schools, private child care centers, Head Start centers, faith-based centers, universities, and housing authorities. The initiative serves 4-year-olds. Program funding includes state funds as well as required local contributions, which must total at least 50 percent of each program's funding amount.

The Alabama Pre-Kindergarten Program is one of a handful of state programs without specific eligibility criteria. Any 4-year-old may participate in counties that offer the program, although only a small proportion of eligible children are served statewide. In the 2005-2006 school year, the program was offered in 79 percent of Alabama counties, but this percentage has fluctuated with budget changes in recent years, up from 72 percent in 2004-2005 but down from 94 percent a few years earlier.

In 2005-2006, the Alabama Pre-Kindergarten Program revised its certification requirement for newly hired teachers. Now all teachers in the program must receive certification to teach preschool-third grade, even if they already have a certification that applies to elementary school children.

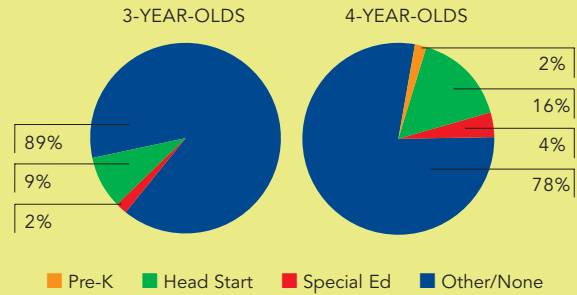
The program is currently in a growth period, having gained the support of the governor's office, the Business Council of Alabama, and state-level public education representatives. Also, the newly formed Alabama School Readiness Alliance, including corporate foundations and non-profit agencies, is interesting in expanding access to prekindergarten.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
38	None Served	11

ACCESS

Total state program enrollment	1,026
School districts that offer state program	79% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	4,025
Federally funded Head Start enrollment	14,894
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Degree in ECE, EE with P-3 add-on or CD ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA + pre-K experience	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	40 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:9		
Screening/ referral and support services	Vision, hearing, health, and dental; and support services ²	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

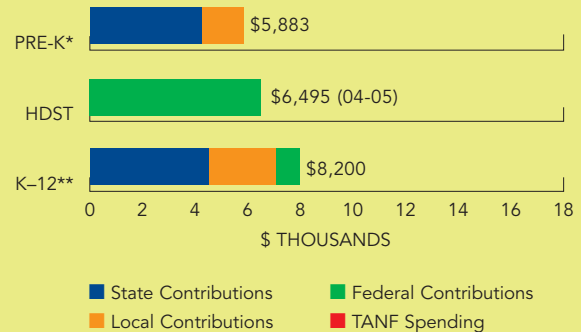
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$4,326,050
Local match required?	Yes, 50% of granted amount
State spending per child enrolled	\$4,216
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$72

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This requirement is effective for new hires beginning with the 2005-2006 school year. Teachers with degrees in elementary education who were hired before the 2005-2006 school year are grandfathered and do not need to have a P-3 add on.

² Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

Alaska

NO PROGRAM

Although Alaska does not have a state-funded prekindergarten program, the state has provided a supplement to federal Head Start programs since the 1980s. State funding through this initiative is available to any federally recognized Head Start program in Alaska, and totaled more than \$6 million during the 2005-2006 school year. These funds are primarily targeted toward quality improvement through professional development and school readiness activities. Wherever possible, remaining funds are used to serve additional children and families by creating new Head Start slots. In 2005-2006, an estimated 538 children were served in state-funded Head Start slots, approximately 525 of whom were ages 3 and 4.

ACCESS RANKING-4s

ACCESS RANKING-3s

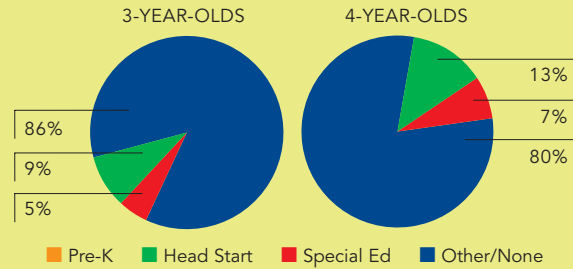
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	1,181
Federally funded Head Start enrollment	2,300
State-funded Head Start enrollment	525 ¹

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



QUALITY STANDARDS CHECKLIST

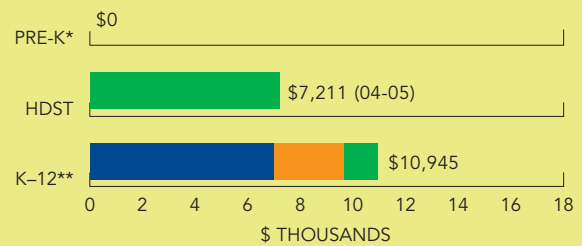
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$6,080,300
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

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

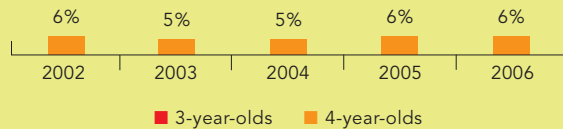
Data are for the '05-'06 school year, unless otherwise noted.

■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

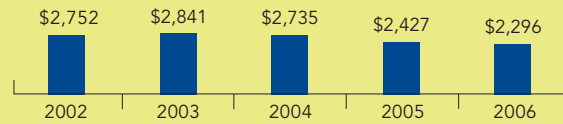
¹ Alaska did not track the number of children served through its Head Start supplement. As a result, this figure is an estimate based on the number of non-federally funded children in Alaska reported in Head Start's 2005-2006 Program Information Report, and proportions of Alaska's Head Start enrollees who were 3 or 4 years old.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Arizona began funding state prekindergarten in 1991. Since 1996, funding for prekindergarten has come from the Arizona Early Childhood Block Grant (ECBG), which also funds full-day kindergarten and supplemental services for grades K to 3. Funding flows through school districts, which may grant funds to private child care providers or Head Start if parents choose to obtain preschool services in one of those settings. All programs receiving ECBG funding must be accredited by state-approved accreditation organizations, including the National Association for the Education of Young Children and others. Children are eligible for the ECBG preschool program if their family income is at or below 185 percent of the federal poverty level. Most children served are 4-year-olds, but the program does not have a minimum age requirement.

The ECBG initiative does not currently set minimum education requirements for teachers, but beginning in 2009, Arizona will require all new pre-K teachers to have early childhood certification. The state early childhood certification became available in 2005 and includes having a BA degree and passing a written assessment of early childhood subject knowledge.

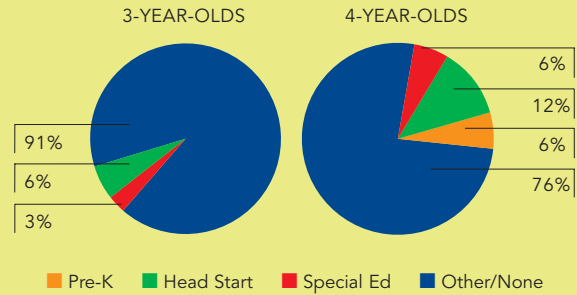
Arizona has increased state funding for full-day kindergarten to serve nearly all kindergartners in the state in 2006-2007. This may reduce the availability of pre-K programs located in public schools as some schools will use the classroom space for kindergarten programs instead.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
29	None Served	33

ACCESS

Total state program enrollment	5,339
School districts that offer state program	10%
Income requirement	At or below 185% FPL
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment.....	8,302
Federally funded Head Start enrollment	16,850
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

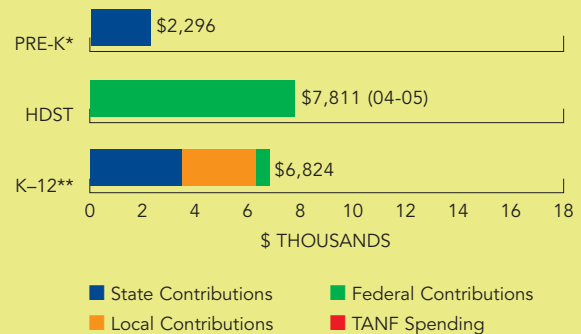
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ²	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	None ³	BA	<input type="checkbox"/>
Teacher specialized training	None ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	12 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 ⁴		
4-year-olds	20 ⁴		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:10 ⁴		
4-year-olds.....	1:10 ⁴		
Screening/referral	None	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$12,258,488
Local match required?	No
State spending per child enrolled	\$2,296
State spending per 3-year-old	NA ⁶
State spending per 4-year-old.....	\$133 ⁶

SPENDING PER CHILD ENROLLED



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

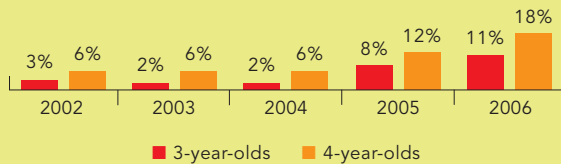
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

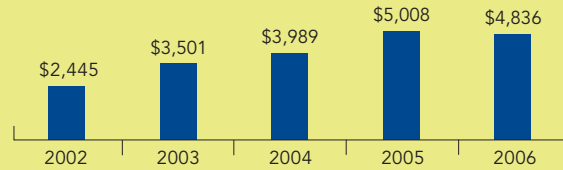
¹ The majority of programs operate 4 hours per day, 5 days per week for the academic year. It is recommended that programs operate at least 12 hours per week.
² In 2005, the Arizona Early Childhood Education Standards were replaced by the Arizona Department of Education Early Learning Standards, which are also comprehensive.
³ The state Board of Education has approved a new teacher certification process that is now available, but certified teachers are not required in pre-K classrooms until 2009. Entry level teachers will be required to have a BA degree and pass a written assessment of early childhood subject knowledge.
⁴ These requirements represent NAEYC standards. All programs must be accredited, and although some of the accrediting organizations approved by the state set less stringent requirements, none of the state's programs are currently accredited by those agencies.
⁵ The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and time of day that a child attends.
⁶ For the purpose of these calculations, all spending was considered to be directed toward 4-year-olds because nearly all enrollees are age 4.

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1991, the Arkansas Better Chance (ABC) program began as part of a state education reform initiative, providing services for children from birth to age 5. The program was originally funded through a dedicated sales tax, and since 2001 it has been partly funded by an excise tax on package beer. The program also receives some federal funding, and local contributions must cover 40 percent of total program funding. Most programs are run by public schools and educational cooperatives, but the state also funds programs through Head Start and other private organizations. Children are eligible if they come from low-income families or if they have specific risk factors such as low birth weight, a teen parent, family violence, a developmental delay, and limited English proficiency.

State funding for prekindergarten has increased steadily in recent years, rising 18 percent from the 2004-2005 program year to 2005-2006. The additional funding allows greater access to the program. New funding in 2004-2005 was used to support the new Arkansas Better Chance for School Success (ABCSS) program. ABCSS follows the same quality standards as the ABC program, but targets 3- and 4-year-old children in families at or below 200 percent of the federal poverty level. Families must also reside in school districts that are in school improvement status or in which at least 75 percent of children perform poorly on State Benchmark exams in literacy and math. ABCSS providers include school districts as well as private early education providers that meet state-mandated quality standards. Enrollment and funding figures for ABC and ABCSS are combined for purposes of this report.

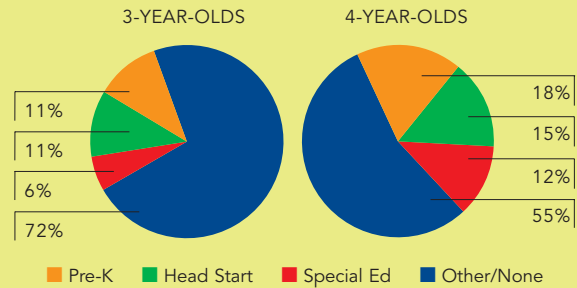
Programs funded through the ABC initiative receive financial resources toward professional development, including college degrees. State administrators are working to promote a potential state rule change so that all teachers—including those in multi-classroom sites—will hold a bachelor's degree with specialization in early childhood.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
15	5	9

ACCESS

Total state program enrollment	11,820 ¹
School districts that offer state program	100% (counties)
Income requirement	200% FPL
Hours of operation	7.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	6,617
Federally funded Head Start enrollment	9,377
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA/BS (single classroom sites); AA/AS (multiple classroom sites) ²	BA	<input type="checkbox"/>
Teacher specialized training	Degree in EC with P-4 license (single classroom sites); Degree in EC (multiple classroom sites) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	60 clock hours (certified staff); 30 clock hours (other staff)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:10		
4-year-olds.....	1:10		
Screening/ referral and support services	Vision, hearing, health, and developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

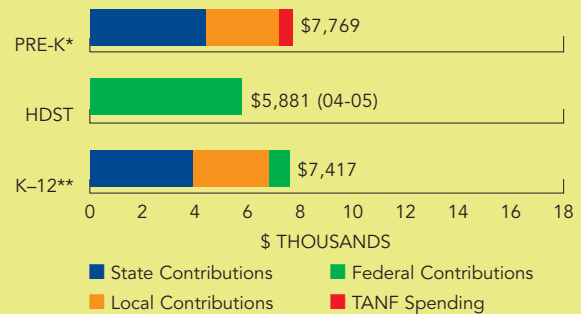
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$57,157,279 ^{4,5}
Local match required?.....	Yes, 40% of total funding
State spending per child enrolled	\$4,836 ⁵
State spending per 3-year-old.....	\$512 ⁵
State spending per 4-year-old.....	\$879 ⁵

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This figure includes some infants and toddlers. It represents center-based enrollment only, and does not include 5,396 children who received home-visiting services during 2005-2006.

² The P-4 teacher license covers birth-Grade 4. In multiple classroom sites, one teacher must have a BA/BS in EC and P-4 certification for every three classrooms, and the other two classrooms may have a teacher with an AA/AS in EC. This was also true in 2004-2005 and in previous years.

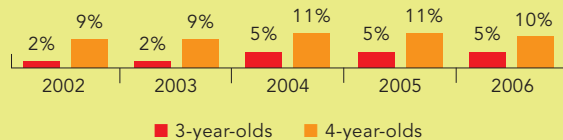
³ Support services include two annual parent conferences, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁴ Additional state, TANF, and local funds, not included in this figure, were allocated to a home-based program option.

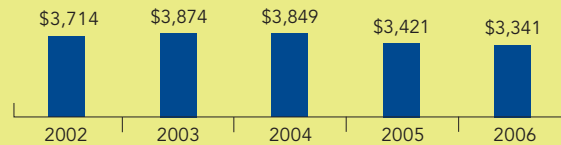
⁵ These estimates include both state and TANF funds.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



California was among the first states to offer state-funded prekindergarten, beginning with the California State Preschool Program in 1965. The program serves 3- to 5-year-old children, and provides funding to school districts, Head Start agencies, and private child care providers through a competitive grant process. Children are eligible to participate if their family income is below 230 percent of the federal poverty level or if they have experienced or are at risk of abuse, neglect, or exploitation. The State Preschool Program mainly provides part-day services but also coordinates funding with federally and state-funded child care assistance programs to help parents working full time receive extended hours of child care.

California operates other state-funded programs that provide funding for child care and development services but are not distinct state prekindergarten programs. The state funds full-time slots for 3- and 4-year-olds with working parents in the General Child Care Programs, which must follow the same curriculum standards and program requirements as the State Preschool Program. Also, the First 5 initiative, established in 1998, uses a tobacco tax to fund programs promoting early childhood development from prenatal care to age 5. First 5 funds are allocated by county commissions and may be used for services such as early care and education, parent education, family support, or child health care. In addition, California reserved \$200 million over four years for a School Readiness Initiative. In June 2006, California voters rejected a ballot initiative to make part-day preschool available on a voluntary basis to all 4-year-olds in the state. Data in this report focus on the State Preschool Program.

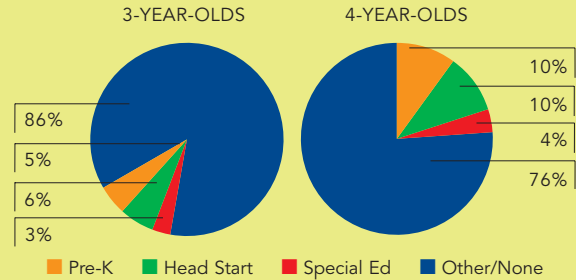
All State Preschool programs record children's development using the Desired Results for Children and Families system and use the findings to plan curriculum and developmentally appropriate activities. California has not yet adopted early learning standards, although state administrators anticipate holding hearings and requesting public input in 2007 on draft documents covering language, literacy, and mathematics.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
24	7	20

ACCESS

Total state program enrollment	79,621
School districts that offer state program	95% (counties)
Income requirement	Approximately 230% FPL ¹
Hours of operation	3 hours/day, 5 days/week
Operating schedule	Academic year ²
Special education enrollment	38,588
Federally funded Head Start enrollment	89,355
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

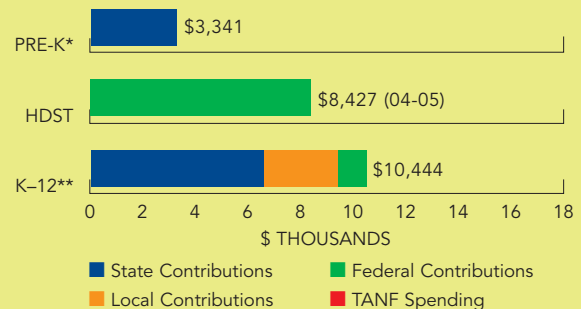
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ³	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CD Asst. Teacher Permit ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit ⁶		
4-year-olds	No limit ⁶		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds		1:8	
4-year-olds		1:8	
Screening/referral and support services	Health; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁸	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$266,018,034
Local match required?	No
State spending per child enrolled	\$3,341 ⁹
State spending per 3-year-old	\$152 ⁹
State spending per 4-year-old	\$330 ⁹

SPENDING PER CHILD ENROLLED



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

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

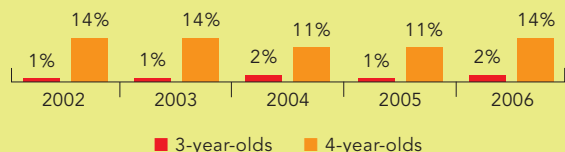
Data are for the '05-'06 school year, unless otherwise noted.

¹ The income cutoff applies to all children except those who receive protective services or who are at risk for abuse, neglect, or exploitation.
² Some agencies operate up to 250 days per year.
³ Although the state has not yet adopted early learning standards, hearings and public opinion surveys are anticipated in Fall 2007 to obtain feedback on draft standards in language, literacy, and mathematics.
⁴ The Child Development Associate Teacher permit is the minimum requirement for an individual who may function as a lead teacher in the classroom. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. A CDA credential issued in California meets temporary alternative qualifications for the Associate Teacher permit. The full Child Development Teacher permit requires a minimum of 40 semester units of education including a minimum of 24 units in ECE or child development, and 175 days of work experience.
⁵ The Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.

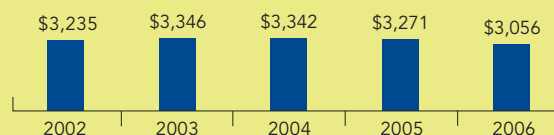
⁶ While class size is not statutorily controlled, it is typically limited to 24 children.
⁷ Decisions regarding vision and hearing screening are made at the local level. A physical exam is required for program entry. Health and social services referral and follow-up to meet family needs are required. Other support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, and transition to kindergarten activities.
⁸ Contractors must provide meals and snacks that meet nutritional requirements specified by the federal Child and Adult Care Food Program or the National School Lunch Program. Contractors must provide breakfast and/or lunch if they specified in their application for services that those meals would be provided. For a 3.5 hour program, licensing rules require that all programs provide at least a snack, but do not require lunch or breakfast.
⁹ These figures reflect state spending for preschool programs only and do not reflect spending for General Child Care programs.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Colorado Preschool and Kindergarten Program (CPKP) was launched in 1998 in an effort to reduce school attrition in the state. The program mostly serves 4-year-olds who are eligible if they have one identified risk factor, but 3-year-olds with three risk factors may also participate. Risk factors for eligibility include homelessness, drug or alcohol abuse by a family member, low parental education, and eligibility for free or reduced-price lunch. Funding is provided to public school districts through the state school finance funding formula. Districts may offer services directly or subcontract with Head Start or community-based child care providers. CPKP funding is primarily used to provide half-day, comprehensive prekindergarten to at-risk children. In 2006 the Colorado General Assembly passed legislation permitting the use of 5 percent of the total CPKP slots to provide full-day preschool and 15 percent of CPKP slots to offer full-day kindergarten. The prekindergarten programs may use additional funding sources, such as federal Head Start dollars, to supplement CPKP services or extend the program day. The state also encourages local programs to combine CPKP and early childhood special education funding when possible, so that program settings may be inclusive of children of all abilities.

The Colorado Department of Education has begun implementation of the "Results Matter" project to collect outcomes data for children from birth to age 5 in early childhood programs. The development of this project was funded by the U.S. Department of Education. Results Matter aims to build a comprehensive system for collecting and reporting outcomes data for 30,000 children in a range of programs, including CPKP, early childhood special education, Head Start, private child care, and other programs. The state will be able to use the data to promote program accountability and quality, and programs will be able to individualize services to children's needs.

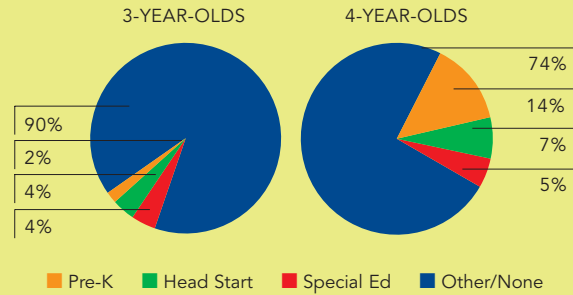
The CPKP initiative has expanded significantly in recent years, with more than 2,000 slots restored and 1,310 new slots added in 2005-2006, and an additional 2,000 added in 2006-2007. The state anticipates legislative authorization for further increases in access in 2007-2008 and 2008-2009.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
20	14	24

ACCESS

Total state program enrollment	12,358
School districts that offer state program	91%
Income requirement	185% FPL ¹
Hours of operation	2.5 hours/day, 4 days/week ²
Operating schedule	Academic year
Special education enrollment.....	6,281
Federally funded Head Start enrollment	8,102
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

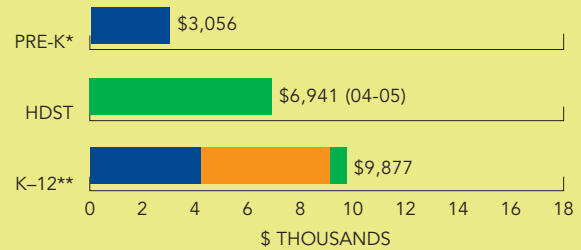
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA ³	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	10 clock hours	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	15		
4-year-olds	15		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:8		
4-year-olds.....	1:8		
Screening/referral	Health and developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$37,770,856 ⁶
Local match required?	No
State spending per child enrolled	\$3,056
State spending per 3-year-old.....	\$68 ⁶
State spending per 4-year-old.....	\$413 ⁶

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Sixty-five percent of enrolled children qualified under income guidelines. Children may also qualify based on other risk factors.

² Five days per week are funded, with the fifth day used for child assessment, teacher planning, family involvement activities, and teacher in-service.

³ If a teacher with a CDA is unavailable, an AA in ECE or child development is required.

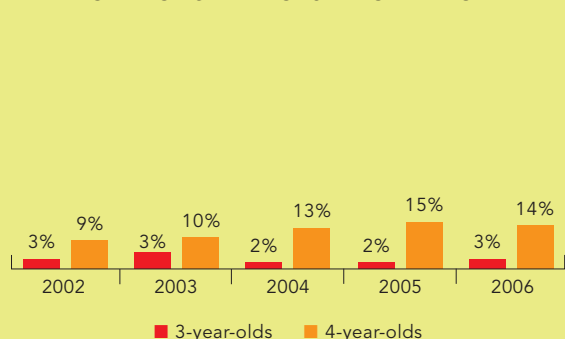
⁴ Support services include one annual parent conference or home visit, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁵ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

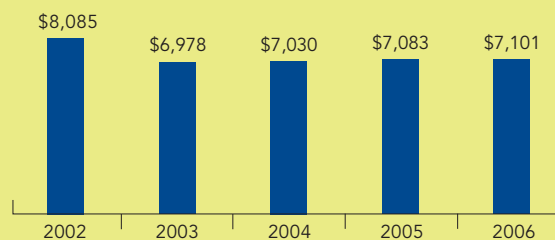
⁶ These figures include a contribution of \$14,167,306 from local sources, as required by the School Finance Formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Connecticut established School Readiness funding in 1997 to increase access to preschool education in priority school districts and districts with severe-need schools. The program serves both 3- and 4-year-old children. The state allocates funds directly to priority districts, and awards competitive grant funding to severe-need schools. In participating communities, the town mayor and school superintendent establish a School Readiness Council to provide direction to the local program. School Readiness service providers include public schools, private child care centers, and Head Start centers. Programs must mainly provide full-day, full-year slots, but they also may provide some slots for families with different schedule needs, such as part-day, part-year; extended day; and school-day, school year. At least 60 percent of enrolled children must have family income at or below 75 percent of the state median income. All families are charged fees on a sliding scale except those receiving TANF or providing foster care to the child.

The state's Policy and Research Council and the governor are currently reviewing a report by the state Early Childhood Cabinet, recommending a birth-to-age-8 approach to early education and supporting access to high-quality programs for all low-income 3- and 4-year-olds. The Cabinet's recommendations will be used to steer the implementation of an early childhood plan for Connecticut.

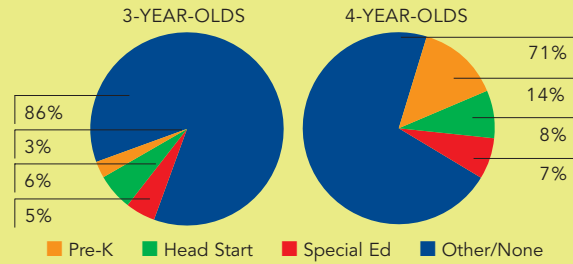
Connecticut also uses state funds to supplement Head Start to support quality enhancements and provide additional part-day, full-day, and extended-day slots.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
19	11	4

ACCESS

Total state program enrollment	7,392 ¹
School districts that offer state program.....	32% (communities)
Income requirement	60% of children must be at or below 75% SMI
Hours of operation	Determined by type of slot ²
Operating schedule	Determined by type of slot ²
Special education enrollment.....	4,865
Federally funded Head Start enrollment	5,945
State-funded Head Start enrollment	939

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....BA, or CDA + 12 credits in EC (public); ³	CDA + 12 credits in EC (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	Cert. in EE w/ pre-K endorsement, N-K, or SpEd w/ pre-K-12 endorsement (public); ³ Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	75 CEUs/5 years + 6 hours annual training (public); 1% of hours worked + 6 hours training (nonpublic) ⁵	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:10		
4-year-olds.....	1:10		
Screening/referral	Vision, hearing, health, and dental; ⁶ and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁸	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

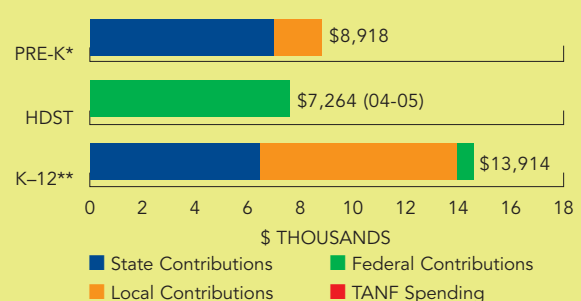
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$52,490,190 ⁹
Local match required?	No
State Head Start spending	\$4,521,150
State spending per child enrolled	\$7,101
State spending per 3-year-old.....	\$227 ¹
State spending per 4-year-old.....	\$974 ¹

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The state did not break enrollment into specific numbers of 3- or 4-year-olds, so all age breakdowns are estimates using averages from states that did have age counts.

² There are four types of slots, including full-day (10 hours)/full-year; school-day (7 hours)/school-year; part-day (2.5 hours)/school-year; and extended-day (slots that extend the hours, days and weeks of a non-School Readiness program to meet full-day requirements). All programs operate 5 days per week and about 75% of programs are full-day, though each community chooses its own specific combination of slots. Funding levels vary by the type of slot.

³ A certified teacher must be present at least 2.5 hours per day. For the rest of the day, teachers in public schools must meet the requirements for nonpublic school settings.

⁴ Assistant teachers must meet teacher requirements if acting in the capacity of lead teacher for part of the day. In full-day programs, assistant teachers generally act in a lead capacity for half of the program day and must meet the qualifications for lead teachers.

⁵ The 6 hours additional annual required training includes a minimum of two trainings in ECE/child development and one training in serving children with disabilities. The 75 CEU requirement is additional for public school programs.

For nonpublic settings, child care licensing regulations of 1% of total hours worked apply.

⁶ Programs are required to provide health screening and referral and must provide additional services directly or through contract with another agency. All children must have an annual well-child checkup that conforms to EPSDT standards. Most communities provide vision, hearing and dental checkups.

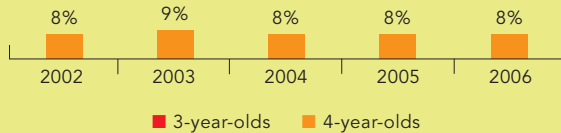
⁷ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and written collaborative agreements with community agencies.

⁸ Programs are required to serve one snack to children who attend less than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

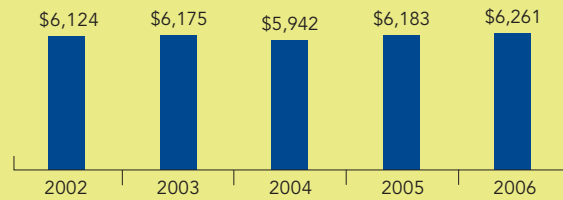
⁹ This figure includes \$48,129,642 for Priority School Districts and \$4,360,548 for Competitive Districts. An additional \$13,431,939 in local funds was reported.

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Delaware’s Early Childhood Assistance Program (ECAP) began in 1994 with the purpose of expanding access to comprehensive early childhood services among the state’s 4-year-olds who are eligible for Head Start. ECAP programs are modeled after Head Start and are required to follow the Head Start Performance Standards, although the state provides ECAP funds to public schools and other private agencies in addition to Head Start programs. Eligibility requirements are similar to Head Start as well, although ECAP only serves 4-year-olds and not younger children. Ninety percent of enrolled children must have family incomes below the federal poverty line. All participants have identified disabilities or risk factors as established through local community assessments.

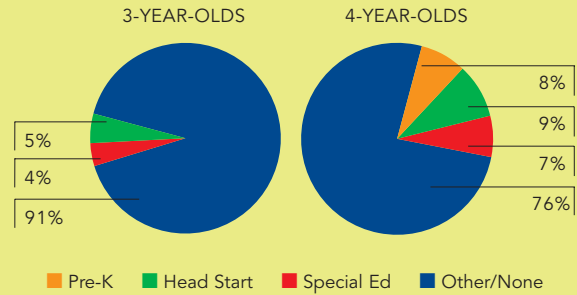
The state implemented a mandatory curriculum framework for state-funded prekindergarten, the Delaware Early Learning Foundations, in 2003. The Foundations are aligned with the state’s K-12 standards and performance indicators. The state is preparing to pilot its quality rating system for early care and education programs, and is focusing on a professional development system for prekindergarten that will be aligned with the state’s K-12 professional development system.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
26	None Served	5

ACCESS

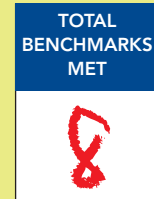
Total state program enrollment	843
School districts that offer state program	100% (counties)
Income requirement	90% of children must be below 100% FPL
Hours of operation	4 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	1,166
Federally funded Head Start enrollment	1,538
State-funded Head Start enrollment	843 ¹

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



QUALITY STANDARDS CHECKLIST

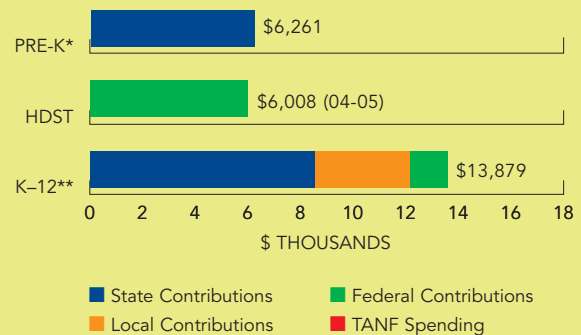
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours ²	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/.....	Vision, hearing, health, behavioral, and developmental;	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
referral and support services	and support services ³		
Meals	At least 1 meal and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state pre-K spending	\$5,278,300
Local match required?	No
State Head Start spending	\$5,278,300 ⁴
State spending per child enrolled	\$6,261
State spending per 3-year-old	\$0
State spending per 4-year-old	\$486

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

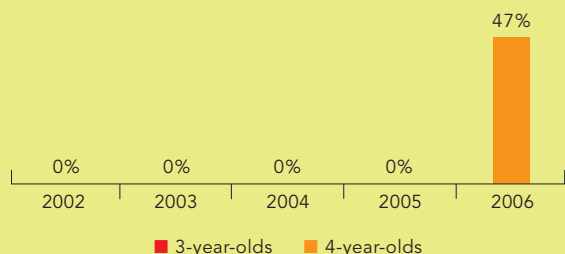
² This represents the requirement to meet state child care licensing standards. There is no specific ECAP requirement.

³ Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and medical and dental services.

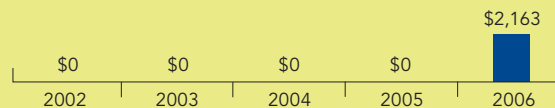
⁴ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Florida launched the Voluntary Prekindergarten (VPK) Education Program in Fall 2005, as a result of a 2002 amendment to the state constitution requiring that preschool education be made universally available to all 4-year-olds whose families choose to enroll them. In its first year of operation, VPK was available across the entire state and served over 100,000 children.

Funding is distributed through Early Learning Coalitions to local providers that choose to participate and meet the minimum requirements. VPK services may be offered in licensed child care centers, licensed family child care homes, accredited nonpublic schools, accredited faith-based providers, and public schools. Families may enroll their children in any participating program that has space available. Families can also choose between a school-year program totaling 540 instructional hours or a summer program totaling 300 hours. There are some differences between the school-year and summer programs. For example, summer program teachers are required to be certified or have a bachelor's degree in specific areas, but school-year teachers only need to have a Child Development Associate (CDA) or equivalent credential.

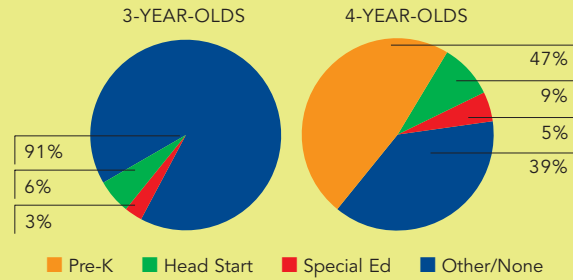
Another Florida initiative, the School Readiness Program, started in 1999 to consolidate governance of early learning programs at both the state and local level. The major programs incorporated into the new structure were the federally funded subsidized child care program, the State Migrant Prekindergarten Program, and the Prekindergarten Early Intervention Program. Through this initiative, local coalitions distribute federal and state dollars to support a broad range of early childhood programs and services. Data in this report focus only on the VPK program.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
4	None Served	35

ACCESS

Total state program enrollment	105,896 ¹
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment.....	17,847
Federally funded Head Start enrollment	32,509
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (summer); CDA or equivalent (academic year) ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes (summer); Meets CDA requirements (academic year) ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	40 clock hours ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	None ⁵	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	10 (summer); 18 (academic year) ⁶		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:10 ⁶		
Screening/referral	Determined locally	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals.....	Determined locally	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

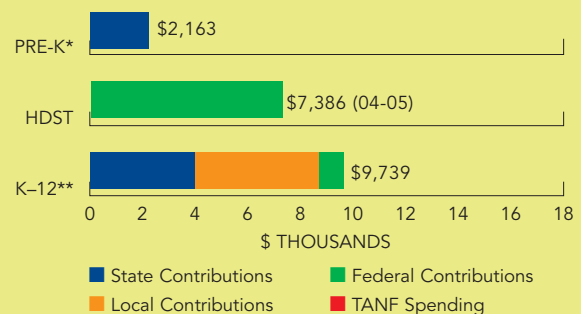
Total state pre-K spending	\$229,100,000
Local match required?	No
State spending per child enrolled	\$2,163
State spending per 3-year-old.....	\$0
State spending per 4-year-old	\$1,007

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

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

Data are for the '05-'06 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The total may contain a duplicate count of children served if a child enrolled at more than one coalition during the course of the year (e.g., a child moving location). About 90 percent of children were served in the school-year program and about 10 percent were served in the summer program.

² VPK programs may choose to operate a summer program, totaling at least 300 hours of service, or an academic year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but most summer programs operate for 8 hours a day and most academic year programs operate for 3 hours a day.

³ Teacher qualification requirements are different for the summer and academic year programs. Teachers in the summer programs are required either to be certified teachers in any area (with preference given to early childhood coursework or experience) or to have a BA in early childhood, primary or

preschool education, family and consumer science, or elementary education. Teachers in the academic year programs are required to have a CDA or equivalent with emergent literacy training.

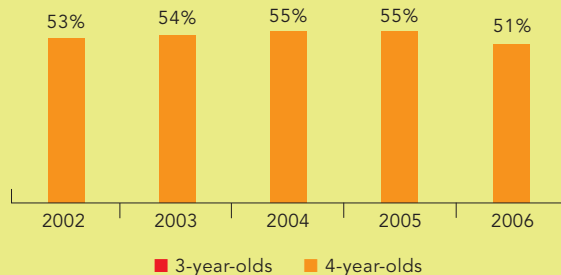
⁴ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.

⁵ There are no specified in-service requirements for teachers. However, teachers with a CDA must have 10 hours of in-service per year for CDA renewal, and certified teachers must have 120 hours of in-service every 5 years.

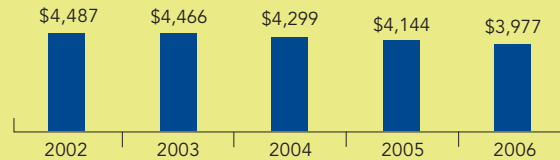
⁶ Summer programs have a maximum class size of 10 with one teacher. Academic year programs have one teacher for classes of up to 10 students, and must have a second staff member in classes of 11 students up to the maximum of 18 students.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Georgia Pre-K Program was the first preschool education program in the United States to make slots universally available to all 4-year-olds in a state. Georgia's program began offering unrestricted voluntary enrollment in 1995, after operating for two years on a restricted basis. Georgia Pre-K is funded through the state lottery, and per-pupil funding depends on local program factors such as teacher qualifications, the number of students in the class, and the program zone (metropolitan or non-metropolitan area). For example, programs with certified teachers receive a higher reimbursement rate than programs with teachers that have a 4-year degree without certification. Services through this initiative may be offered in a variety of settings, including public schools, private child care centers, Head Start agencies, faith-based organizations, state colleges, and universities.

All programs must follow the Bright from the Start Pre-K Guidelines and Content Standards. The Content Standards are aligned with the Georgia Performance Standards for Kindergarten and also with the Georgia Early Learning Standards for birth through age 3. The Pre-K Content Standards require ongoing child assessments to individualize instruction and to document and keep parents informed about children's progress. The state conducts on-site program monitoring to ensure adherence to the Pre-K Content Standards and other quality standards.

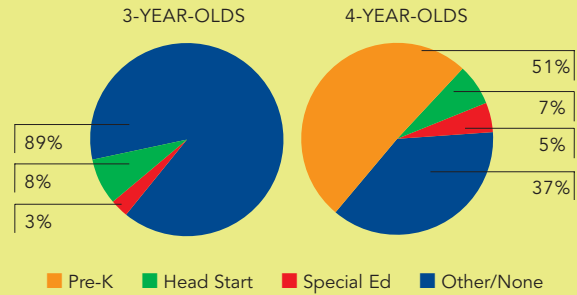
After a 2-year pilot, the Work Sampling System will be implemented statewide during the 2006-2007 school year. All Pre-K Program staff will be trained on the effective use of this assessment system. Georgia's Pre-K Program developed a Progress Report to be used along with the Work Sampling System.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
2	None Served	13

ACCESS

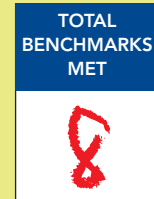
Total state program enrollment	72,902
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	10,257
Federally funded Head Start enrollment	21,546
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

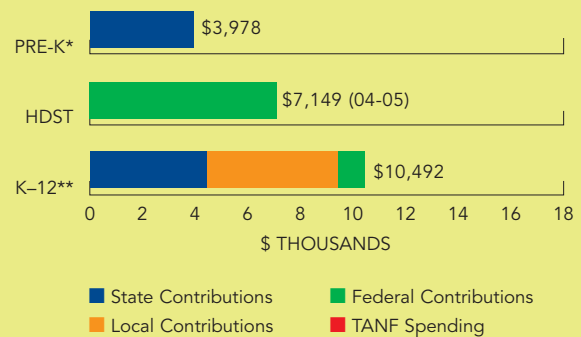
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA or Montessori diploma	BA	<input type="checkbox"/>
Teacher specialized training.....	Degree in ECE or meet Montessori requirements ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or equivalent + experience	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:10		
Screening/.....	Vision, hearing, health, referral and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
immunizations, and support services ²			
Meals.....	Lunch and snack ³	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state pre-K spending	\$289,894,973
Local match required?	No
State spending per child enrolled	\$3,977
State spending per 3-year-old.....	\$0
State spending per 4-year-old	\$2,047

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The state-level public school certification covers pre-K-grade 5. Local school systems typically require that pre-K teachers be certified.

² Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, transition to kindergarten activities, and special education through the Department of Education.

³ Snack requirements depend on the feeding schedule used by each school.

Hawaii

NO PROGRAM

In 2005-2006, Hawaii did not have a standard state-funded prekindergarten program that meets the criteria set forth in this report. However, the state does offer funding for initiatives that provide some support for early childhood education.

Since the early 1980s, Hawaii's Preschool Open Doors Project has provided low-income parents with subsidy payments to purchase preschool education for their 4-year-olds or, in a few cases, 3-year-olds with special needs. The Preschool Open Doors Project determines eligibility using the same income requirements as the child care subsidy program, but differs from that program because it does not have a specific parent work requirement for participation. Parents are free to choose their own program but the benefit is delivered directly to the chosen provider. Children are eligible if they have family income under 85 percent of the state median income. During the 2005-2006 school year, income eligibility was assessed on a monthly basis; beginning in 2006-2007, income was assessed every 6 months. Due to these income eligibility requirements, the Preschool Open Doors Project does not necessarily offer continuous enrollment to preschoolers once they initially qualify to participate, and is best viewed as offering support to working families rather than as a dedicated educational program.

In 2002, Hawaii began a separate initiative, the Pre-Plus Program, to support construction of prekindergarten facilities at public school sites. The data in this report do not include the Pre-Plus Program because it does not fund services directly.

A third initiative, Junior Kindergarten, began during the 2006-2007 school year. The purpose of this initiative is to offer educational services for children who are age-eligible for regular kindergarten but turn 5 after July 31, and are therefore younger than most kindergartners. Some districts also place children in Junior Kindergarten if the results of school assessments show that they are not developmentally ready for kindergarten, despite meeting the state's age eligibility requirement. After completing a year of Junior Kindergarten, some children move directly into first grade and others move into a regular kindergarten class, depending on both the child's readiness and the individual program practices.

ACCESS RANKING-4s

ACCESS RANKING-3s

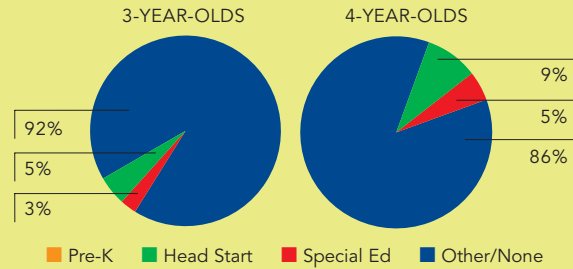
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	1,459
Federally funded Head Start enrollment	2,478
State-funded Head Start enrollment	0 ¹

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



QUALITY STANDARDS CHECKLIST

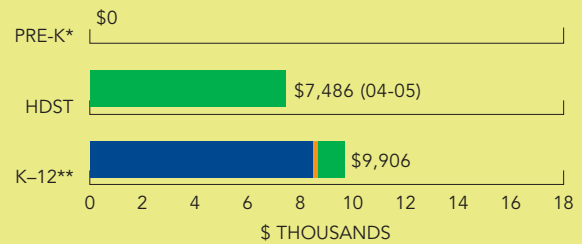
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$390,000 ¹
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

¹ These figures are based on fiscal year 2003 data, but funding has remained flat, and Hawaii still does not fund additional slots with the state supplement.

Idaho

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

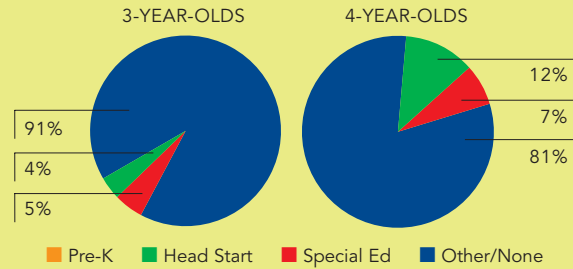
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	2,446
Federally funded Head Start enrollment	3,150
State-funded Head Start enrollment	83 ¹

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



QUALITY STANDARDS CHECKLIST

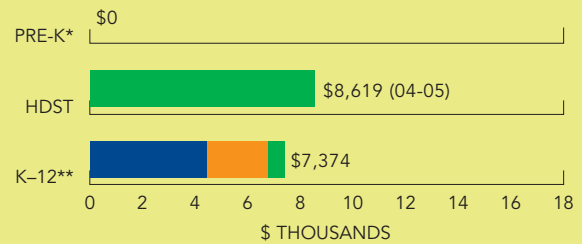
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$1,500,000
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

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

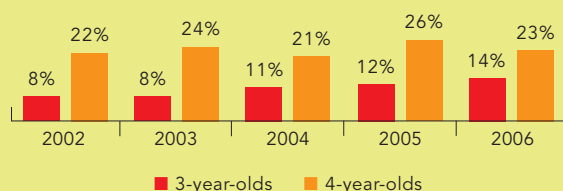
Data are for the '05-'06 school year, unless otherwise noted.

■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

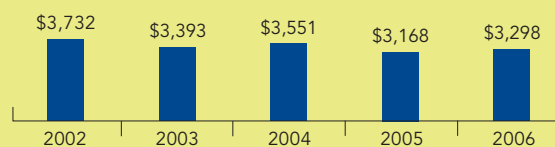
¹ Idaho was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Idaho who were 3 or 4 years old.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1985, calls for education reform in Illinois led to the establishment of the Prekindergarten Program for At-Risk Children. Since 1998, funds for the program have been provided through the state's Early Childhood Block Grant (ECBG). ECBG funds support prekindergarten and also provide parent training and coordinated services for at-risk infants and toddlers. At least 11 percent of the block grant must be used to serve children age 3 and under.

The Prekindergarten Program for At-Risk Children is available in all counties in Illinois. Funding for the program is distributed through a competitive grant process to public schools and, since 2003, to Head Start agencies and private child care providers as well. At-risk children between ages 3 and 5 are eligible for the program. Local programs determine criteria for at-risk status, based on needs identified by districts or agencies in their grant proposals. Among the types of risk factors considered by districts are low parental education, poverty, and exposure to drug or alcohol abuse in the family. Children are identified for enrollment based on results of individual screenings and assessments.

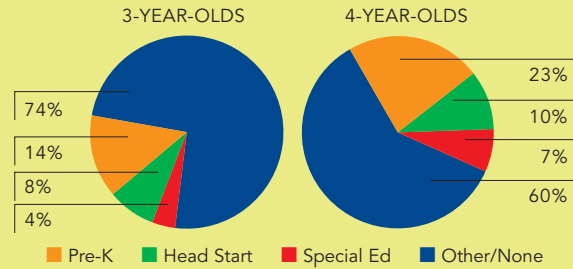
State-funded preschool education in Illinois will expand significantly as a result of the Preschool for All Children initiative, which was signed into law in July 2006. Through this initiative, the state plans to offer prekindergarten to all 3- and 4-year-olds whose parents wish them to enroll.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
13	2	21

ACCESS

Total state program enrollment	72,152
School districts that offer state program	100% (counties)
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	20,223
Federally funded Head Start enrollment	33,035
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certificate ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	120 clock hours/5 years ⁴	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

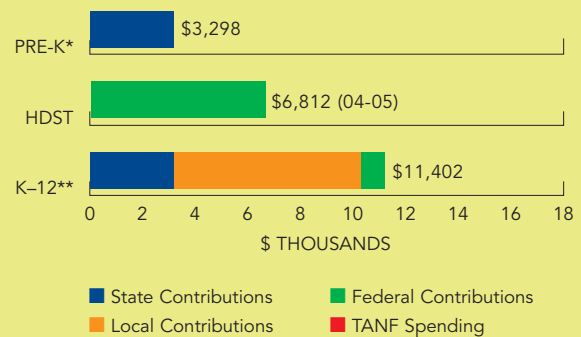
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$237,950,581 ⁷
Local match required?	No
State spending per child enrolled	\$3,298
State spending per 3-year-old	\$475
State spending per 4-year-old	\$758

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Eligibility criteria are determined locally but low-income status may be one of the risk factors considered.

² Programs operate 5 days per week but hours of operation are determined locally.

³ The early childhood certificate covers birth through age 8.

⁴ The in-service requirement can also be met with 24 continuing education units over 5 years or by attaining National Board for Professional Teaching Standards certification.

⁵ Support services include education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities. Screening and referral services include a parent interview.

⁶ Children in full-day programs receive lunch and a snack. Some programs use federal funds to provide breakfast as well.

⁷ This figure is an estimate of the maximum Early Childhood Block Grant spending directed toward prekindergarten services. The total amount of the block grant was \$273,254,500.

Indiana

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

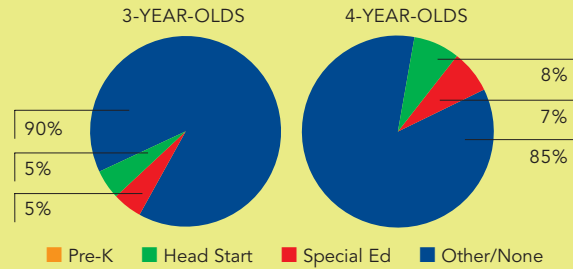
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	10,760
Federally funded Head Start enrollment	12,090
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

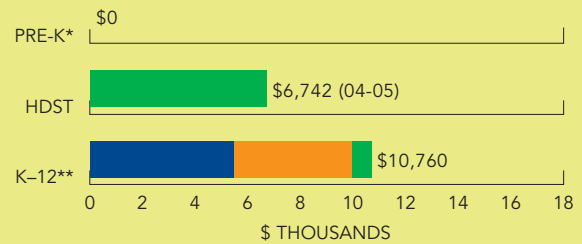
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

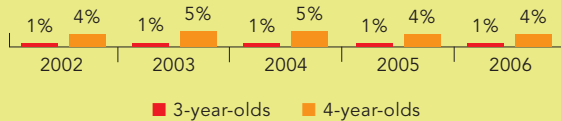
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

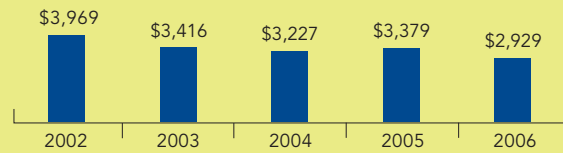
■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Iowa's *Shared Visions* program began in 1989 and provides comprehensive child development services for children between the ages of 3 and 5. Program funding is awarded through a competitive grant process to public schools, Head Start agencies, private child care centers, and nonprofit organizations. Programs individualize services to meet community needs, such as having operating hours from 3 to 10 hours per day. At least 80 percent of enrolled children must be from families with incomes below 130 percent of the federal poverty level. Over-income families are charged a sliding scale fee and are eligible according to child risk factors such as low birth weight, developmental delay, homelessness, or having a parent who has a substance abuse problem or is incarcerated.

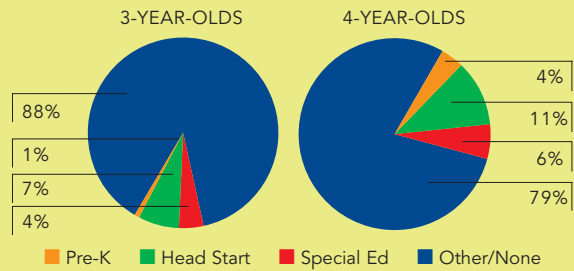
Iowa introduced new state Early Learning Standards in 2005, but they have not yet been adopted for use by *Shared Visions* programs. Funding has remained flat for *Shared Visions* since 1995, resulting in service cuts or shorter program days for some grantees. Grantees are having to rely more upon local funding sources and in-kind contributions.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
32	17	25

ACCESS

Total state program enrollment	2,322
School districts that offer state program.....	8% (school buildings) ¹
Income requirement	80% of children must be below 130% FPL
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment.....	3,466
Federally funded Head Start enrollment	6,278
State-funded Head Start enrollment	0

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



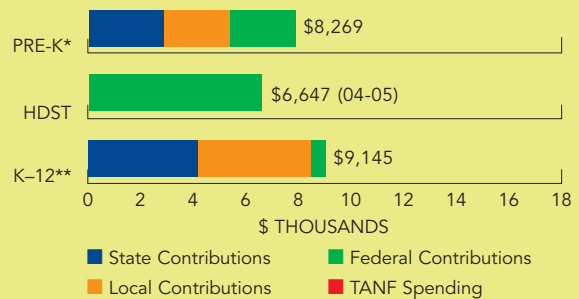
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 5
Early learning standards	None ³	Comprehensive	<input type="checkbox"/>	
Teacher degree.....	BA (public); AA for HdSt program, none for CC (nonpublic)	BA	<input type="checkbox"/>	
Teacher	EC teaching endorsement (public), ⁴ None (nonpublic)	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree.....	None (public and nonpublic)	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	6 clock hours/5 years (public); None (nonpublic) ⁵	At least 15 hours/year	<input type="checkbox"/>	
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds		20		
4-year-olds		20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds.....		1:8		
4-year-olds.....		1:8		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals.....	Lunch and snack ⁷	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring.....	Site visits and other monitoring ⁸	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$6,800,000
Local match required?	Yes, 20% of total grant amount ⁹
State spending per child enrolled	\$2,929
State spending per 3-year-old.....	\$41
State spending per 4-year-old.....	\$131

SPENDING PER CHILD ENROLLED



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

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

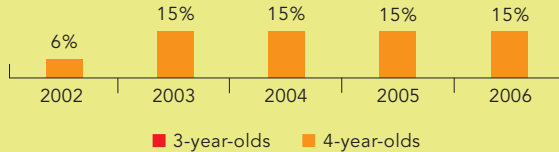
Data are for the '05-'06 school year, unless otherwise noted.

¹ In addition, programs are offered in 14 out of 1,500 licensed child care centers, and 36 out of 415 Head Start grantees.
² Generally, programs operate 5 days per week and 9 months per year.
³ Although the Iowa Early Learning Standards were not finalized until November 2005, the state began promoting use of the standards in 2004 through professional development opportunities. Policy changes have been drafted that would require programs to use the new Iowa Early Learning Standards, but these changes have not been implemented.
⁴ For the early childhood endorsement, colleges must submit a program of study that is approved by the Iowa Board of Educational Examiners. Exhibit sheets must demonstrate competencies achieved to assure the individual will be appropriately trained in early childhood education.
⁵ Teachers employed in school district programs must renew their license every 5 years, including 6 credit hours of training. There is no specific requirement for the amount of in-service training for the remaining grantees, although most do provide at least 15 clock hours per year.

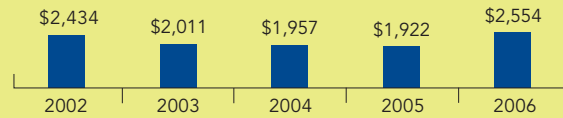
⁶ Although *Shared Visions* does not have specific requirements for screening and referral, applicants are required to address the types of screening and referral that will be provided. All *Shared Visions* programs provide screening and referral for vision, hearing, and health. Decisions about which developmental, dental and nutrition services to provide are made at the local level. The number of required parent conferences is not specified in state regulations, but programs are required to involve and work with parents by providing home visits, instruction on parenting skills, and other services. Additional support services include parenting support or training, at least two family nights, health services for children, information about nutrition, and referral to social services.
⁷ The specific meal depends on the time of day children are present. All applicants for *Shared Visions* funding must address meal requirements in their grant applications and meet the requirements for NAEYC accreditation.
⁸ NAEYC determines the percentage of programs that receive site visits and how frequently.
⁹ While the local match requirement is 20 percent, the state average for local match rates is 48 percent because state funding has not increased much in recent years.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The At-Risk Four-Year-Old Children Preschool Program began in 1998 and operates exclusively in public schools. The program uses state funding that includes tobacco settlement money and each local program receives a base allocation per child enrolled. The program serves at-risk children not eligible for Head Start as well as those who are eligible but not enrolled. Eligibility for the At-Risk Four-Year-Old Children Preschool Program is based on factors such as free lunch eligibility, developmental delay, English Language Learner or migrant status, referral from another agency, having a single or teen parent, or having a parent with low educational attainment.

Kansas also operates a separate Parents as Teachers (PAT) program for children from birth to age 3 and their families. To facilitate collaboration, state agencies serving young children share space and resources and work together to develop program and early learning standards and core competencies for staff.

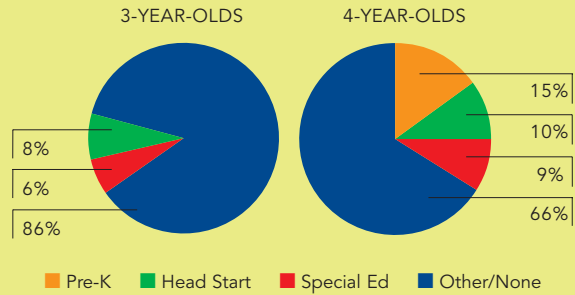
Kansas is implementing several new initiatives during the 2006-2007 year. With support from the governor and business leaders, the state is piloting a limited-scale prekindergarten program without eligibility requirements. Also, the state is expecting to complete its Early Learning Standards, and will require teachers to review the standards for the 2006-2007 program year and align curricula to the standards in upcoming years. Kansas is also conducting a data collection project on prekindergarten classroom practices and their impact on student learning.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
18	None Served	28

ACCESS

Total state program enrollment	5,375
School districts that offer state program	48%
Income requirement	130% FPL ¹
Hours of operation	At least 2.5 hours/day, 4 or 5 days/week
Operating schedule	Academic year
Special education enrollment	5,428
Federally funded Head Start enrollment	6,455
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

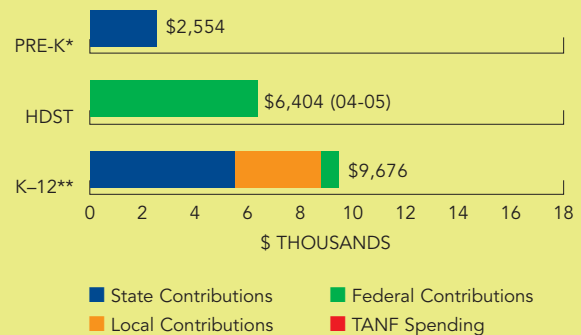
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ²	Comprehensive	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	4-year EE teaching certificate, EE or EC license	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	2-year degree	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	Amount not specified	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit ³		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit ³		
Screening/ referral and support services	Vision, hearing, health, dental, and developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
3

RESOURCES

Total state pre-K spending	\$13,728,825
Local match required?	No
State spending per child enrolled	\$2,554
State spending per 3-year-old	\$0
State spending per 4-year-old	\$371

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Eligibility for free lunch is one of several risk factors used to determine eligibility for this program. Every child must have at least one risk factor.

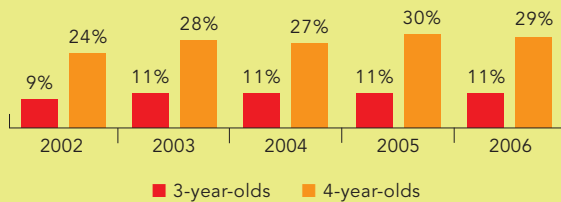
² The state is finalizing the Kansas Early Learning Guidelines for the 2006-2007 program year.

³ Although not mandated by the state, programs are encouraged to follow NAEYC recommendations and also limit class size to 15-17 students with two teachers.

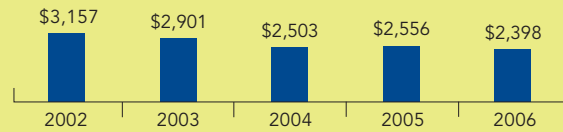
⁴ Vision, hearing, and other general health screenings and referrals are not explicitly required but must be included as part of the grant proposal. The schools must explain in their proposals how they will provide comprehensive health services in order to receive funding. Support services include two annual parent conferences or home visits, parenting support or training, referral to social services, and transition to kindergarten activities.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Kentucky Education Reform Act of 1990 led to the creation of the Kentucky Preschool Program, in order to help public schools meet accountability standards. The program is offered to 4-year-olds from low-income families, as well as all 3- and 4-year-olds in the state with disabilities. Kentucky provides funds for all school districts, which may then contract with Head Start, private child care centers, and special education facilities to provide services. Funding includes state, federal and local funding sources. Districts blend funds from IDEA Part B, Title I, and Head Start with preschool funds to serve income-eligible children and children with special needs.

State funding for the program remained level from 2004-2005 to 2005-2006, resulting in the lowest per child funding in the history of Kentucky's preschool education program. In some districts this led to cuts in hours of service, extra meals, services for children from over-income families, and transportation of Head Start children. However, the Kentucky Legislature passed a budget for 2006-2007 that grants the state preschool education program an additional \$23.5 million, for a total of \$75.1 million in that program year.

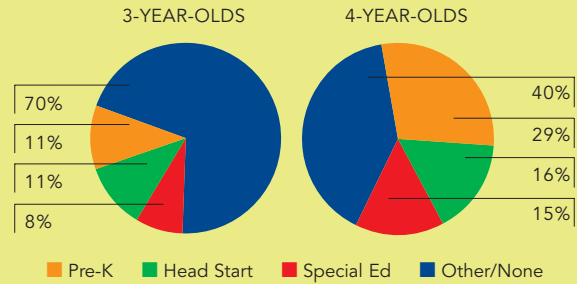
The Kentucky Preschool Program uses the Building a Strong Foundation for School Success series, which includes the Kentucky Early Childhood Standards with Parent Guides, the Kentucky Early Childhood Continuous Assessment Guide, and the Quality Self Study Guide. The Kentucky Department of Education has also established a process to identify Classrooms of Excellence, or high-quality state-funded preschool classrooms. The state-funded preschool education program has oversight from the Division of Early Childhood Development within the Department of Education, along with the KIDS NOW initiative and the Head Start collaboration office.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
10	4	31

ACCESS

Total state program enrollment	21,519 ¹
School districts that offer state program	100%
Income requirement	130% FPL ²
Hours of operation	2.5 hours/day + meal time, ³ 4 or 5 days/week
Operating schedule	Academic year
Special education enrollment	12,435 ⁴
Federally funded Head Start enrollment	14,665
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

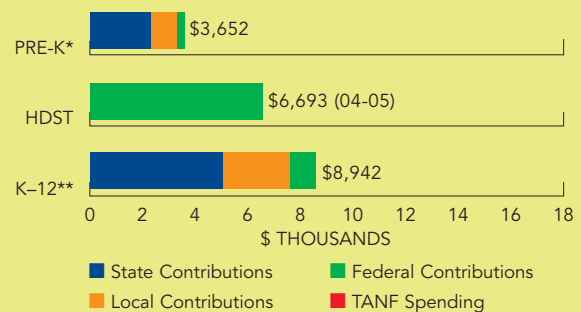
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ⁵	BA	<input checked="" type="checkbox"/>
Teacher specialized training	IECE-birth to entry into primary (kindergarten) w/ general ed. and SpEd training	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	4 days/year (certified teachers); 18 hours/year (CDAs and AAs)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/ referral and support services	Vision, hearing, health, and developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
8

RESOURCES

Total state pre-K spending	\$51,600,000
Local match required?	No
State Head Start spending	\$2,398
State spending per 3-year-old	\$264
State spending per 4-year-old	\$703

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ A supplemental count of 1,231 3-year-olds with disabilities is included in this total. An additional 3,068 children who were not eligible for state funding were served by districts using tuition or other local funds.

² The eligibility requirement will be raised to 150% of the federal poverty level for the 2006-2007 school year.

³ Local programs may elect to operate more than 3 hours per day.

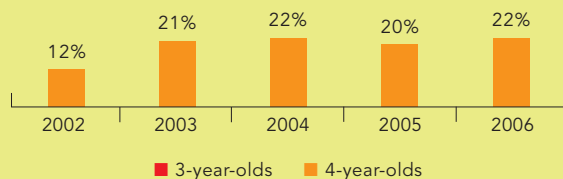
⁴ Because the state pre-K program is interrelated with the state special education program, it is not possible to provide a unique special education enrollment count for Kentucky. The estimates for special education enrollment include some children also counted in the totals for state pre-K.

⁵ Teachers hired as lead teachers before 2004-2005 could hold a CDA or AA in child development. These teachers have been allowed to remain in their current positions. They may not transfer to other districts.

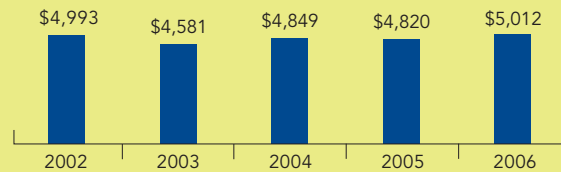
⁶ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and other services based on local need.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Louisiana has four state preschool education programs currently in operation. The Model Early Childhood program was the first prekindergarten program offered in the state, starting in 1988. When the state stopped making annual appropriations to the program in 1993, local school districts started providing prekindergarten for at-risk children using the 8(g) Student Enhancement Block Grant Program. Four-year-olds at risk of being “insufficiently ready for the regular school program” are eligible for the 8(g) program, with priority given to children from low-income families. All school districts offer 8(g) services.

Two other state prekindergarten initiatives, LA4 and Starting Points, are very similar and submit combined data for this report, although there are slight differences between them. Programs are available in about three quarters of Louisiana school districts, and currently all children are served in public or charter school settings. Districts are also allowed to contract out services to Head Start or private providers. LA4 and Starting Points receive state funds and TANF dollars to serve 4-year-olds who qualify for free or reduced-price lunch. Four-year-olds from higher-income families may also participate through local funding or by paying tuition. Starting Points began in 1992 and funds a 6-hour program day. LA4 began in 2001, has a higher per-child funding level than Starting Points, and offers up to 4 hours of before- and after-school programming per day in addition to the 6 hours of regular instruction. Although Starting Points does not offer the additional wrap-around hours, some children enrolled in Starting Points may receive before- and after-school services supported by LA4.

Louisiana began offering a fourth prekindergarten initiative, the Nonpublic Schools Early Childhood Development Program (NSECD), in 2001. NSECD provides tuition reimbursements to parents who wish to send their 4-year-olds to state-approved private preschools. Approved programs must offer at least 6 hours of instruction and up to 4 hours of before- and after-school services per day. Families with income below 200 percent of the federal poverty level are eligible for NSECD reimbursements.

In addition to the four initiatives profiled in this report, Louisiana used approximately \$25 million of Title I funding to support preschool services for more than 7,500 students.

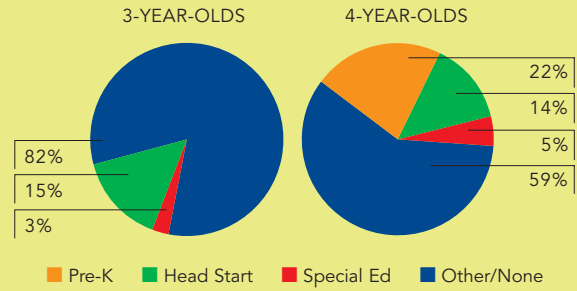
Hurricanes Katrina and Rita caused major shifts in student populations across the state of Louisiana. Enrollment increased considerably in the LA4 and Starting Points programs, but decreased in both 8(g) and NSECD. NSECD program administrators noted that prior to the hurricanes, they had anticipated a 15 percent enrollment increase for 2005-2006. While Hurricanes Katrina and Rita also contributed to the decrease in enrollment for the 8(g) program, 8(g) enrollment decreases should not be attributed entirely to the hurricanes.

In order to document the contributions Louisiana makes to preschool education through its four separate initiatives, we first present summary information reflecting the state’s overall commitment to prekindergarten. Enrollment and state spending for the 8(g), LA4, Starting Points, and NSECD programs are taken into account. Next, we present specific details about each initiative. The third page of this profile focuses exclusively on the 8(g) program; the fourth page focuses exclusively on the LA4 and Starting Points programs with differences between the two initiatives noted; and the final page focuses exclusively on the NSECD program.

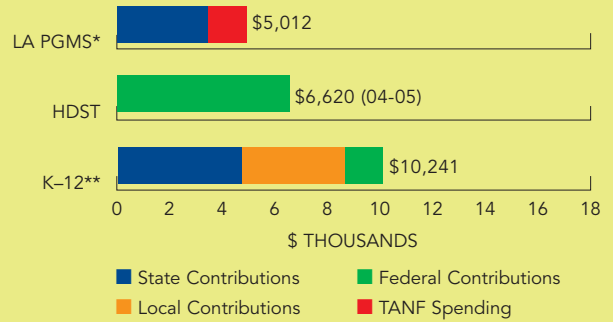
STATE OVERVIEW

Total state program enrollment	13,791
Total state spending	\$69,115,436
State spending per child enrolled	\$5,012
State spending per 3-year-old	\$0
State spending per 4-year-old.....	\$1,083

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



SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

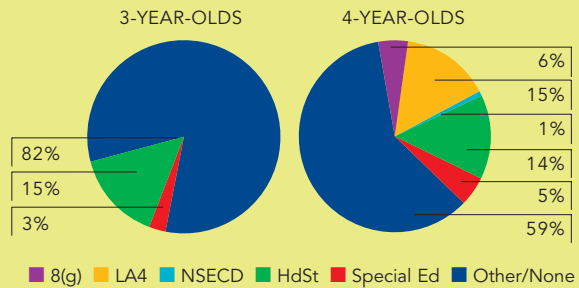
ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
14	None Served	8

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,443
School districts that offer state program	100%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment.....	5,394
Federally funded Head Start enrollment	18,375
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Nursery, K, Pre-K-3, or Early Intervention	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Determined locally	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:10		
Screening/referral	Developmental screening; ³ and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

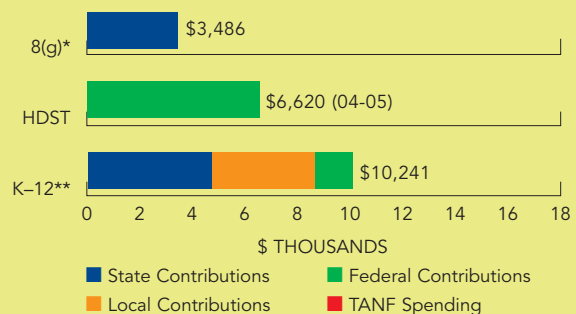
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$12,001,194
Local match required?	No
State spending per child enrolled	\$3,486 ⁵
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$188

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The state does not set specific income eligibility criteria, but stipulates that priority be given to children from low-income families.

² Programs must offer at least 63,720 minutes of instructional time per year. The 8(g) program funds a 6-hour instructional day, but not wrap around/extended-day services. However, these services may be provided through other funding sources to children served in 8(g)-funded classrooms.

³ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, and general physical health screening is determined at the local level. The 8(g) program follows the referral process and policies established by the state Board of Elementary and Secondary Education.

⁴ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

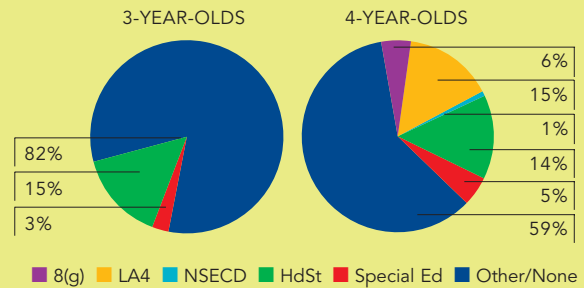
⁵ This spending per child figure is not comparable to spending per child figures reported for the 8(g) program prior to our 2005 report. Calculations of spending per child in our 2003 and 2004 reports were based on duplicated enrollment counts that included children supported with other funding sources. The 2005-2006 enrollment total reported above is an unduplicated count.

LOUISIANA LA4 AND STARTING POINTS PROGRAMS

ACCESS

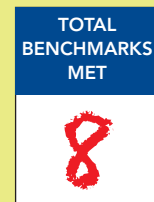
Total state program enrollment	9,613 ¹
School districts that offer state program	76%
Income requirement	185% FPL
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment.....	5,394
Federally funded Head Start enrollment	18,375
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

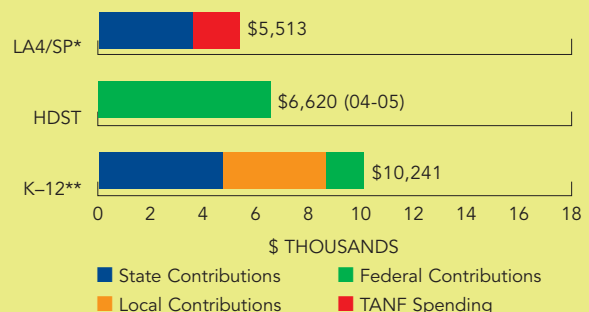
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Nursery, K Pre-K, Pre-K-3, or Early Intervention ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:10		
Screening/referral	Vision, hearing, health, and dental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total state pre-K spending	\$53,000,000 ⁵
Local match required?	No
State spending per child enrolled	\$5,513 ⁶
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$830 ⁶

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The state-funded enrollment total does not include children whose before- and after-school enrichment services were funded by LA4. The total also does not include 288 tuition-paying students from families with income above the income requirement and 301 students served through other funding sources.

² LA4/Starting Points funds also support before- and after-school services.

³ Accepted certifications include: Nursery, Kindergarten, Non-categorical Pre-K, Pre-K-3, or Early Intervention. Teachers may also qualify with any of the following: Elementary certificate and an Out-of-Field Authorization to Teach, a BA and a Temporary Employment Permit, or an Out-of-State Provisional Certificate. Teachers qualifying under these conditions must be working toward obtaining a Louisiana teaching certificate specified in program requirements.

⁴ Support services include two parent conferences, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and referral for mental health issues.

⁵ LA4 and Starting Points programs were supported by a total of \$36 million in state funds, as well as \$17 million in federal TANF funds that the state chose to direct toward prekindergarten.

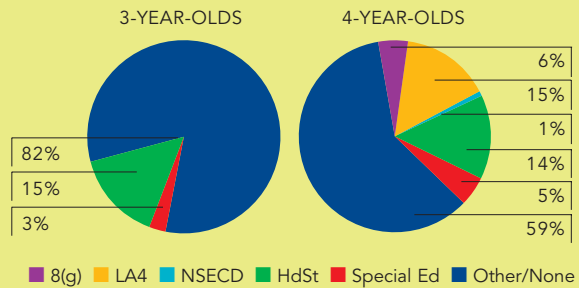
⁶ These estimates include both state and TANF funds.

LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state program enrollment	735 ¹
School districts that offer state program	100% (parishes) ²
Income requirement	200% FPL
Hours of operation	10 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,394
Federally funded Head Start enrollment	18,375
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

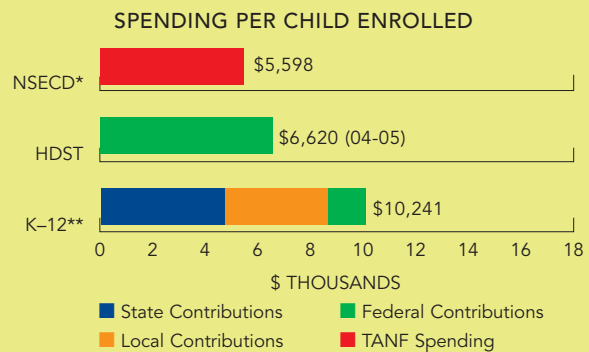
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	See footnotes ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health; ⁴ and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$4,114,242 ⁶
Local match required?	No
State spending per child enrolled	\$5,598 ⁷
State spending per 3-year-old	\$0
State spending per 4-year-old	\$64 ⁷



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ NSECD served 1,195 children in August 2005, and an increase in enrollment to 1,374 was anticipated. However, due to the impact of Hurricanes Katrina and Rita, the program ultimately had an average monthly enrollment of 735 during 2005-2006.

² In the wake of Hurricane Katrina, NSECD obtained state permission to serve evacuee and at-risk children anywhere in the state. This change in policy allows the program to now provide services statewide.

³ Accepted certifications include: Pre-K-3, Early Intervention, Nursery, Kindergarten, Non-categorical Pre-K, or Elementary Education. However, effective with the 2005-2006 program year, teachers who do not hold early childhood-level certification must enroll in courses required to add the Pre-K-3 or Early Intervention certification, and must also participate in a 3-day training in early childhood. Requirements effective with the 2006-2007 school year state that all teachers must obtain an early childhood credential within 3 years.

⁴ Vision and hearing screening and referral are a component of the services offered directly by the NSECD program. In addition, all NSECD participants are offered health screening and referral through KidMed, a service of the state's Medicaid agency.

⁵ Support services include two parent conferences, parenting support and training, parent involvement activities, health services for children, referral to social services, transition to kindergarten activities, and other specific locally determined services.

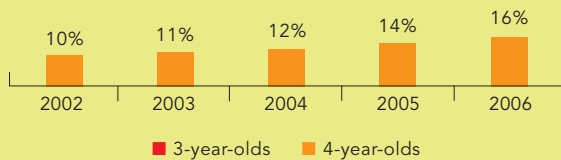
⁶ This funding total consists of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

⁷ These estimates are based on the state's use of federal TANF funds.

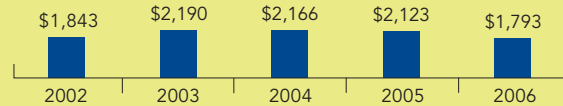


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1983, the Maine Legislature created the Two-Year Kindergarten initiative, allowing school districts to voluntarily offer early childhood programs to 4-year-old children. Schools involve local providers in the planning process and must obtain program approval from the Department of Education. Districts receive reimbursement through Maine’s school funding formula and are eligible to receive a full per pupil subsidy when a minimum of 10 hours per week of programming is offered. In 2005-2006, Maine began providing an additional “weighted” subsidy to supplement the regular per pupil allocation for grades K-2, including programs for 4-year-olds.

About one quarter of the state’s school districts have chosen to offer programs, and the state Department of Education is actively encouraging more districts to offer prekindergarten services for 4-year-olds. While the majority of prekindergarten programs operate in public schools, districts can form partnerships with Head Start and contract with private child care centers or family child care homes to provide services. In 2005, the Two-Year Kindergarten program adopted the State of Maine Early Childhood Learning Guidelines to facilitate consistency and collaboration among all components of the state’s system of early care and education. The State Board of Education approved a birth to age 5 teaching endorsement for the 2007-2008 program year.

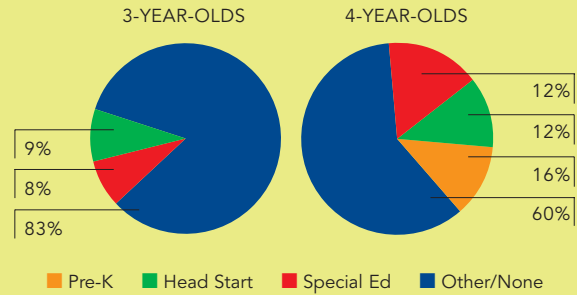
In addition to providing funds for the Two-Year Kindergarten program, Maine also provided \$3,581,018 as a supplement to the federal Head Start program during fiscal year 2006.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
17	None Served	36

ACCESS

Total state program enrollment	2,088
School districts that offer state program	27%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	2,787
Federally funded Head Start enrollment	2,882
State-funded Head Start enrollment	461 ²

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



QUALITY STANDARDS CHECKLIST

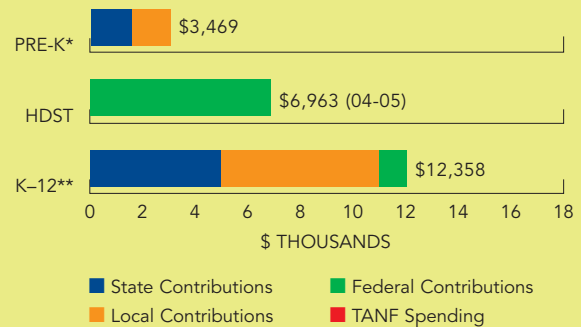
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ³	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC or elem. certification	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	30 credit hours	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	90 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:15 ⁴		
Screening/referral	Vision, hearing, and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$3,744,583 ⁶
Local match required?	Yes, tied to school funding formula
State Head Start spending	\$3,581,018
State spending per child enrolled	\$1,793
State spending per 3-year-old	\$0
State spending per 4-year-old	\$278

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Many programs operate 2.5 hours per day. A program must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Programs are expected to operate for 34 weeks per year.

² Maine was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Maine who were 3 or 4 years old.

³ The State of Maine Early Childhood Learning Guidelines were adopted in March 2005.

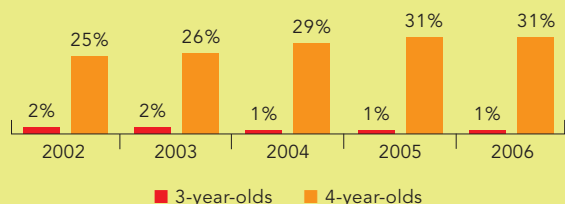
⁴ The Maine statute pertaining to Basic School Approval and addressing "classroom student-teacher ratios" is intended to guide classroom size. The majority of programs operate with a teacher and educational technician, reducing the ratio to 1:8 or 1:10.

⁵ The number of annual parent conferences or home visits is determined locally.

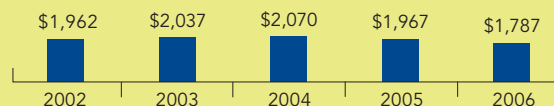
⁶ In addition to Two-Year Kindergarten program funding, Maine delivered \$19,898,400 in targeted funds to grades K-2 (including the 4-year-olds in the Two-Year Kindergarten program). It is not possible to estimate the percentage of these funds that are used for serving 4-year-old children.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Maryland's Prekindergarten Program began as a pilot in Baltimore and Prince George's Counties in 1979 and expanded into a full state initiative for 4-year-olds, called the Extended Elementary Education Program until 2002. In 2002, the Bridge to Excellence in Public Schools Act required phased-in expansion of the program to serve all eligible 4-year-old applicants by the 2007-2008 school year. Currently, 4-year-olds who are from families with economically disadvantaged backgrounds must be offered services. Once all children meeting those criteria are enrolled, districts may also enroll other children who exhibit a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, or physical development and health.

All school districts in Maryland receive funding, and districts may subcontract with Head Start and private child care centers to provide services that meet Prekindergarten Program standards. Few districts currently contract with other types of programs, but the state expects to make greater use of settings outside of public schools as the program expands. Because all 4-year-olds with economically disadvantaged backgrounds must be served by 2007-2008, the state plans to significantly increase state aid money available to districts in the next two years.

In this edition of the *Yearbook* we have included revised calculations of state spending per child enrolled in the Prekindergarten Program from the 2001-2002 school year through the 2004-2005 school year. We also provide better estimates of continued non-state spending on the Prekindergarten Program, including a significant local contribution.

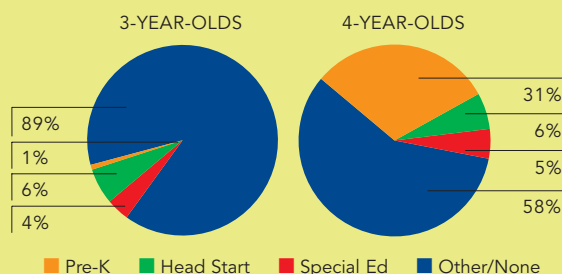
Maryland also uses state funds to supplement Head Start, providing extended-year and extended-day services as well as quality improvement. The state funds another initiative, the Judith P. Hoyer Early Care and Education Enhancement Program, to support comprehensive early childhood centers that are based in or linked to schools. Also, the state has implemented a 5-Year Action Plan to improve school readiness for all children entering kindergarten.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
9	21	37

ACCESS

Total state program enrollment	24,219
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week ¹
Operating schedule	10 months/year ¹
Special education enrollment.....	7,191
Federally funded Head Start enrollment	9,174
State-funded Head Start enrollment	338

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 7 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized.....	Degree in EC + certification in N-3, -6, or -8, and must be licensed	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD or equivalent	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service .....	.6 credit hours/5 years ²	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	NA ³			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	NA ³			
4-year-olds.....	1:10			
Screening/ referral and support services	Vision, hearing, health, immunization, and lead screening; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>	
Monitoring.....	Determined locally ⁶	Site visits	<input type="checkbox"/>	

RESOURCES

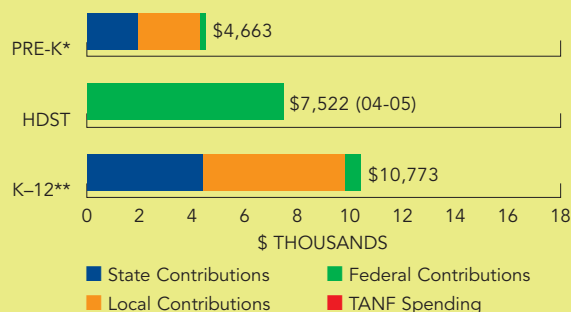
Total state pre-K spending	\$43,269,366 ⁷
Local match required?	No
State Head Start spending	\$3,000,000
State spending per child enrolled	\$1,787
State spending per 3-year-old.....	\$17
State spending per 4-year-old.....	\$549

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

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

Data are for the '05-'06 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs in centers supported by Judith P. Hoyer funds must operate full-day, full-year programs in collaboration with child care centers.

² Some in-service requirements may be imposed locally. Also, all schools involved in the Prekindergarten Program have adopted the Maryland Model for School Readiness, which is aligned with Maryland Teacher Professional Development Standards. The model entails 5 days of training in teachers' first year, 4 days of training in their second, and 2-day institutes in a school-system-selected focus area for subsequent years. In addition, teachers must meet the requirements for "highly qualified" teachers under NCLB.

³ By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff to child ratio of 1:10.

⁴ Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department. These services are not all required by the pre-K program, but they are required under Title I, which applies to all children enrolled. Support services include two

annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and other locally determined services.

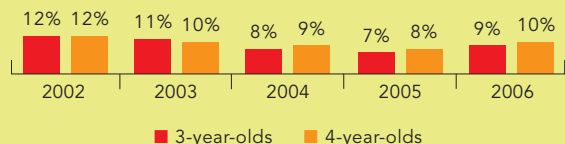
⁵ Children in full-day programs are offered breakfast and lunch. In school-based, half-day programs, nutrition requirements for preschool children are determined locally and are consistent with meal programs available to older children in each school.

⁶ The state does not monitor prekindergarten programs with the exception of programmatic audits affecting all grades. Monitoring and program evaluation activities are the responsibility of the local education agencies per the Bridge to Excellence master plan process. The Maryland State Department of Education does provide some mentoring and professional support through professional development and technical assistance, but mentoring is also primarily a local responsibility.

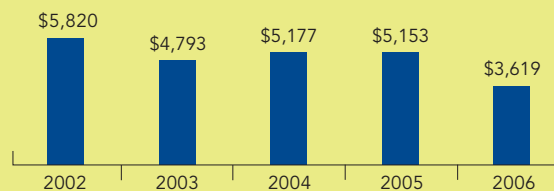
⁷ This figure is an estimate, and includes \$19,262,500 dedicated for the Extended Elementary Education Program.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Community Partnerships for Children (CPC) initiative grew out of the Massachusetts School Improvement Act of 1985, and expanded in 1993 to coordinate the planning and delivery of services offered by all early care and education programs within a funded community. Since 1996, it has focused on serving 3- and 4-year-olds with working parents. The state delivers funding to local CPC councils, which consist of parents, public school officials, and community representatives. The councils use state funds to expand and coordinate preschool services based on community needs and resources, distributing funds to local preschool providers that demonstrate compliance with the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences. Funded providers include private child care centers, public school preschool education programs, Head Start agencies, and family child care homes.

CPC funding can be used for children age 2 years, 9 months until they reach the locally determined kindergarten eligibility age. Children from families earning up to 125 percent of the state median income (SMI) may be eligible for CPC funding, with priority required for families at or below 50 percent of SMI. Children in kinship custody or foster care, or children with risk factors, such as homelessness and maternal depression, may be served at higher incomes. Most families pay a fee for CPC services, with tuition based on a sliding scale. During the 2006-2007 program year, Massachusetts began implementing consistent statewide categories to define risk status and prioritize children for enrollment. Also, preschool programs serving CPC children must agree to be inclusive, serving children with and without disabilities.

Funding for CPC programs was cut by nearly one-third between fiscal years 2001 and 2005. In fiscal year 2006, the program served more than 3,000 additional children than in the previous year, without a funding increase.

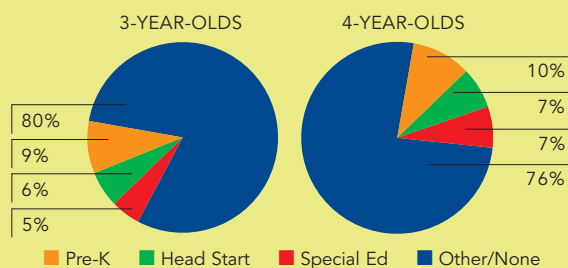
The state's new Department of Early Education and Care became operational in July 2006. This agency will create an integrated approach to early education and care across all ages and all funding streams, including CPC. In late 2006, Massachusetts was planning to distribute \$4.6 million in implementation grants for prekindergarten programs piloting a universal model. Also, Massachusetts supplements federal funding for Head Start as a separate initiative. The state provided \$7.5 million used for salaries, program expansion, and to serve approximately 300 additional Head Start children in 2005-2006.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
25	6	16

ACCESS

Total state program enrollment	17,350
School districts that offer state program	96% (towns)
Income requirement	Up to 125% SMI
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	9,152
Federally funded Head Start enrollment	10,567
State-funded Head Start enrollment	272 ²

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



QUALITY STANDARDS CHECKLIST

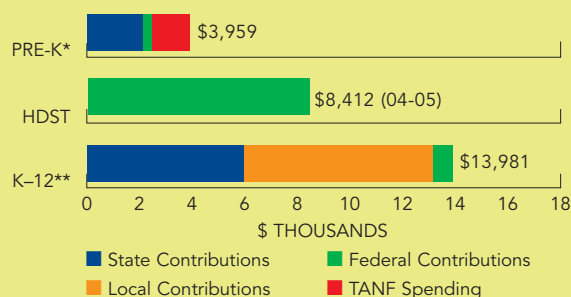
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); None (nonpublic) ³	BA	<input type="checkbox"/>
Teacher specialized training	EC teacher of students with and without disabilities, pre-K-2 (public); 3 credits (nonpublic) ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD (public); None (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 ⁵		
4-year-olds	20 ⁵		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring ⁸	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
6

RESOURCES

Total state pre-K spending	\$62,789,962 ⁹
Local match required?	No
State Head Start spending	\$7,500,000
State spending per child enrolled	\$3,619
State spending per 3-year-old	\$317 ¹⁰
State spending per 4-year-old	\$353 ¹⁰

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Programs operate 2.5 to 10 hours per day, 2 to 5 days per week, 9 to 12 months per year, depending on families' needs and preferences. At least one-third of children served statewide must be served in full-day, full-year programs.

² Massachusetts was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Massachusetts who were 3 or 4 years old. Most state funds in Massachusetts supported staff salaries and expansion rather than slots.

³ Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development. Family child care providers receiving CPC funds must have or acquire a CDA, AA, BA, or NAFCC accreditation. Teachers in nonpublic CPC-funded classrooms must hold an AA degree by 2010 and a BA by 2017.

⁴ Assistant teachers in nonpublic settings must complete a child development course within 9 months and be at least 18 years old. A CDA may be substituted for these requirements.

⁵ In addition to the class size requirement, the proportion of children with IEPs must be less than 50 percent. In classes larger than 15, no more than 5 children may have an IEP.

⁶ CPC Program Standards require programs to have a plan for referring families to dental, vision, and hearing screenings; public school preschool screening; mental health; and educational and medical services. Programs are not required to provide them directly. However, all LEAs are required to provide screenings under "child first" and evaluations upon referral for all 3-, 4-, and 5-year-olds. Required support services include two annual parent conferences or home visits, and additional support services are determined locally.

⁷ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

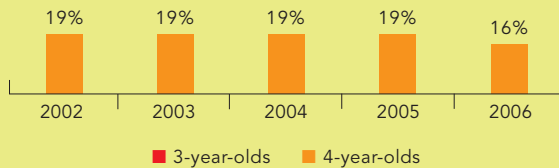
⁸ The Department of Early Education and Care conducts regular monitoring of fiscal and programmatic practices at the lead agency level, and selected communities are visited as part of this process. Monitoring activities include monthly data reports and an extensive annual grant review application process. Individual program monitoring is handled at the local level, although all CPC-funded programs that are licensed receive regular monitoring visits from the Department of Early Education and Care.

⁹ This figure includes \$24,459,563 in TANF funds.

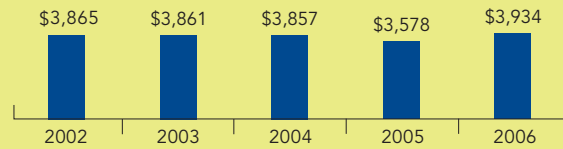
¹⁰ Massachusetts did not provide enrollment by age for 2005-2006. As a result, these figures are estimates based on the percentage of children served in each age group in 2004-2005.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Since 1985, the Michigan School Readiness Program (MSRP) has provided preschool education services to at-risk 4-year-olds. Program funding is distributed mostly to public schools based on a formula to calculate the level of need in the district, although funding is also awarded through competitive grants to Head Start agencies, private child care centers, and mental health and social service agencies. Funded school districts may also subcontract with other providers. MSRP requires at least half of the children served to have family income under a specified threshold, which increased from 185 percent of the federal poverty level to 250 percent in 2005-2006. Children under the income threshold must also have at least one of 24 other risk factors for educational disadvantage, and children above the threshold must have at least two risk factors. Since the 2003-2004 school year, public school districts have been permitted to use some MSRP funds for parent involvement and education programs in addition to prekindergarten services.

In 2005-2006, Michigan began requiring teachers in all MSRP program settings to have a BA degree and early childhood specialization. In previous years, this standard was only required in public schools, while private programs could have teachers with an AA degree and a CDA credential. In 2005, the state also conducted a major revision of the state early learning standards. All MSRP programs are required to follow these standards, which are used to guide professional development and for other program improvement activities. State administrators report that more local programs will be offering full-day services in 2006-2007 than in previous years, but that this will result in fewer children served in those programs.

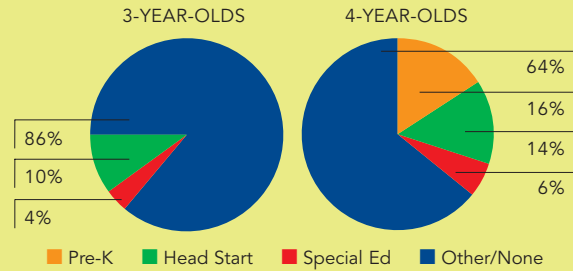
Reorganization efforts are underway to integrate the state's system of early childhood and related family services. A product of these efforts is the new Early Childhood Investment Corporation (ECIC), which is intended to promote a statewide high-quality system by establishing standards and guidelines for early childhood development activities.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
16	None Served	14

ACCESS

Total state program enrollment	21,571
School districts that offer state program	84%
Income requirement	50% of children must be below 250% FPL ¹
Hours of operation	At least 2.5 hours/day, 4 days/week ²
Operating schedule.....	At least 30 weeks/year
Special education enrollment.....	13,378
Federally funded Head Start enrollment	31,577
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ³	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ⁴	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	EE teaching certificate + ECE endorsement (public); EE teaching certificate + either ECE endorsement or CDA, or degree in CD (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 120 clock hours ⁵	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher.....	60 clock hours/5 years (certified teachers); in-service None (noncertified teachers) ⁶	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:8 ⁷		
Screening/referral	Support services only ⁸	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack ⁹	At least 1/day	<input type="checkbox"/>
Monitoring.....	Other monitoring ¹⁰	Site visits	<input type="checkbox"/>

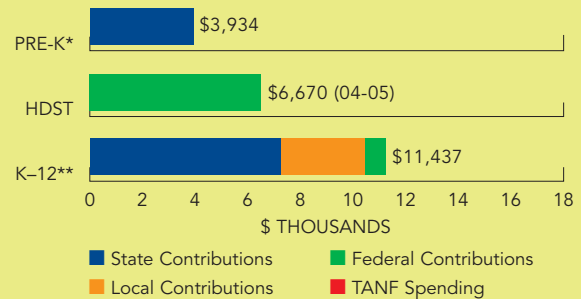
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$84,850,000 ¹¹
Local match required?	No
State spending per child enrolled	\$3,934
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$639

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The income requirement changed from 185% FPL effective with the 2005-2006 school year.

² Programs are required to offer a minimum of 300 instructional hours per year for part-day programs. Most programs offer 4 half-days per week, but some "part-day" programs operate for 2 full-days. School-day programs operate 4 or 5 days per week for the full school day. Programs may charge tuition if offering a fifth day of class each week, full-day classes, or summer programs.

³ Michigan's newly revised early learning standards, which are now specific to pre-K, took effect in March 2005.

⁴ The minimum teacher degree requirement in nonpublic settings changed from an AA plus a CDA in 2004-2005 to a BA in 2005-2006.

⁵ Assistant teachers are given 2 years to meet this requirement, but must have one course in child development to start working. An associate's degree is preferred.

⁶ Beginning December 2007, all classroom personnel will be required to complete 10 hours of professional development in-service annually.

⁷ A qualified teacher and associate teacher must be present in classes of 9-16 children. If more than 16 children are in a class, a third adult (who does not have to meet any specified qualifications) must be present.

⁸ Programs must make referrals but are not required to conduct screenings. Programs that choose to use funds for the Parent Involvement and Education initiative must provide health, vision, hearing, and developmental screenings to all children in their areas. Support services include four parent conferences or home visits, parent involvement activities, and referral to social services.

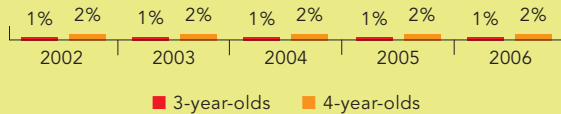
⁹ Part-day programs must provide at least a snack. They are encouraged to provide breakfast or lunch in lieu of or in addition to a snack, and to extend the day to 3 hours if providing a full meal. School-day programs must provide lunch and two snacks or breakfast, lunch, and one snack.

¹⁰ The MSRP office protocol includes site visits to programs, but the visits are not written into state policy requirements. State administrators estimate that site visits occur for competitive grantee agencies once during each 3-year funding cycle, and that about 2 percent of school district programs are visited each year.

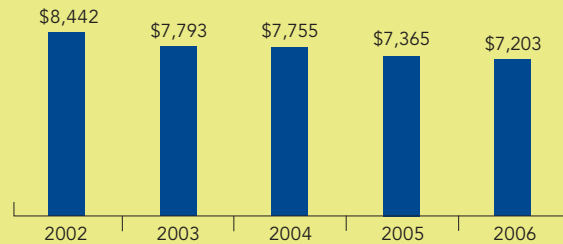
¹¹ This figure reflects the funding allocation, although actual spending may have been somewhat lower based on slots not filled.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Minnesota supports early childhood education through supplemental state funding for the federal Head Start and Early Head Start programs, serving ages 3 to 5 and birth to age 3, respectively. The state delivers funding only to agencies that receive federal Head Start grants, although the grantees may subcontract with other agencies such as private child care centers, family child care homes, and public schools. Service providers using these state funds are required to follow the federal Head Start Performance Standards, but Minnesota also provides training and technical assistance to program staff on the use of the Early Childhood Indicators of Progress, the state's early learning standards. The Early Childhood Indicators of Progress are aligned with the Minnesota Kindergarten Standards and Head Start Outcomes.

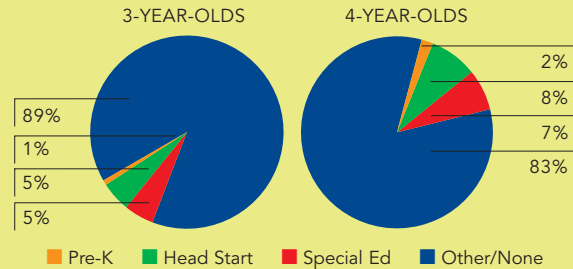
Another state initiative, the School Readiness Program, funds a range of services that promote kindergarten readiness, such as prekindergarten, home visits, and services for children with special needs. The School Readiness Program is not the focus of data in this profile because the funding is used for a wide range of services rather than a separate, statewide preschool education initiative. Most school districts receive School Readiness funds, and some contract with local charter schools or community-based organizations to provide services. The specific services to be provided are determined locally. Programs are required to assess children's cognitive skills upon entering and leaving the program, provide research-based program content, ensure that appropriate screenings and referrals occur, involve parents, and coordinate with other local programs.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
37	19	3

ACCESS

Total state program enrollment	2,641 ¹
School districts that offer state program	100% (counties)
Income requirement	90% of children must be at or below 100% FPL or receiving TANF
Hours of operation	At least 3.5 hours/day, 4 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	7,753
Federally funded Head Start enrollment	8,233
State-funded Head Start enrollment	1,839 ³

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



QUALITY STANDARDS CHECKLIST

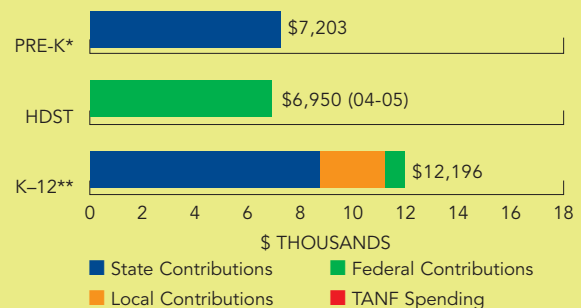
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA or AA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meets child care regs. ⁵	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	1.5% or 2% of total work hours ⁶	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, and dental; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁸	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
8

RESOURCES

Total state pre-K spending	\$19,022,975 ⁹
Local match required?	No
State spending per child enrolled	\$7,203
State Head Start spending	\$19,022,975 ⁹
State spending per 3-year-old	\$75 ¹⁰
State spending per 4-year-old	\$128 ¹⁰

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This enrollment total includes an estimated 329 children under age 3 and an estimated 473 5-year-olds.
² Schedules are determined locally but must be in compliance with federal Head Start regulations. Programs must operate at least 3.5 hours per day, 4 days per week, and 32 weeks per year.
³ This is an estimate of the total number of 3- and 4-year-olds served in state-funded Head Start.
⁴ Programs must comply with the Head Start Act, which requires that at least 50 percent of all Head Start teachers nationwide in center-based programs have an associate's, bachelor's, or advanced degree in early childhood education—or in a related field, with experience teaching preschoolers. The majority of teachers employed in Minnesota Head Start programs have at least an associate's degree and a certificate/licensure/endorsement for preschool education.
⁵ Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience.

⁶ Non-degreed staff are required to complete 2 percent of their total working hours for in-service training (full-time employment requires 40 hours of in-service), and degreed staff are required to complete 1.5 percent of total working hours for in-service training.

⁷ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁸ Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs, and full-day programs to provide one-half to two-thirds of daily nutritional needs.

⁹ All spending through this initiative is directed toward Head Start programs.

¹⁰ The state only provided age breakdowns for a duplicated count of all children served over the course of the year. As a result, these calculations are estimates based on the percentages of 3- and 4-year-olds included in the duplicated count.

Mississippi

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

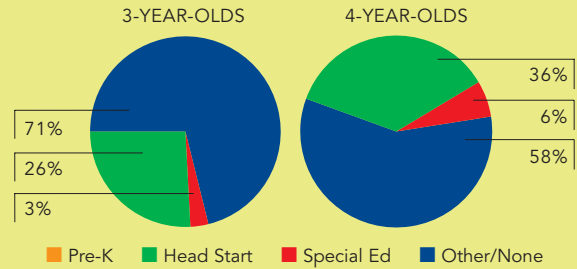
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	3,740
Federally funded Head Start enrollment	25,447
State-funded Head Start enrollment	0

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



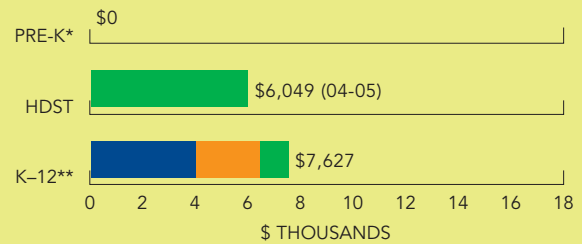
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

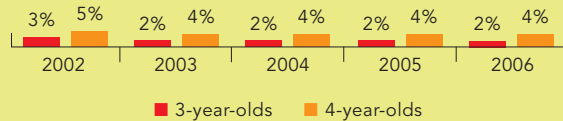
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

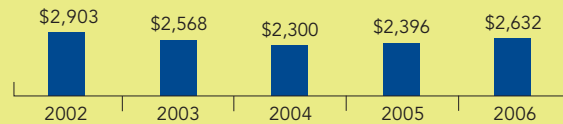
State Contributions Federal Contributions
Local Contributions TANF Spending

Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Missouri Preschool Project (MPP) began in 1998, with funding from gaming revenues through the Early Childhood Development Education and Care Fund. The program serves 3- and 4-year-olds. A competitive grant process is used to award funds, and programs operate in public schools as well as private child care centers and nonprofit agencies. There are no set enrollment criteria for MPP, but programs serving children with special needs or from low-income families are prioritized for grant awards. Local programs develop sliding payment scales based on criteria such as free or reduced-price lunch eligibility.

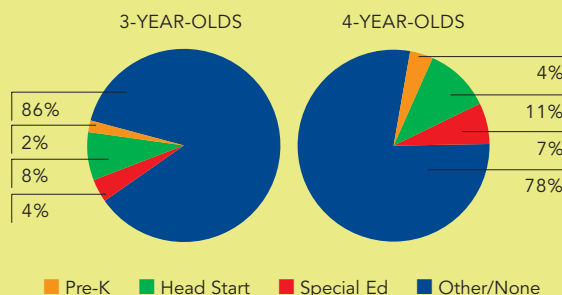
Grantees must set aside at least 10 percent of their MPP funding to provide professional development opportunities for teachers working for other licensed programs within the same community. New teachers hired after July 1, 2005 must have the same qualifications as public school teachers, including a bachelor's degree and specialization in early childhood, regardless of program setting.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
34	13	27

ACCESS

Total state program enrollment	4,609
School districts that offer state program	27% ¹
Income requirement	None ²
Hours of operation	3 hours/day (half-day), 6.5 hours/day (full-day); 5 days/week ³
Operating schedule.....	Determined locally ³
Special education enrollment.....	8,573
Federally funded Head Start enrollment	14,026
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ⁴	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Licensure and EC or ECSE certification, or 4-year CD degree ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + voc. cert. in ECE (public), HSD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	12 clock hours and 2 full-day trainings	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:10		
4-year-olds.....	1:10		
Screening/referral	None	Vision, hearing, health; and and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring.....	Other monitoring ⁶	Site visits	<input type="checkbox"/>

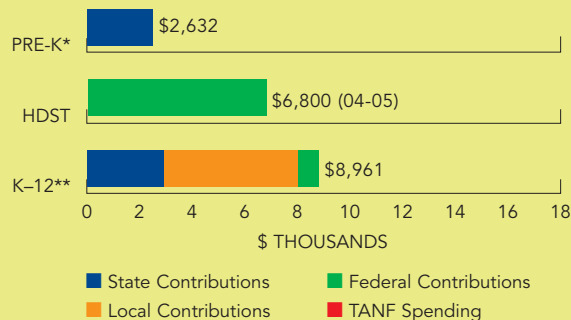
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$12,129,270
Local match required?	No
State spending per child enrolled	\$2,632
State spending per 3-year-old.....	\$61
State spending per 4-year-old.....	\$104

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Programs are also offered by 52 private providers and 13 non-profit programs.

² Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

³ Programs apply as either a full-day or half-day program. Programs awarded in 1998-1999 had the option of operating 4 days per week with the fifth day for home visiting, but this practice is being phased out. Programs are required to operate for a minimum of 9 months, but may choose to operate year-round.

⁴ Effective with the 2005-2006 school year, newly hired teachers in nonpublic settings must have the same qualifications as teachers in public school settings. The previous requirement was a CDA.

⁵ Child care licensing requires full-day programs to offer lunch and two snacks and half-day programs to offer morning or afternoon snacks.

⁶ Monitoring activities include review of programs' records and annual evaluations for all teachers.

Montana

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

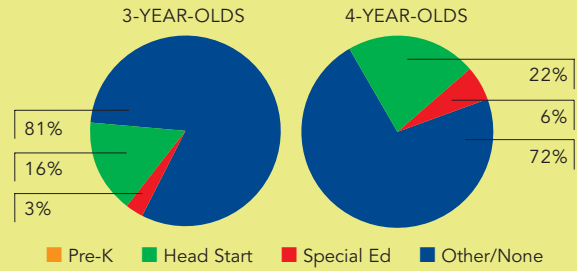
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	982
Federally funded Head Start enrollment	3,929
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

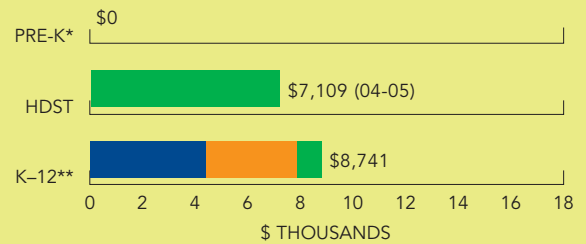
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

SPENDING PER CHILD ENROLLED



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

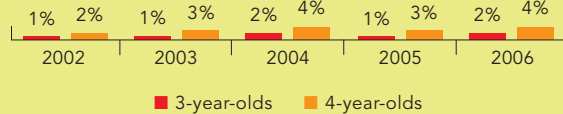
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

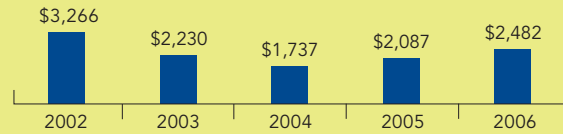
■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Nebraska's Early Childhood Grant Program grew out of a pilot program that started serving children in 1992, and was expanded through state legislation in 2001. The state provides funding to public schools and educational service units, but services are also offered through partnerships in settings such as private child care centers, family resource centers, and Head Start agencies. Nebraska requires collaborative funding efforts for the program, and all grantees are required to cover at least half of their program costs using other federal, state or local sources.

The Early Childhood Grant Program mostly serves 3- and 4-year-olds, although children may be served as early as 6 weeks of age. At least 70 percent of each program's funding must be used to serve children meeting at least one of four criteria set by the state. These priority areas are: children eligible for free or reduced-price lunch, English Language Learners, children born prematurely or with low birth weight, and children of teen parents who have not completed high school. A sliding payment scale is used for children who do not meet these risk factors.

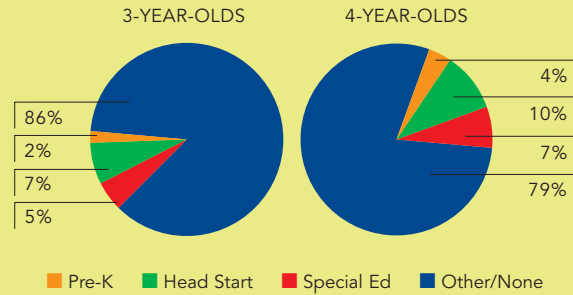
The state adopted the Nebraska Early Learning Guidelines in 2005, and will offer training to all state prekindergarten grantees in the use of these early learning standards. Nebraska passed legislation in 2005 allowing 4-year-olds in approved school-based prekindergarten programs to be included in the K-12 state aid formula.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
35	15	29

ACCESS

Total state program enrollment	1,483 ¹
School districts that offer state program	8%
Income requirement	185% FPL
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment.....	2,732
Federally funded Head Start enrollment	4,146
State-funded Head Start enrollment	0

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

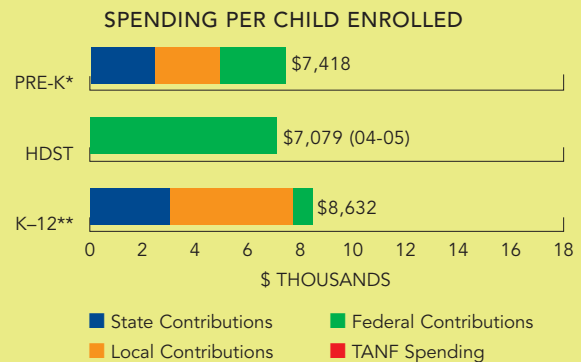


QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 8 </div>
Early learning standards	Comprehensive ³	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification and EC endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	12 cr. hours in EC or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	12 clock hours	At least 15 hours/year	<input type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	20			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds.....	1:10			
4-year-olds.....	1:10			
Screening/referral	Support services only ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	Breakfast or lunch ⁵	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$3,680,471 ⁶
Local match required?.....	Yes, 50% of total funding ⁷
State spending per child enrolled	\$2,482
State spending per 3-year-old.....	\$51
State spending per 4-year-old.....	\$90



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This total includes 123 children younger than age 3.

² Programs are required to operate a minimum of 3.5 hours per day and 4 days per week. Full-day slots are funded for 6 hours per day and 5 days per week.

³ The Nebraska Early Learning Guidelines were released in 2005.

⁴ Support services include two parent conferences or home visits, parenting support or training, parent involvement activities, transition to kindergarten activities, and family development and support based on needs.

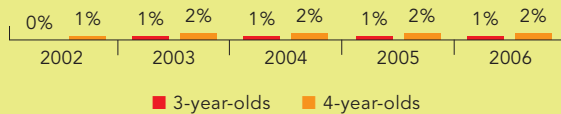
⁵ As of the 2005-2006 school year, programs were required to provide a meal.

⁶ Programs reported a total budget of approximately \$11,000,000, which includes various federal, state and local funding sources.

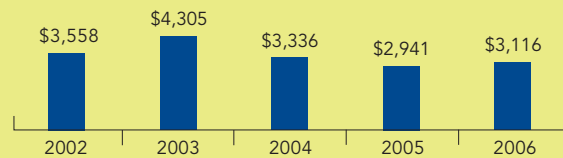
⁷ The local match requirement can be met using funds from special education, Title I, Head Start, Even Start, child care subsidies, local district funds, private grants and gifts, and parent fees based on a locally determined sliding scale.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Nevada Early Childhood Education Comprehensive Plan (ECE) was launched in 2002, providing funding to create new preschool education programs and expand existing ones. The state awards competitive grants to public schools and community-based organizations including private child care centers, family child care homes, and Head Start. The program serves children from birth to age 5, although most participants are 4-year-olds. Grantees must tailor eligibility criteria and individualize services to address identified needs in their communities, although children from low-income families are given enrollment priority in all programs. Nevada controls the quality of the ECE program primarily through the requirements of the competitive grant process rather than through explicit program policy.

A second initiative in Nevada, Classroom on Wheels (COW), provides prekindergarten opportunities to 3- and 4-year-olds. COW buses, refurbished as preschool classrooms, make scheduled stops in communities across the state. The program began as a grassroots effort and later obtained funding from the state, although it was not required to follow any specific standards until 2003. Nevada began requiring the COW program to follow the same quality standards as the ECE program in 2003, and the COW program data have been included in this report since the 2003-2004 program year. In 2005, the guaranteed set-aside funding for COW was eliminated, and COW programs were required to compete for funding along with ECE programs.

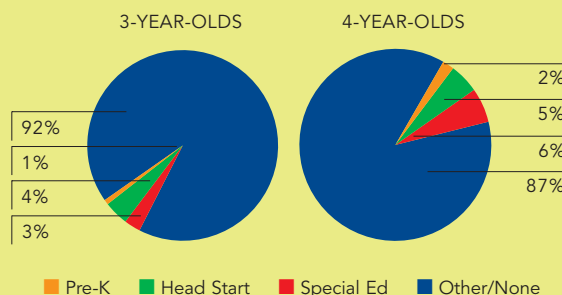
Data in this report represent both the ECE and COW initiatives. In the 2005-2006 program year, Nevada implemented several new requirements for both prekindergarten programs. Programs are now required to follow the state's early learning standards, which were introduced in 2004. Maximum group sizes were established, with 3-year-olds limited to groups of 16 with two adults and 4-year-olds in groups of 20 with two adults. Programs must also operate at least 10 hours per week starting in 2005.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
36	23	22

ACCESS

Total state program enrollment	973
School districts that offer state program	65%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	3,025
Federally funded Head Start enrollment	2,812
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

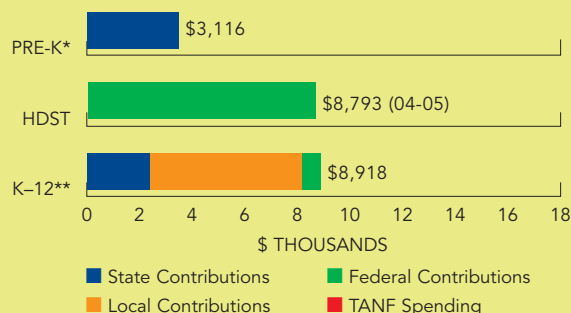
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ³	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ⁴	BA	<input checked="" type="checkbox"/>
Teacher specialized training	ECE license or Birth-Grade 2/EC endorsement on K-8 license ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	GED or HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	5 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16 ⁵		
4-year-olds	20 ⁵		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8 ⁵		
4-year-olds	1:10 ⁵		
Screening/referral and support services	Support services only ⁶	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$3,032,172
Local match required?	No
State spending per child enrolled	\$3,116
State spending per 3-year-old	\$19 ⁷
State spending per 4-year-old	\$67 ⁷

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Although there is no income requirement, all programs give priority to children from low-income families.

² Most programs operate 2.5 hours per day, 4 days per week for the academic year.

³ The Nevada Pre-Kindergarten Content Standards were approved in March 2004, and beginning in 2005-2006 all programs were required to use the standards.

⁴ COW teachers already employed as of 2003-2004 were grandfathered in and do not have to meet these requirements currently, but are expected to work toward meeting them. All new hires must be credentialed teachers, and most COW classrooms now have a credentialed teacher.

⁵ As of 2005-2006, all classrooms must have two adults, with a maximum class size of 16 for 3-year-olds, 20 for 4-year-olds, and 25 for 5-year-olds.

⁶ Screening and referral requirements are decided at the local level. Each program is required to have a parent involvement component that typically encompasses home visits, classroom volunteering, literacy nights, parenting classes, workshops, ESL classes, and parent conferences.

⁷ Age breakdowns provided by the state were based on a duplicated count of all children served over the course of the year. As a result, these calculations are estimates based on the percentages of 3- and 4-year-olds included in the duplicated count.

New Hampshire

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

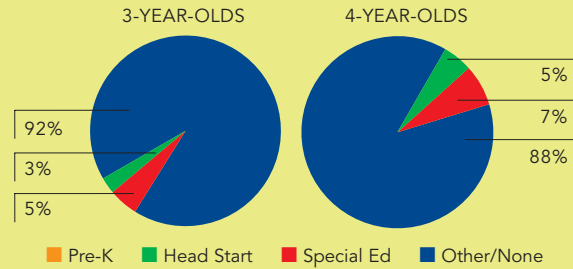
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	1,747
Federally funded Head Start enrollment	1,295
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

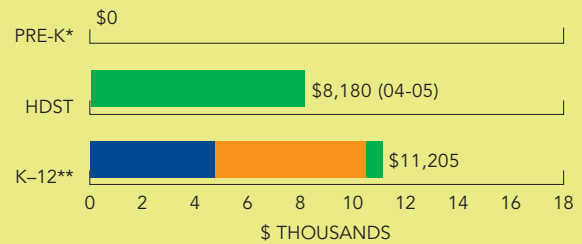
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$241,337
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

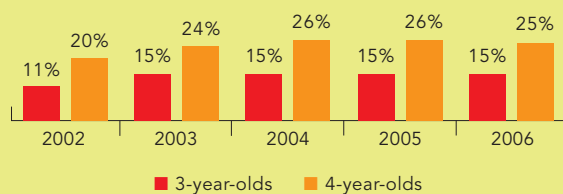
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

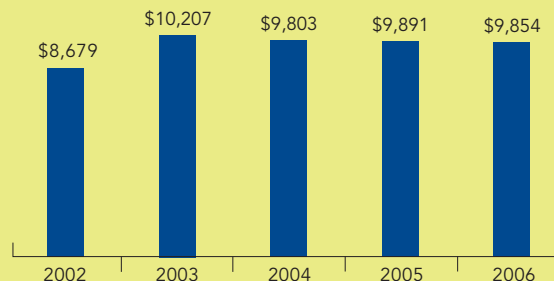
■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



A 1998 mandate from New Jersey's Supreme Court led to the creation of the Abbott preschool program, which is offered to all 3- and 4-year-olds in the state's highest poverty districts. The program is currently available in the 31 school districts where at least 40 percent of children qualify for free or reduced-price lunch. Funds from the state Department of Education are provided to Abbott school districts, which may serve children directly or contract with Head Start or private child care providers to offer services. Abbott districts receive additional funds from the state Department of Human Services for extended-day services. Funding for Abbott prekindergarten programs supports teacher salaries that are comparable to those of public school teachers.

New Jersey also provides preschool education through Non-Abbott Early Childhood Program Aid (ECPA), which funds half-day preschool primarily for 4-year-olds in 101 additional districts. ECPA funds are also used to fund full-day kindergarten or improve services for children up to grade 3. The ECPA prekindergarten program is available in school districts where 20 to 40 percent of children are eligible for free or reduced-price lunch. Most preschool programs operate in public schools, but some districts contract with private child care centers or Head Start to provide services. ECPA programs currently require just one teacher per classroom of 25 children, without an additional staff person present. However, beginning in the 2008-2009 school year, the staff-child ratio will change to 2:18.

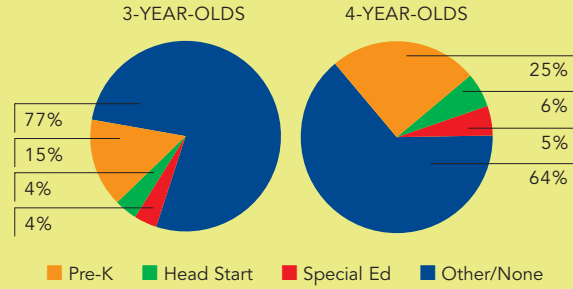
New Jersey started a third prekindergarten program, the Early Launch to Learning Initiative (ELLI), in 2004 as part of a state effort to provide access to high-quality preschool education for all 4-year-olds by 2010. The state encourages all school districts serving elementary-age children to apply for funding, including districts already providing preschool that need additional funding to cover all income-eligible children. Also, districts receiving Non-Abbott ECPA funding may apply for ELLI funds to improve program quality or extend the program hours to a full day. The level of ELLI funding is based on the number of low-income children to be served in the district and the length of the program day. ELLI funding was higher in 2005-2006 than in 2004-2005, primarily because programs used additional "special request" quality enhancement dollars.

In order to document the contributions New Jersey makes to preschool education through its separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for the Abbott, ECPA, and ELLI initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the Abbott program; the fourth page focuses exclusively on the ECPA program; and the final page focuses exclusively on the ELLI program.

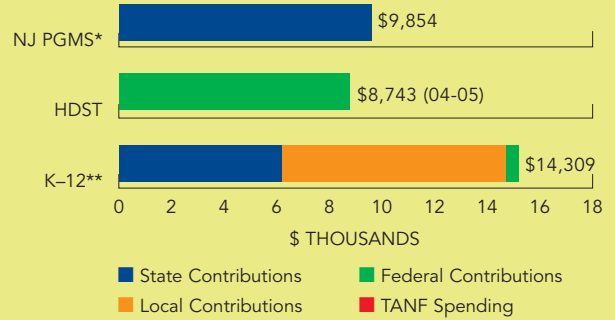
STATE OVERVIEW

Total state program enrollment	46,261
Total state spending	\$455,843,248
State spending per child enrolled	\$9,854
State spending per 3-year-old.....	\$1,625
State spending per 4-year-old.....	\$2,289

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



SPENDING PER CHILD ENROLLED¹



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

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

Data are for the '05-'06 school year, unless otherwise noted.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
12	1	1

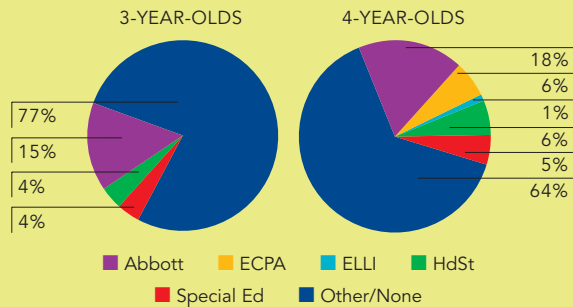
¹ State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment nearly 3 times the statewide average per child.

NEW JERSEY ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	38,439
School districts that offer state program	5%
Income requirement	None ¹
Hours of operation	10 hours/day, 5 days/week ²
Operating schedule.....	Determined locally ²
Special education enrollment.....	10,729
Federally funded Head Start enrollment	12,463
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in pre-K-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	15		
4-year-olds	15		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds.....	2:15		
4-year-olds.....	2:15		
Screening/.....	Vision, hearing, health, and developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	Breakfast, lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

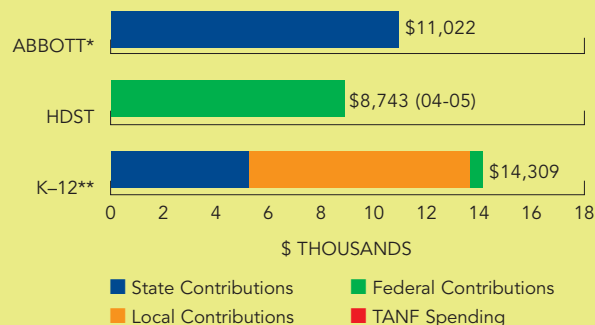
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$423,656,248 ⁵
Local match required?	No
State spending per child enrolled	\$11,022
State spending per 3-year-old	\$1,619
State spending per 4-year-old	\$2,018

SPENDING PER CHILD ENROLLED ⁶



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Only districts where at least 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.

² Funds from the Department of Human Services (DHS) are combined with DOE funds to operate programs for 10 hours per day and 245 days per year. At least 180 days must include the 6-hour educational day plus 4 hours of wrap-around services. Some districts may choose to provide 10 hours of service per day for more than 180 days.

³ Teachers who worked in center-based programs before the degree requirement was implemented had until September 2006 to meet the requirement. In 2005, fewer than 1.5% of teachers did not yet meet the degree requirement.

⁴ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁵ This figure reflects DOE funds only, and does not include additional funds from the DHS. The DOE mandates and pays for a 6-hour educational day, and the DHS provides funds to extend operation to a 10-hour day.

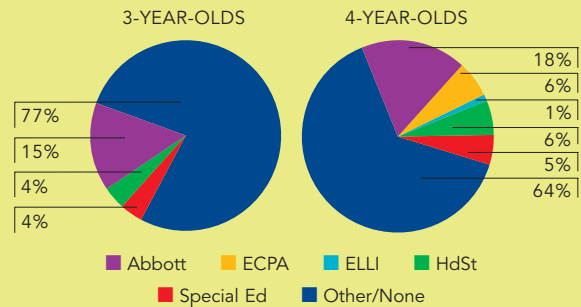
⁶ State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment nearly 3 times the statewide average per child.

NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state program enrollment	7,270
School districts that offer state program	17%
Income requirement	None ¹
Hours of operation	At least 2.75 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	10,729
Federally funded Head Start enrollment	12,463
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in pre-K-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input type="checkbox"/>
3-year-olds	25		
4-year-olds	25		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds.....	1:25 ²		
4-year-olds.....	1:25 ²		
Screening/.....	Vision, hearing, health, and referral and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁴	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

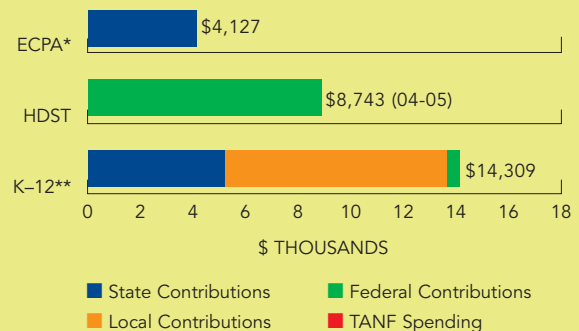
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$30,000,000 ⁵
Local match required?	No
State spending per child enrolled	\$4,127
State spending per 3-year-old.....	\$6
State spending per 4-year-old.....	\$252

SPENDING PER CHILD ENROLLED



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

^{**} K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

¹ Only districts where 20 to 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children, and either half- or full-day preschool to all 4-year-olds.

² This teacher-child ratio requirement is the same as is mandated for kindergarten classrooms. Beginning in July 2008, the ratio requirement for ECPA will be 2:18.

³ Support services include education services or job training for parents, parent involvement activities, transition to kindergarten activities, and other locally determined services.

⁴ Meals are required in full-day programs.

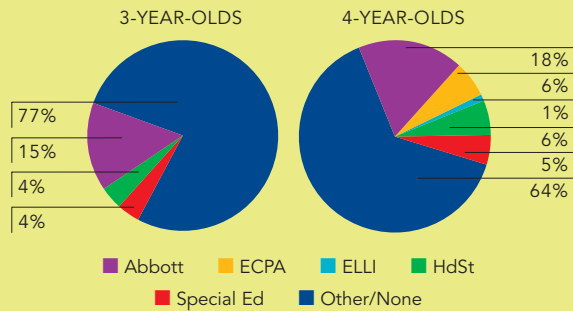
⁵ This figure is an estimate of state funds directed to services for preschool-age children.

NEW JERSEY EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment	552
School districts that offer state program	5%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	10,729
Federally funded Head Start enrollment	12,463
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in pre-K-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/ referral and support services	Vision, hearing, health, and developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

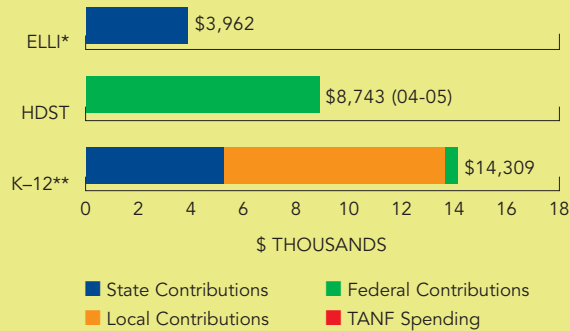
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$2,187,000
Local match required?	Yes ⁵
State spending per child enrolled	\$3,962
State spending per 3-year-old	\$0
State spending per 4-year-old	\$19

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Special circumstances may be considered beyond income, such as parental health or the number of children in a household under the age of 5.

² Programs operate either half-day (2 hours, 45 minutes) or full-day (6 hours), and for 5 days per week.

³ Support services include parent involvement activities and transition to kindergarten activities.

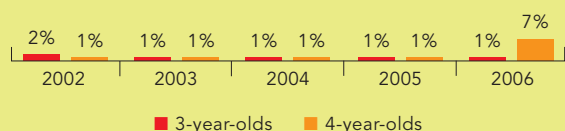
⁴ Full-day programs must offer breakfast and lunch.

⁵ Special education and local funding or tuition must be used to meet costs beyond DOE funding.

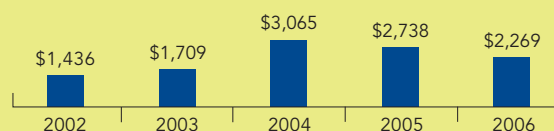


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 2005-2006, New Mexico launched the New Mexico Pre-K program, the first preschool education program in the state with the exclusive purpose of providing center-based early childhood services to 4-year-olds. Funds are awarded competitively, with about half of enrolled children served in public schools and others served in a range of settings including Head Start programs, community and municipal child care providers, universities, and family child care homes. Funding in the first year came exclusively from the state, with about \$3.5 million used to serve more than 1,500 children. There is no income-based eligibility requirement, but two-thirds of the children enrolled in each program must live within the attendance zone of a Title I elementary school. In addition, the state gives funding priority to programs in an area with schools failing to meet math and reading proficiency requirements.

Since 1991, the Child Development Program has been offering prekindergarten as well as a range of other services to children from birth to age 5 in New Mexico, such as home visits and family support services. The program grants prekindergarten funding to public schools and private child care programs. The Child Development Program serves at-risk children who do not qualify for other eligibility-based programs, although local programs identify specific risk factors for eligibility, such as having a teen parent or being homeless, according to needs in the community. Teachers use the Focused Portfolio System to individualize the curriculum to each child's strengths, needs, and interests.

The Child Development Program differs from many state preschool education programs, including New Mexico Pre-K, because the funding can be used for a broad range of services. Large funding cuts are partly responsible for recent reductions in the number of prekindergartners served by the Child Development Program, and in future years the program funding stream may be used primarily for serving children from birth to age 3. State administrators expect New Mexico Pre-K to be a priority for further expansion during the 2007 legislative session, in order to increase access to the program for 4-year-olds.

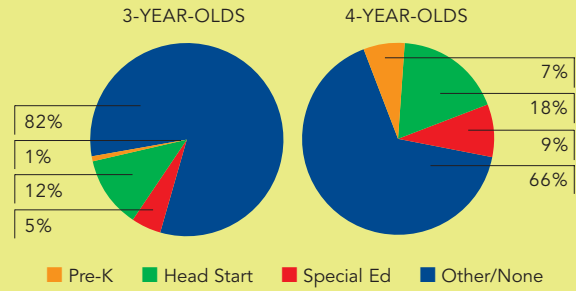
New Mexico also dedicated \$1,541,000 in state funds to enhance services in federal Head Start classrooms.

In order to document the contributions New Mexico makes to preschool education through its two separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the New Mexico Pre-K and Child Development Program initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the New Mexico Pre-K program, while the final page focuses exclusively on the Child Development Program.

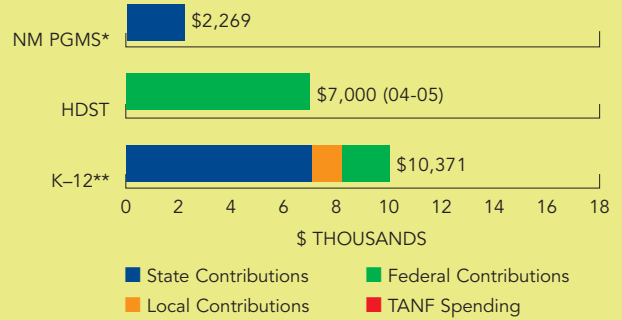
STATE OVERVIEW

Total state program enrollment	1,959
Total state spending	\$4,444,507
State spending per child enrolled	\$2,269
State Head Start spending	\$1,541,000
State spending per 3-year-old	\$13
State spending per 4-year-old	\$154

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



SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

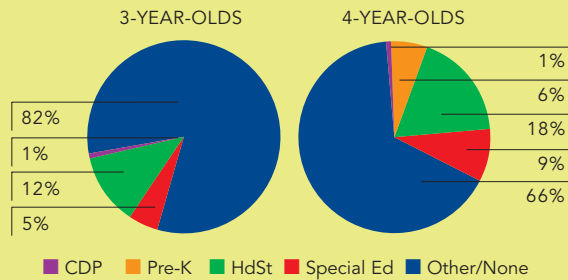
ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
27	24	34

NEW MEXICO PRE-K

ACCESS

Total state program enrollment	1,538
School districts that offer state program	34%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment.....	3,794
Federally funded Head Start enrollment	7,876
State-funded Head Start enrollment	298 ²

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	HSD ³	BA	<input type="checkbox"/>
Teacher specialized training	None ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	45 hour entry-level certificate ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Amount not specified ⁵	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:10		
Screening/.....	Vision, hearing, health,	Vision, hearing, health; and	<input checked="" type="checkbox"/>
referral and	dental, and developmental;	at least 1 support service	
support services	and support services ⁶		
Meals	Snack ⁷	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

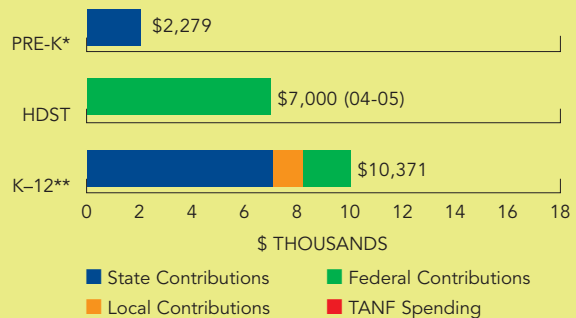
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$3,504,507 ⁸
Local match required?	No
State Head Start spending	\$1,541,000
State spending per child enrolled	\$2,279
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$132

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Schedules are determined locally but the majority of programs operate 2.5-3 hours daily for 5 days per week. Public school programs operate following the public school calendar of 9-10 months. The two family child care programs and some private providers operate year round, but New Mexico Pre-K funds support 9 months only.

² New Mexico was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in New Mexico who were 3 or 4 years old.

³ For each classroom, the lead teacher must hold a New Mexico Early Childhood Teacher License: Birth through Third Grade within 5 years. Although programs must meet this standard or show progress toward meeting it, the current minimum requirement for new hires is a high school diploma. During the 2006-2007 program year, nearly two-thirds of teachers held a BA.

⁴ Assistant teachers are expected to obtain an AA in Early Childhood Education within 5 years.

⁵ In-service requirements vary by teacher qualification levels. Teachers without an Early Childhood license are generally required to have 24 clock hours per year of in-service, while teachers with an Early Childhood license must attend the Pre-K Institute and other trainings. Teachers in the T.E.A.C.H. scholarship program are required to complete 9 credit hours per year.

⁶ Support services include two annual home visits and three parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁷ All programs must offer a snack. If operating more than 3.5 hours per day, programs must also offer a meal. In practice, most programs provide either breakfast or lunch in addition to a snack.

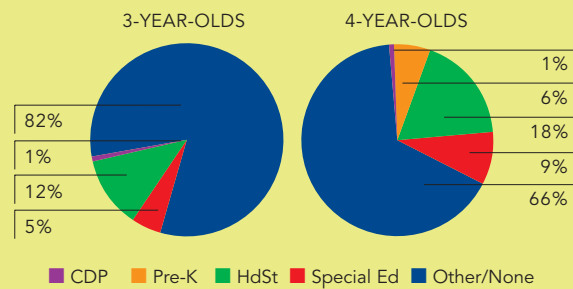
⁸ Additional funds not counted in these figures are \$188,972 for a statewide evaluation, and \$1,000,005 for Professional Development including training and technical assistance, T.E.A.C.H. scholarships, and a statewide Institute.

CHILD DEVELOPMENT PROGRAM

ACCESS

Total state program enrollment	421 ¹
School districts that offer state program	17%
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment.....	3,794
Federally funded Head Start enrollment	7,876
State-funded Head Start enrollment	298 ³

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



QUALITY STANDARDS CHECKLIST

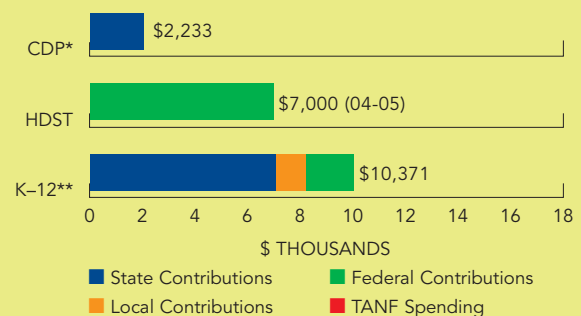
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ⁴	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public), 45-hour entry-level course (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	EC, EE, or SpEd license (public); None (nonpublic)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Educational Assistant License (public); None (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	24 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	Based on square footage ⁵		
4-year-olds	Based on square footage ⁵		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:12		
4-year-olds	1:12		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal and snack ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$940,000 ⁸
Local match required?	No
State Head Start spending	\$1,541,000
State spending per child enrolled	\$2,233
State spending per 3-year-old.....	\$13
State spending per 4-year-old.....	\$22

SPENDING PER CHILD ENROLLED



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

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

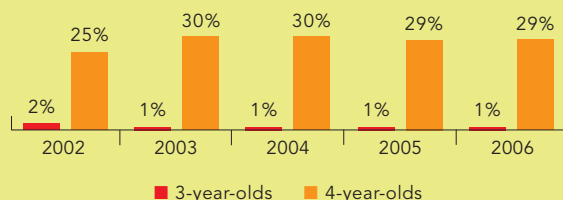
Data are for the '05-'06 school year, unless otherwise noted.

¹ This figure does not include the 182 children from birth to age 3 who are also served in Child Development programs.
² Most programs are full-day, full-week, although two school-based rural programs operate 4 days per week. School-based programs operate during the academic year, while community-based programs typically operate year round.
³ New Mexico was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in New Mexico who were 3 or 4 years old.
⁴ Comprehensive early learning standards were introduced in 2005. These standards are used by the New Mexico Pre-K initiative but not by the Child Development Program. The Child Development Program is contractually obligated to use New Mexico's Best Practices: Essential Elements of Quality, but this document does not contain early learning standards.

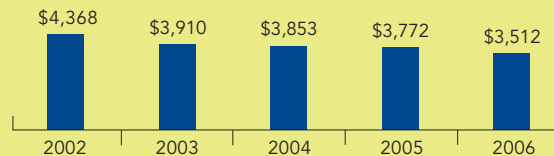
⁵ Maximum class size is determined by the size of the classroom. This requirement reflects child care licensing standards.
⁶ Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁷ Center-based programs that meet for at least a half-day session must provide a meal and snack. This applies to all Child Development programs that serve 3- and 4-year-olds.
⁸ This figure represents an estimate of funding for center-based programs only, some of which served children younger than age 3. This estimate includes \$110,000 in state dollars for the TANF maintenance of effort.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



New York created one of the earliest state prekindergarten programs, the Experimental Prekindergarten (EPK) program, in 1966. The program, now called the Targeted Prekindergarten (TPK) program, serves 4-year-olds in 14 percent of the state's school districts. TPK funding supports half-day preschool in public school settings and also provides social services and family activities. Teachers are required to have a New York State teaching certificate in an early childhood area. The program used to require that at least 80 percent of enrolled children be eligible for one of several programs for low-income families, but as of 2005-2006, all children served must meet this requirement.

In 1997, New York established a second state preschool education initiative, the Universal Prekindergarten (UPK) program, with the intention to offer prekindergarten to all 4-year-olds in the state. However, state funding for the program is not currently sufficient to meet this goal, so the UPK program is offered mostly in the state's larger school districts, serving about a quarter of the 4-year-olds in New York. Districts that receive funding use a random lottery system to select children for enrollment, so all children that apply have an equal opportunity to participate. UPK funds are distributed to school districts, but at least 10 percent of funding must be used in subcontracts with Head Start, private child care centers, or other community agencies. In 2005-2006, more than half of UPK funding was subcontracted to these other providers. While UPK teachers in public schools must meet the same degree and certification requirements as the TPK program, teachers in other settings are not held to this requirement if they are supervised by a certified teacher. However, the state plans to require these teachers to have the same credentials as the public school teachers by 2008.

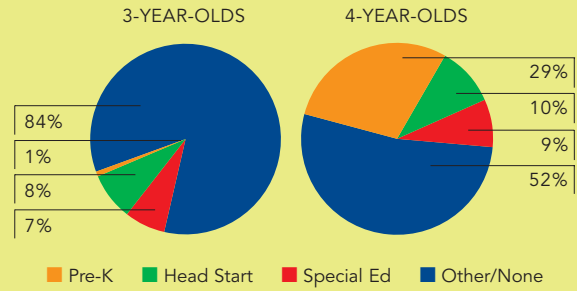
In January 2006, the New York State Board of Regents recommended to the state Legislature that the UPK and TPK programs be combined over the next several years, and that full funding be made available to serve all interested prekindergarten students. This policy recommendation has not been taken up by the Legislature.

In order to document the contributions New York makes to prekindergarten through its two separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the TPK and UPK initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the UPK program, while the final page focuses exclusively on the TPK program.

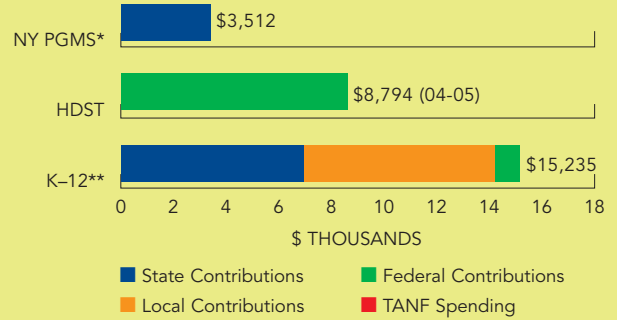
STATE OVERVIEW

Total state program enrollment	72,590
Total state spending	\$254,950,090
State spending per child enrolled	\$3,512
State spending per 3-year-old	\$17
State spending per 4-year-old.....	\$1,005

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



SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

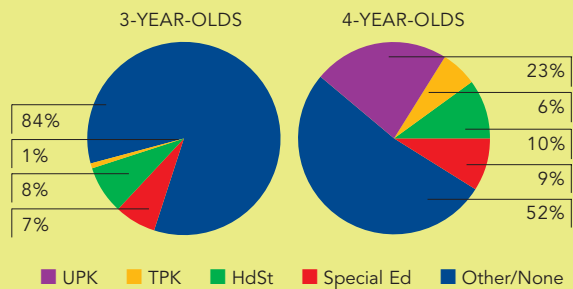
ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
11	26	17

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	58,080
School districts that offer state program	29%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	40,422
Federally funded Head Start enrollment	43,222
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree.....	BA prior to 1978, MA after (public); 9 credits toward CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training.....	Certification in Birth-Grade 2 (public); 9 credits toward CDA (nonpublic) ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree.....	Level I certification (public); HSD (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....	20 or lower	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9 or 3:20		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

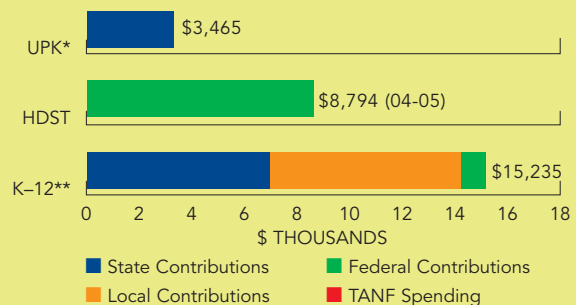
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$201,250,090
Local match required?	No
State spending per child enrolled	\$3,465
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$807

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Programs operate for either a half-day (2.5 hours) or full-day (5 hours), 5 days per week.

² Since 2004, programs in nonpublic school settings have been required to meet the same certification requirements as those in public settings. However, a legislative amendment allowed certain community-based organizations to be exempted from this requirement until at least 2008, as long as uncertified teachers receive on-site supervision by certified teachers.

³ Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.

⁴ Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.

⁵ All children in UPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Support services include parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

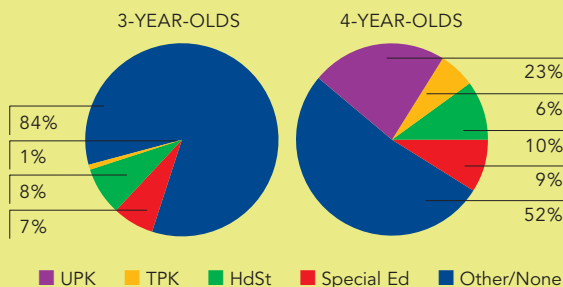
⁶ Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.

NEW YORK TARGETED PREKINDERGARTEN

ACCESS

Total state program enrollment	14,510
School districts that offer state program	14%
Income requirement	Economically disadvantaged ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	40,422
Federally funded Head Start enrollment	43,222
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree.....	BA prior to 1978; MA after	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	Certification in Birth-Grade 2	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	Level I certification ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9 or 3:20		
4-year-olds	1:9 or 3:20		
Screening/referral and support services	Vision, hearing, health; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

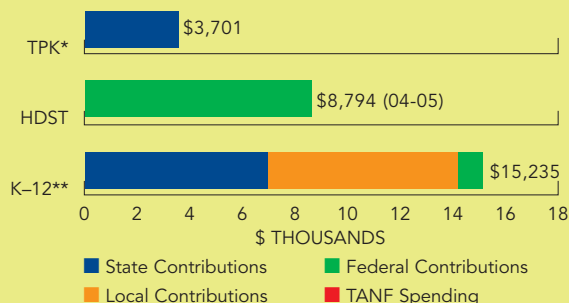
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$53,700,000
Local match required?.....	Yes, 11% of total funding
State spending per child enrolled	\$3,701
State spending per 3-year-old.....	\$17
State spending per 4-year-old.....	\$198

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation.

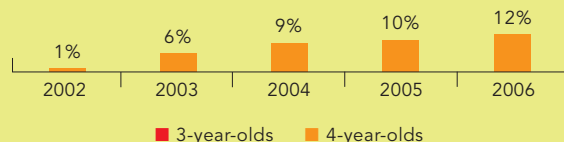
² Programs are required to provide a minimum of 12 hours per week and 4 days per week during the academic year. The length of the program day is determined locally, and programs may operate 5 days per week. Typically, programs operate 2.5 hours per day and 5 days per week.

³ Level 1 certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test.

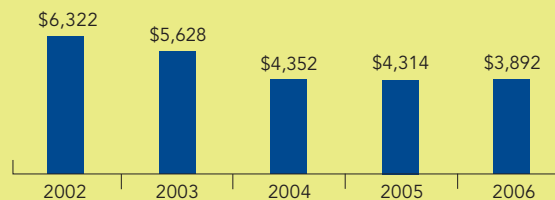
⁴ All children in TPK are considered new entrants to a school district, and are therefore required to have a full diagnostic screening. Support services include educational services or job training for parents, parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and other services to meet family needs. The number of required annual parent conferences or home visits is determined locally.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



North Carolina established the *More at Four* Pre-Kindergarten Program for at-risk 4-year-olds in 2001. Children are eligible for the program if their family income is at or below 75 percent of the state median income, or if they have risk factors such as an identified disability, a chronic health condition, limited English proficiency, or an educational or developmental need. *More at Four* programs are operated through public schools, private child care centers, and Head Start programs. However, nonpublic providers are eligible only if they have top quality ratings of 4 or 5 stars, under North Carolina’s child care licensing system. Also, nonpublic programs are required to match the teacher credentialing requirements (bachelor’s degree and Birth-K license), and have a 4-year period to phase in these requirements.

More at Four has been funded through general state revenues, but as of 2006-2007, the program will be funded through the new state lottery. The funding change will create an additional 3,200 slots in this rapidly growing program. During the 2006 legislative session, the state Office of School Readiness (OSR) was relocated from the North Carolina Department of Health and Human Services to the Department of Public Instruction in an effort to leverage resources and align preschool programs including *More at Four*, Title I, Preschool Exceptional Children, Even Start Family Literacy, and the Head Start State Collaboration Office. Beginning in 2005-2006, *More at Four* programs were required to implement early learning standards released by the OSR. The OSR is currently working with other agencies to develop the North Carolina Pre-Kindergarten Program Standards, which are similar to the *More at Four* standards and will recognize high-quality pre-kindergarten across all early childhood settings.

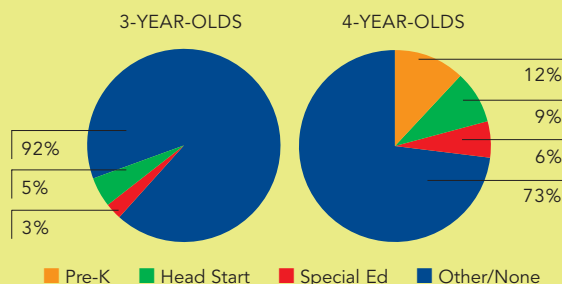
Smart Start, a state program for children from birth to age 5, was initiated in 1993 to support local planning and collaboration to provide comprehensive early childhood services. Smart Start provides funds that are allocated according to local needs to increase child care quality, improve child health outcomes, provide family support services, or support prekindergarten programs. Data in this report focus only on the *More at Four* program.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
21	None Served	15

ACCESS

Total state program enrollment	15,227
School districts that offer state program	100% (counties)
Income requirement	80% of children must be at or below 75% SMI
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,618
Federally funded Head Start enrollment	17,175
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

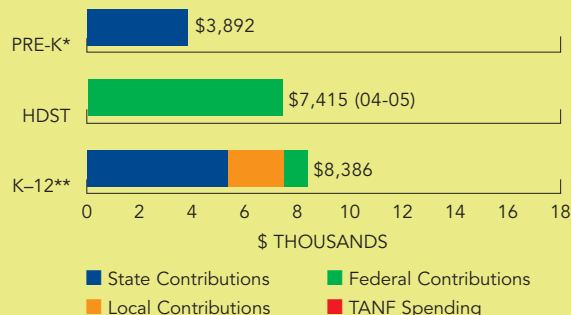
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ¹	Comprehensive	✓
Teacher degree	BA ²	BA	✓
Teacher specialized training	Birth-K license or pre-K add-on ³	Specializing in pre-K	✓
Assistant teacher degree	CDA or meets NCLB requirements (public), CDA (nonpublic) ⁴	CDA or equivalent	✓
Teacher in-service	150 clock hours/5 years or 15 credit hours/5 years ³	At least 15 hours/year	✓
Maximum class size		20 or lower	✓
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	✓
3-year-olds	NA		
4-year-olds	1:9		
Screening/ referral and support services	Vision, hearing, health, dental, and developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	✓
Meals	Lunch and either breakfast or snack	At least 1/day	✓
Monitoring	Site visits and other monitoring	Site visits	✓

TOTAL BENCHMARKS MET
10

RESOURCES

Total state pre-K spending	\$59,257,237
Local match required?	Yes, amount not specified
State spending per child enrolled	\$3,892
State spending per 3-year-old	\$0
State spending per 4-year-old	\$476

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Programs were required to follow the state's new early learning standards effective with the 2005-2006 school year.

² Providers are given 4 years to phase in the degree requirement after being recognized as a *More at Four Program*. In some circumstances, exceptions to this timeline may be granted if the provider appears to be working in good faith to reach this level of credential.

³ All licensed teachers have a continuing education requirement to renew their license every 5 years. Teachers must either hold or be working toward a Birth-K license at a minimum rate of 6 semester hours per year.

⁴ NCLB generally requires assistant teachers to have a 2-year degree. *More at Four* requires that assistant teachers who meet NCLB requirements but do not hold a CDA have 6 semester hours of EC coursework or 2 years experience in an early childhood classroom. An AA is strongly encouraged.

⁵ Support services include parent involvement activities and transition to kindergarten activities. Parent conferences and home visits are recommended, but are not required.

North Dakota

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

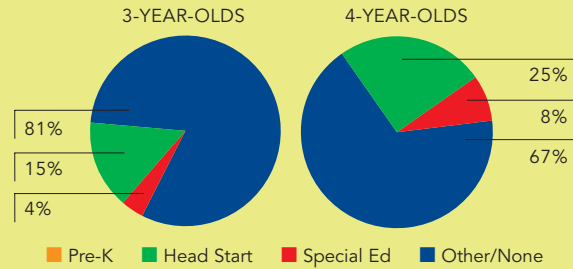
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment	852
Federally funded Head Start enrollment	2,822
State-funded Head Start enrollment	0

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



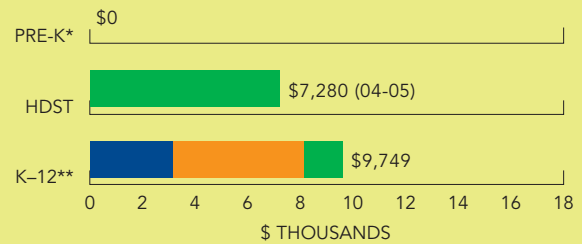
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old	\$0
State spending per 4-year-old	\$0

SPENDING PER CHILD ENROLLED



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

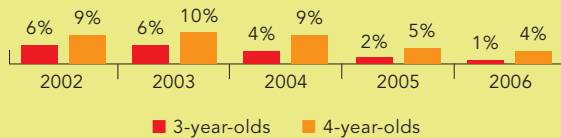
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

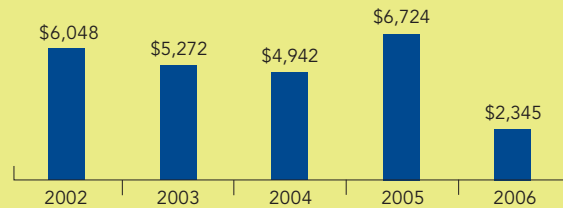
■ State Contributions ■ Federal Contributions
■ Local Contributions ■ TANF Spending

Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Ohio established the Public School Preschool Program (PSP) in 1990 after a 4-year pilot initiative was successful. PSP funding is awarded to public schools, which may subcontract with Head Start and private child care centers to offer services. PSP programs initially followed the federal Head Start Performance Standards, but now the state requires programs to use its Early Learning Program Guidelines. These guidelines address all aspects of program services and management. Three- and 4-year-old children from families with incomes at or below 200 percent of the federal poverty level (FPL) qualify for services, although families earning above 100 percent of the FPL pay fees on a sliding scale. Programs may also enroll children from families above 200 percent of the FPL, but these services are usually paid for either by district funds or parent tuition.

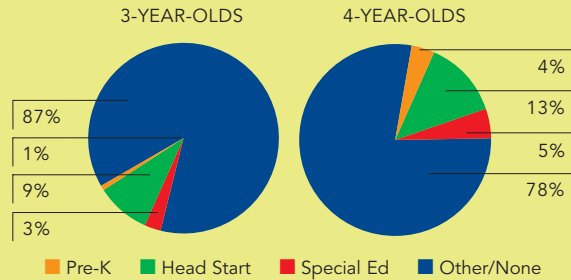
Ohio also operated a separate state-funded Head Start initiative from 1990 until 2005. State funds to supplement funding for the federal Head Start program were reduced significantly over time and replaced with federal TANF funding that introduced more stringent eligibility requirements. The result was a large drop in enrollment between 2002 and 2004 due to changes in eligibility criteria. In 2005-2006, Ohio eliminated its Head Start initiative entirely and replaced it with the Early Learning Initiative (ELI), which is completely funded by TANF. While the new initiative has an educational component that mirrors PSP and is viewed as a companion to that initiative, the goal of these TANF funds is to support working families. Enrollment occurs on a rolling basis throughout the calendar year, and income eligibility is re-assessed every 6 months. If family income exceeds 195 percent of the FPL, TANF funding is terminated within a month of a child being determined ineligible. Children may continue to be served in the program if other funding is available. Due to the potential for ongoing fluctuation in children's eligibility status, ELI does not meet our criteria for a prekindergarten education program. As a result, data on ELI are not included in this report.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
33	20	32

ACCESS

Total state program enrollment	8,102 ^{1,2}
School districts that offer state program	18%
Income requirement	200% FPL
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	12,594
Federally funded Head Start enrollment	32,087
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

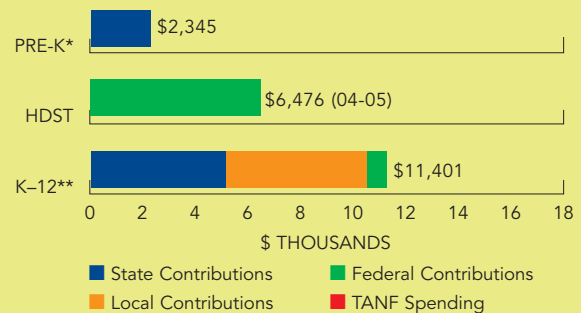
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive ⁴	Comprehensive	<input type="checkbox"/>
Teacher degree	AA (public), CDA (nonpublic) ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K Associate level teaching cert., pre-K, K, or EC license (public); ⁶ Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	20 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	24		
4-year-olds	28		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:12		
4-year-olds	1:14		
Screening/referral and support services	Vision, hearing, health; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁸	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$19,002,195
Local match required?	No
State spending per child enrolled	\$2,345
State spending per 3-year-old	\$24 ¹
State spending per 4-year-old	\$102 ¹

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The state did not break enrollment down into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were estimated using proportions of enrollees who were ages 3 and 4 in states that served 3-year-olds and provided age breakdowns for 2005-2006.

² This enrollment figure includes 4,368 children from families with income between 101% and 200% FPL who were partially funded through sliding scale tuition or local funding. An additional 810 children from families with income above 200% FPL paid full tuition; these children are not counted in the enrollment total.

³ Most programs operate between 3 and 3.5 hours per day, 4 days per week. Operating schedules are generally coordinated with district calendars.

⁴ In addition to its Early Learning Content Standards, Ohio also has Program Guidelines that address child health and development, but these have not been adopted by the State Board of Education.

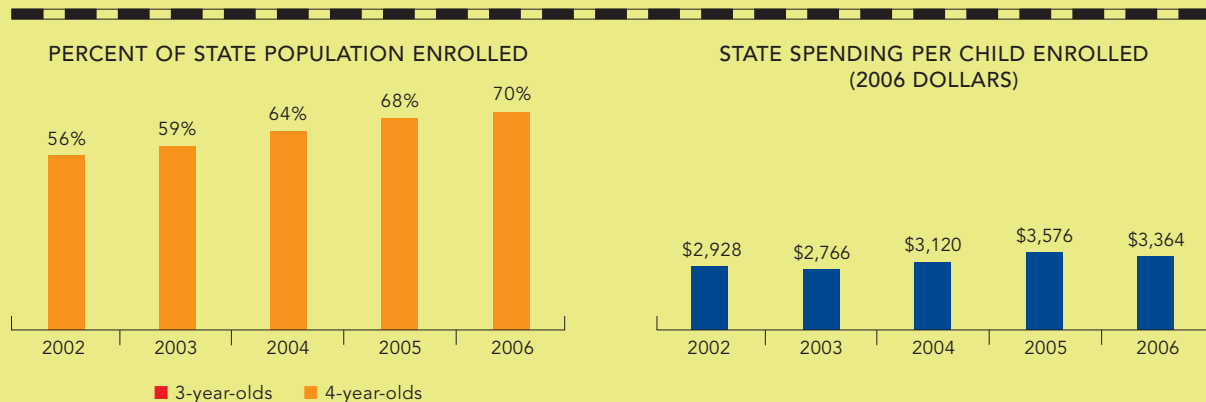
⁵ Teachers in nonpublic schools must be working toward their AA and are required to attain this degree by 2007.

⁶ Teachers may also qualify with a BA that includes 20 credits in early childhood plus a supervised practicum.

⁷ A change in state policy for 2005-2006 reinstated a previous requirement for vision, hearing, and health screening and referral services. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, information about nutrition, referral to social services, and transition to kindergarten activities.

⁸ Lunch must be provided for children in attendance for the entire period between 11:00 and 1:30. Snack is also provided for children attending 4 hours or longer.

Oklahoma



Oklahoma's Early Childhood Four-Year-Old Program began in 1980 with a pilot program serving 4-year-olds. The program expanded in 1990 to include 4-year-olds eligible for Head Start, and in 1998 it became the second state-funded program in the U.S. to offer universal access to prekindergarten. Services are free to all 4-year-olds in the state and enrollment is voluntary. The number of participants has grown steadily, and Oklahoma has ranked first in the nation for the percentage of 4-year-olds enrolled in state-funded prekindergarten since the 2003-2004 school year. Districts are not required to offer prekindergarten, however, and 7 percent of districts do not operate an Early Childhood Four-Year-Old Program.

The Early Childhood Four-Year-Old Program mainly operates in public schools, but some school districts subcontract with child care centers, Head Start programs and other community agencies to provide services. Regardless of the program auspice, all teachers must have a bachelor's degree with certification in early childhood education and are paid on the same state salary schedule as public school teachers. School districts that provide prekindergarten are reimbursed at the per-pupil rate for the school district, although the funding amount depends on whether schools offer a half-day program or a full-day program. Also, Oklahoma has developed an English Language Learner screening instrument to qualify students for additional federal dollars for bilingual education in the 2006-2007 school year.

Oklahoma also supplements Head Start through a separate initiative, which provides existing federal Head Start grantees with funds to support additional enrollment, expanded services, and extended program hours. In fiscal year 2006, Head Start programs received \$3,900,000 from the state.

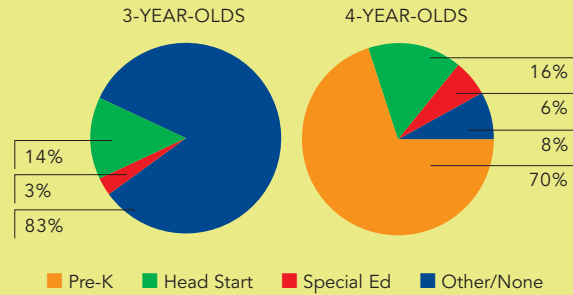
The state appropriated funds to develop an Early Childhood Pilot Program for children from birth to age 3 beginning in the 2006-2007 school year. This initiative will provide comprehensive services to at-risk children and their families, and will require local programs to employ a family support worker and teachers with BA degrees and early childhood certification. Funding will be a blend of private and public dollars, requiring a two-to-one match from the private sector. The State Department of Education was appointed by the state Legislature to develop program guidelines as well as the application and funding award process.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
1	None Served	19

ACCESS

Total state program enrollment	33,402
School districts that offer state program	93%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment.....	4,101
Federally funded Head Start enrollment	14,220
State-funded Head Start enrollment	0 ²

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



QUALITY STANDARDS CHECKLIST

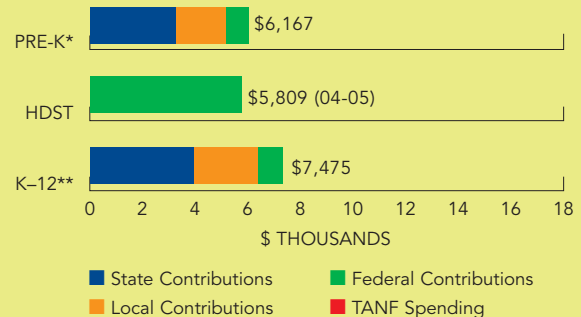
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	EC certification for pre-K-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	See footnotes ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:10 ⁴		
Screening/.....	Vision, hearing, health, and referral and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
9

RESOURCES

Total state pre-K spending	\$112,352,971
Local match required?	No
State Head Start spending	\$3,900,000
State spending per child enrolled	\$3,364
State spending per 3-year-old.....	\$0
State spending per 4-year-old	\$2,360

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Half-day programs operate for 2.5 hours, while full-day programs operate for 6 hours. Many districts offer both full- and half-day programs. All programs operate 5 days per week.

² In 2005-2006, state funds were used to enhance the federal Head Start program by extending or expanding services or providing intervention.

³ Assistant teachers must have an AA, 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma General Education Test (an exam required for K-12 public school teachers) and the other is a state test for para-professional status.

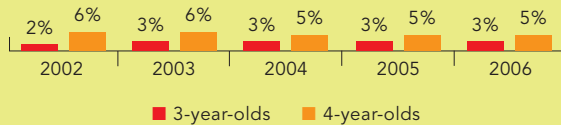
⁴ The state Department of Education encourages a ratio of 1:8 for districts in at-risk settings.

⁵ New state regulations for 2005-2006 require vision, hearing, and developmental screenings and referrals. Support services include parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, provision of a counselor, psychologist, psychometrist, and school nurse, special education services, and referral for outside assistance if needed. Additional specific services may be offered at local discretion.

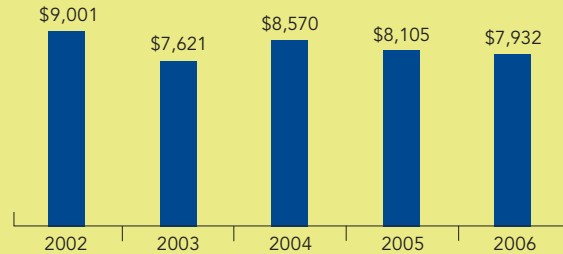
⁶ Specific meal requirements depend on the length and time of the program day.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Oregon established the Head Start Prekindergarten program in 1987 to provide comprehensive child development services to 3- and 4-year-olds. Children are eligible if they have family incomes below 100 percent of the federal poverty level or if they have identified disabilities. State funding is distributed to all federal Head Start grantees in Oregon and also may be awarded to private agencies, public schools, and universities that meet the standards for Head Start programs but do not receive federal Head Start funding. All funded programs must follow the Head Start Performance Standards and monitoring requirements, which have been adopted in state law. The state has a formal intergovernmental agreement between the Oregon Department of Education and the Region X Head Start Office, creating a state/federal partnership that supports a collaborative preschool education system.

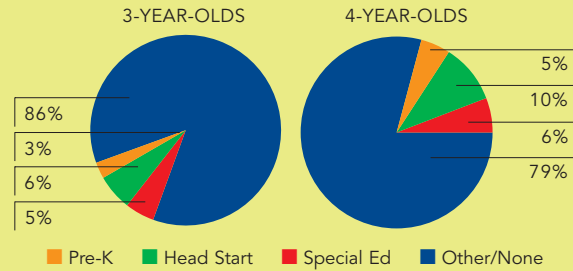
As a result of fluctuating funding in recent years, the Oregon Head Start Prekindergarten program has faced reductions in enrollment. However, through a 2007-2009 expansion proposal to fully fund Head Start Prekindergarten, the state is considering making the program available to all eligible children whose families choose to enroll.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
31	12	2

ACCESS

Total state program enrollment	3,486
School districts that offer state program	100% (counties)
Income requirement	80% of children must be below 100% FPL
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	5,093
Federally funded Head Start enrollment	7,242
State-funded Head Start enrollment	3,486 ²

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public), CDA (nonpublic) ³	BA	<input type="checkbox"/>
Teacher specialized training	License + 15 hrs. ECE cr. (public); Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or GED ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	None ⁵	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, and immunization; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring ⁸	Site visits	<input checked="" type="checkbox"/>

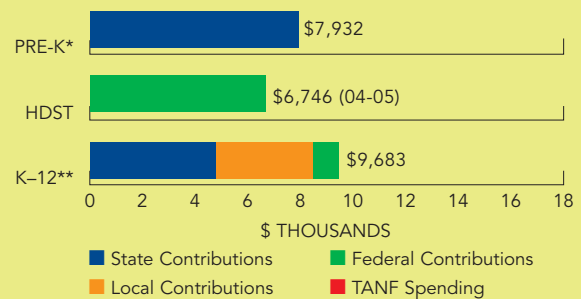
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$27,650,000 ⁹
Local match required?	No
State Head Start spending	\$27,650,000 ⁹
State spending per child enrolled	\$7,932
State spending per 3-year-old	\$209
State spending per 4-year-old	\$399

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Programs must be offered for at least 3.5 hours per day, and up to 6 hours per day. Most programs operate 3 or 4 days per week. All programs must operate a minimum of 32 weeks and 474 hours per year. Days, weeks, and number of home visits vary depending on program model. The Center Based Models are required to operate 128 days per year, Home Based Models are required to have 16 socializations and 32 home visits per year, and Combination Models are required to combine Home Based and Center Based Model requirements.

² This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.

³ In nonpublic school grantee settings, half of grantee teachers must have at least an AA or higher degree in ECE or a related degree with a minimum of 15 ECE college credits. Requirements for public school teachers do not apply to classrooms run by agencies other than public schools, even if located in public schools.

⁴ Assistant teachers paid with Title I funds must meet Title I paraprofessional requirements, which include an AA or local district qualifying procedures.

⁵ Federal Head Start Performance Standards require in-service professional

development but do not specify the number of clock or credit hours. Programs are required to allocate 2.5% of their budget for training to attain credentials or enhance skills.

⁶ Support services include four annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health services, and community partnerships.

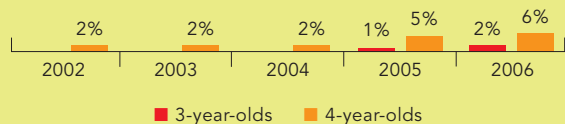
⁷ Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. For morning classes, programs offer breakfast to all children who want it and also provide lunch. For afternoon classes, programs provide lunch and a snack.

⁸ State staff jointly conduct monitoring visits of all jointly funded grantees with federal staff monitors. Monitoring visits for state-only grantees are conducted by state staff monitors using the federal Head Start PRISM review process.

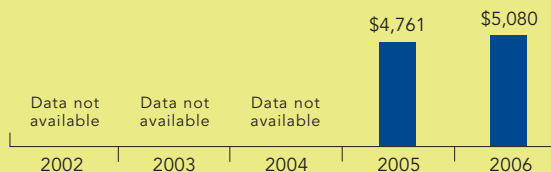
⁹ This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Until 2004, Pennsylvania did not have a state-funded preschool education program that was considered such under state law. However, Pennsylvania school districts could voluntarily offer services to 4-year-old children through the Kindergarten for Four-Year-Olds (K4) program. Children in this program are included in districts' daily membership counts for public school attendance, and are partially funded through the state's basic instructional subsidy formula. This program does not collect data on program funding levels, but some K4 funding comes from local taxes, Title I, or Head Start partnerships in addition to the public school funds. Beginning in December 2006, newly adopted state regulations include specifications for pre-kindergarten, including teacher-child ratio, classroom size and teacher credentials for community partners.

In 2004-2005, Pennsylvania launched a new Education Accountability Block Grant (EABG), which districts have primarily dedicated to improving early childhood programs. Individual school districts determine how to target EABG funds and can use them for a range of purposes other than prekindergarten, including full-day kindergarten and reduced class sizes in kindergarten through grade 3. EABG funding for state prekindergarten totaled about \$9.5 million in both of its first two years of operation. In 2005-2006, about 8 percent of Pennsylvania school districts accessed EABG funding for prekindergarten. Children are age-eligible for the program two years prior to locally determined kindergarten eligibility, and districts determine any other eligibility requirements, such as low income or family risk factors, at the local level. Effective December 2006, the state has revised its school code to include prekindergarten regulations for class size and ratios, as well as strategic planning for prekindergarten that includes transition and teacher credentials for community providers. EABG programs will also be subject to on-site monitoring visits beginning in the 2006-2007 program year. All programs are asked to use the ECERS to assess classroom quality. Four additional districts are expected to allocate a portion of their EABG funds to prekindergarten.

State supplements to Head Start through the Head Start Supplemental Assistance Program (HSSAP) were initiated in 2004-2005 with an investment of \$15 million. State funding increased to \$30 million in 2005-2006, and the number of children served also nearly doubled to 4,710. About one quarter of these children received extended-day services through state funding, but the supplemental funds were primarily used to create new Head Start slots. In 2005-2006, 48 of the 55 federal Head Start grantees in Pennsylvania received state funding. Programs are required to follow the federal Head Start Performance Standards, and child care partners must be participating in the Keystone STARS continuous quality improvement system at a level of STAR 2 or higher. Beginning in 2006-2007, all state-funded Head Start sites will participate in this system.

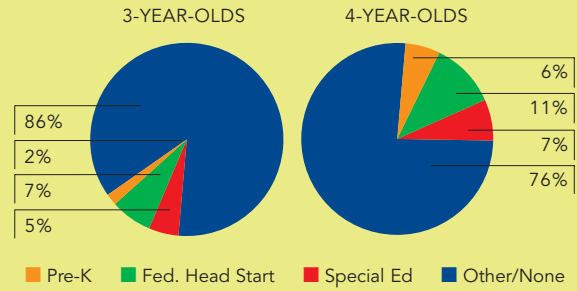
Currently, all guidance for K4, EABG and state Head Start funding includes reference to the Keystone STARS standards. Combined with the new Early Learning Standards, these documents serve as a framework for quality service delivery.

In order to document the contributions Pennsylvania makes to preschool education through its separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for the K4, EABG, and HSSAP initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the EABG program, the fourth page focuses exclusively on the K4 program, and the final page focuses exclusively on the HSSAP initiative.

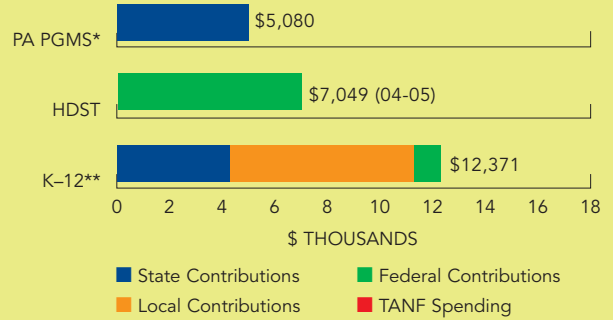
STATE OVERVIEW

Total state program enrollment	10,995 ¹
Total state spending	\$39,430,989 ²
State spending per child enrolled	\$5,080 ²
State Head Start spending	\$30,000,000
State spending per 3-year-old	\$86 ²
State spending per 4-year-old	\$158 ²

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



SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
30	16	7

¹ Including children funded through alternative sources such as Title I, total enrollment across Pennsylvania prekindergarten programs was approximately 12,836.

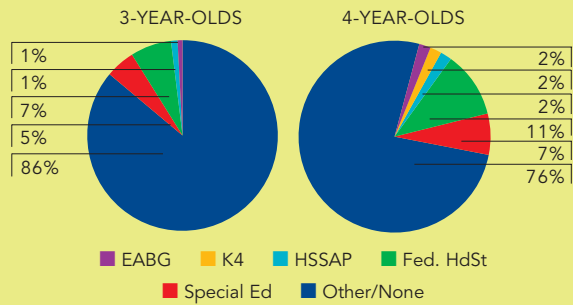
² These calculations do not include the K4 program, as the state was unable to provide funding information for this program.

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	3,052
School districts that offer state program	8%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	16,565
Federally funded Head Start enrollment	26,310
State-funded Head Start enrollment	4,051

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ³	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA in ECE w/ certification (public); None (community partners) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Certification in EC, PK-3 (public); None (community partners) ⁴	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Determined locally ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit ⁶		
4-year-olds	No limit ⁶		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit ⁶		
4-year-olds	No limit ⁶		
Screening/referral and support services	Determined locally	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Determined locally ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>

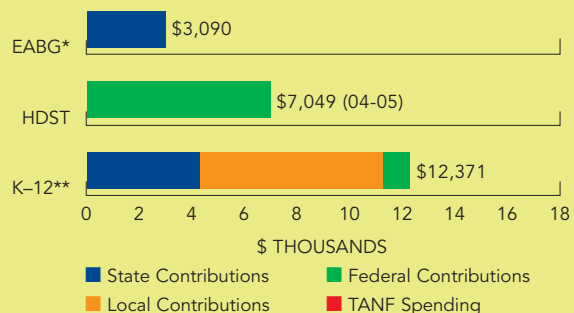
TOTAL BENCHMARKS MET

2

RESOURCES

Total state pre-K spending	\$9,430,989
Local match required?	No
State spending per child enrolled	\$3,090
State spending per 3-year-old	\$12 ⁹
State spending per 4-year-old	\$52 ⁹

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Eligibility requirements are locally determined, but most districts focus on children who are at risk academically or economically. State guidance specifies that EABG programs should target children at risk.

² In 2005-2006, state guidance recommended (but did not require) that programs operate a minimum of 2.5 hours per day, 5 days per week, for the academic year. New regulations finalized in December 2006 require prekindergarten programs in all districts to meet this minimum schedule.

³ The Pennsylvania Early Learning Standards for Pre-Kindergarten were adopted in 2005-2006.

⁴ Regulations finalized in December 2006 mandate that teachers in programs operated by community providers must have at least an AA. All teachers in these settings must attain a BA and EC certification within 5 years of the date students first attend the program.

⁵ New regulations require that assistant teachers be able to meet a "rigorous standard of quality" that includes formal state or local academic assessment.

⁶ Beginning December 2006, programs were required to limit class size to 20 and maintain a staff-child ratio of 1:10 or better.

⁷ The new State Board of Education regulations require nutritional referrals, but not meals.

⁸ Site visits are to be conducted in the 2006-2007 program year.

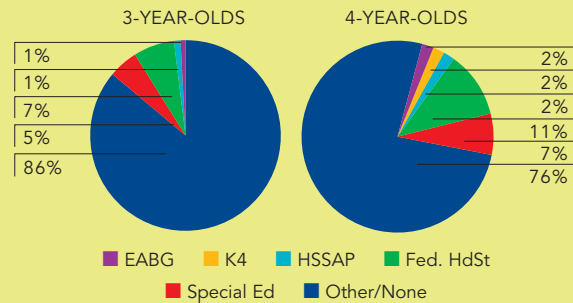
⁹ The state did not break EABG enrollment into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were also estimated, using the proportions of enrollees who were ages 3 or 4 in states that served 3-year-olds and provided age breakdowns for 2005-2006.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS

ACCESS

Total state program enrollment	3,233
School districts that offer state program	8%
Income requirement	None
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	16,565
Federally funded Head Start enrollment	26,310
State-funded Head Start enrollment	4,051

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ¹	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	State certification	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	NA ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	No limit ³		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	No limit ³		
Screening/referral	Determined locally ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None ⁵	At least 1/day	<input type="checkbox"/>
Monitoring.....	Determined locally	Site visits	<input type="checkbox"/>

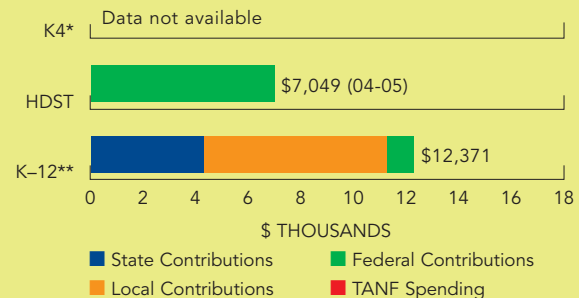
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	Not available
Local match required?	No
State spending per child enrolled	Not available
State spending per 3-year-old	Not available
State spending per 4-year-old	Not available

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The Pennsylvania Early Learning Standards for Pre-Kindergarten were adopted in 2005-2006.

² Assistant teachers were not required in K4 classrooms in 2005-2006, but new regulations finalized in December 2006 require a second adult in classrooms with more than 10 children.

³ Starting in December 2006, programs are required to limit class size to 20 and maintain a staff-child ratio of 1:10 or better.

⁴ Program administrators have requested that the state health department amend their regulations to include school-sponsored prekindergarten programs. If this occurs, state law would then require screening and referral services.

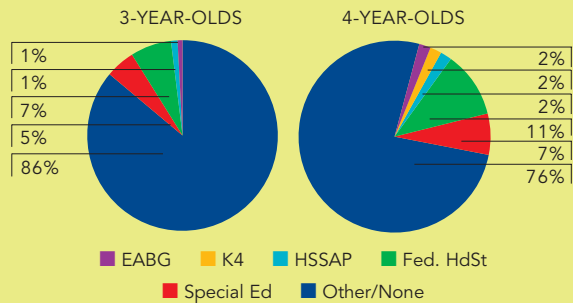
⁵ The new State Board of Education regulations require nutritional referrals, but not meals.

HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	4,710 ¹
School districts that offer state program.....	87% (Head Start grantees)
Income requirement	90% of children must be at or below 100% FPL
Hours of operation.....	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment.....	16,565
Federally funded Head Start enrollment	26,310
State-funded Head Start enrollment	4,051 ³

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive ⁴	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Determined locally	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	2:17		
4-year-olds.....	2:17		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Other monitoring ⁶	Site visits	<input type="checkbox"/>

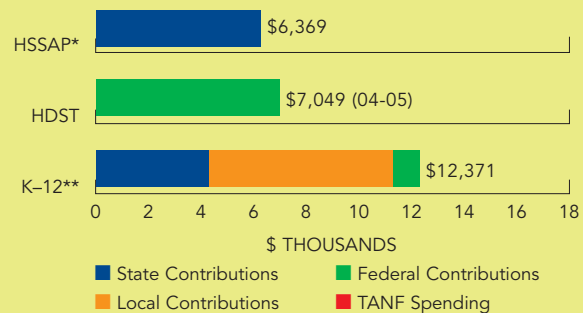
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$30,000,000
Local match required?	No
State Head Start spending	\$30,000,000 ⁷
State spending per child enrolled	\$6,369
State spending per 3-year-old.....	\$74 ¹
State spending per 4-year-old.....	\$106 ¹

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ The state did not break this enrollment figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were also estimated, using proportions of federal Head Start enrollees in each age category.

² The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 32 weeks per year. Some programs offer extended care for 10 to 12 hours per day.

³ This is an estimate of the total number of 3- and 4-year-olds served in state-funded Head Start.

⁴ The Pennsylvania Early Learning Standards for Pre-Kindergarten were adopted in 2005-2006.

⁵ Support services include two annual parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards.

⁶ Regional coordinators conducted site visits in 2005-2006, but the visits were not a state requirement. For 2006-2007, however, site visits were written into the grantee letters of agreement, and the regional coordinators will visit all grantees to ensure compliance with state regulations as written in the RFP.

⁷ All spending through this initiative is directed toward Head Start programs.



Rhode Island

NO PROGRAM

Rhode Island does not have a distinct state prekindergarten initiative that meets the definition used in this report. However, a few state initiatives have the goal of expanding access to early education. The Comprehensive Child Care Services Program (CCCSP) provides federal Child Care and Development Fund (CCDF) quality set-aside funds for children from low-income families to receive comprehensive services in child care settings. Three- and 4-year-olds with family incomes below 108 percent of poverty are eligible for this initiative.

The comprehensive services offered through CCCSP are the same as those required by Head Start, such as health screenings and referrals, services for parents, and meals. Services may be offered through state-approved child care centers or state-certified family child care homes. Regulations include maximum class sizes of 18 for 3-year-olds with staff-child ratios of 1:9, and 20 for 4-year-olds with staff-child ratios of 1:10. Teachers are required to have a Child Development Associate credential, with 15 credits in early childhood education. Programs use the comprehensive Rhode Island Early Learning Standards as guidance, although they are not required to follow them. Program staff receive training in using the standards, which are specific to prekindergarten children.

The CCCSP is closely coordinated with Rhode Island's Child Care Assistance Program (CCAP). CCAP is funded through federal and state CCDF dollars, and provides additional subsidies for full-day services for most children served through the CCCSP. CCAP also provides child care subsidies for low-income children that do not qualify for the CCCSP or child care subsidies, specifically children from families with incomes between 108 and 225 percent of poverty. The children in this slightly higher income group are served in the same classrooms as children who qualify for CCCSP, so both groups of children benefit from the CCCSP-funded quality enhancements. Most CCCSP classrooms also serve children who do not qualify for either program and pay tuition through parent fees or other private sources.

In addition to these programs, Rhode Island dedicates supplemental funding to the federal Head Start program. In 2005-2006, the state provided \$1.8 million to fund additional Head Start slots, as well as training and technical assistance.

Rhode Island also has a flexible financing stream, the Early Childhood Investment Fund, which school districts can use for a variety of services, including prekindergarten classes.

Finally, Rhode Island offers an entitlement to child care assistance for low-income families, primarily through state funds. Through this initiative, the state has taken a significant step to ensure access to early care and education.

ACCESS RANKING—4s

ACCESS RANKING—3s

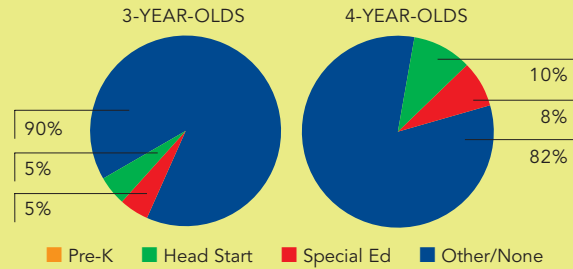
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	1,609
Federally funded Head Start enrollment	1,808
State-funded Head Start enrollment	302 ¹

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



QUALITY STANDARDS CHECKLIST

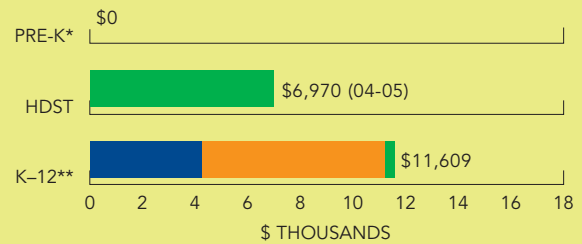
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$1,800,000
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

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

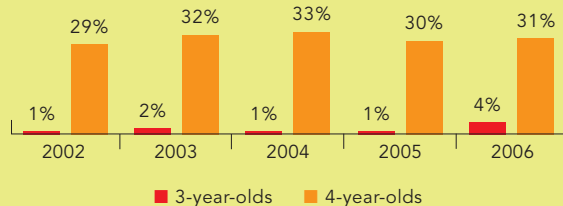
Data are for the '05-'06 school year, unless otherwise noted.

■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

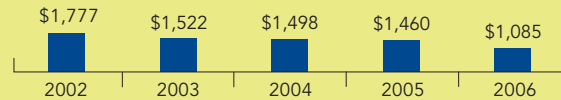
¹ Rhode Island was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Rhode Island who were 3 or 4 years old.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1984, South Carolina's Education Improvement Act created the Half-Day Child Development Program, known as 4K. The purpose of 4K is to improve school readiness among at-risk 4-year-olds, and all school districts are required to have at least one 4K class. The state funds half-day programs in each district according to the number of kindergartners eligible for free or reduced-price lunch, although about 15 percent of programs use additional funding sources to provide full-day services. The majority of children are served in public school settings, although some districts partner with Head Start centers or private child care programs to provide services.

Child eligibility requirements are selected from state-specified risk factors, according to local need. Examples of risk factors include having single parents or parents with low-educational attainment, being homeless, or having a low family income.

Though not the focus of this report, South Carolina funds a separate state early childhood initiative, the First Steps to School Readiness program. First Steps County Partnerships distribute funds that may be used at the local level for a variety of services for children and families. Although the initiative is separate from 4K, some communities use First Step funds in collaboration with 4K for purposes such as extending services to a full day or providing additional slots in existing 4K programs.

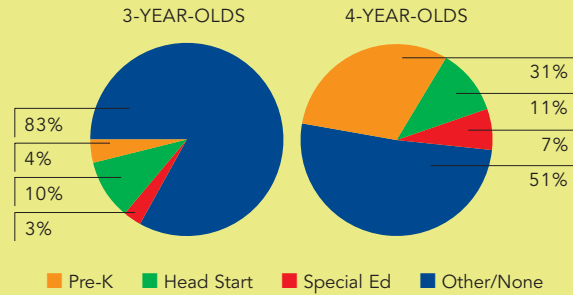
As a result of the lawsuit, *Abbeville County School District v. South Carolina*, 36 South Carolina counties are required as of June 2006 to provide prekindergarten to low-income 4-year-olds. Unlike 4K, the new Child Development Education Pilot (CDEP) program requires enrolled children to be eligible for free or reduced-price lunch or Medicaid. Children also must reside in one of the counties mandated to provide this service. Public and private schools offer the program, which was allocated \$15 million for 2006-2007. CDEP teachers are required to have an associate's degree, and programs must be approved by the State Department of Education for public schools and the Office of First Steps for private child care centers.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
8	10	38

ACCESS

Total state program enrollment	20,117
School districts that offer state program	100%
Income requirement	None
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	5,422
Federally funded Head Start enrollment	11,723
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

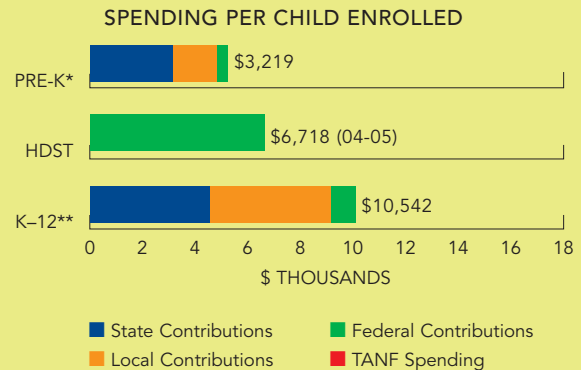
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification and licensure	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public), None (nonpublic) ¹	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	12 clock hours/year and 6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:10		
4-year-olds.....	1:10		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	1 meal and snack ³	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$21,832,678
Local match required?	No
State spending per child enrolled	\$1,085
State spending per 3-year-old.....	\$46
State spending per 4-year-old.....	\$337



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Assistant teachers in Title I schools must either hold an AA degree or pass a state test. It is recommended that all assistant teachers complete an early childhood class within one year of their hiring date.

² Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

³ Half-day programs must provide breakfast or lunch plus a snack; full-day programs must provide breakfast and lunch plus a snack.

South Dakota

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

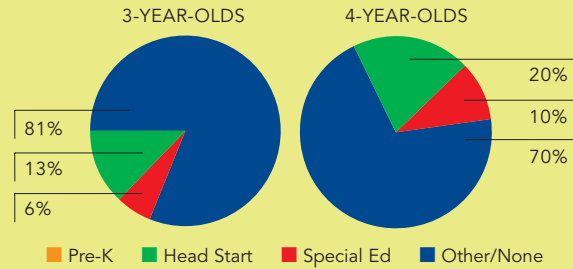
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	1,545
Federally funded Head Start enrollment	3,399
State-funded Head Start enrollment	0

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



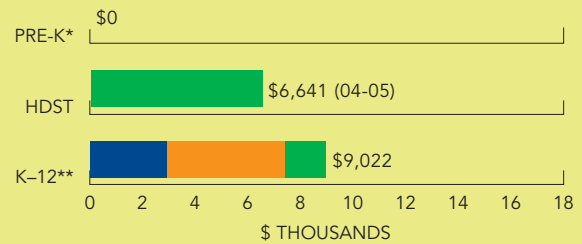
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

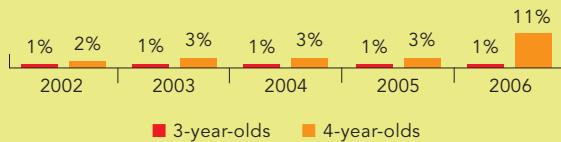
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

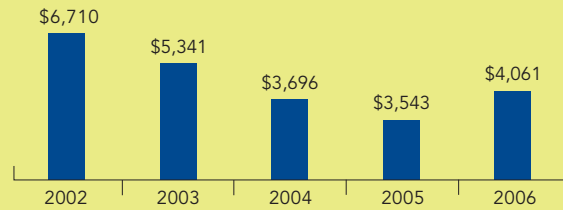
■ State Contributions ■ Federal Contributions
■ Local Contributions ■ TANF Spending

Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Tennessee has been funding the Early Childhood Education (ECE) Pilot Project since 1998, offering highest priority to 3- and 4-year-olds with family incomes below 185 percent of the federal poverty level. Children may also enroll in the program if they have certain state-specified risk factors, such as risk of abuse or neglect, or locally specified factors such as having a parent on active military duty. The state awards competitive grant funding to public schools, Head Start centers, private child care providers, institutes of higher education, and public housing authorities. The program relied partly on TANF funding in earlier years, but Tennessee stopped using TANF funds for this program in 2003, resulting in an enrollment drop.

Beginning in 2005, the state allocated excess lottery funds to expanded prekindergarten services serving more than 6,000 additional at-risk 4-year-olds. These classrooms are considered part of the state's new Voluntary Pre-K Initiative. In addition to this extra lottery funding, the state tripled the 2006-2007 general revenue allocation for prekindergarten to open an additional 232 programs. Voluntary Pre-K classrooms receive higher state funding amounts than the previously established ECE classrooms and are also required to obtain local matching funds, but the two programs follow similar standards and are profiled as a single initiative in this report.

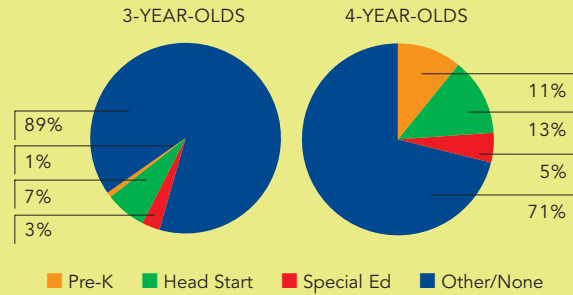
To increase coordination among state-level offices working with preschool children and their families, Tennessee created the Office of Early Learning to oversee Even Start, Head Start, Family Resource Centers, and School Administered Child Care Program Evaluators. The Department of Education has also established a data collection system for all prekindergarten students regardless of funding source or program.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
23	25	12

ACCESS

Total state program enrollment	8,618
School districts that offer state program	82%
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day + naptime, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	6,051
Federally funded Head Start enrollment	15,432
State-funded Head Start enrollment	0

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



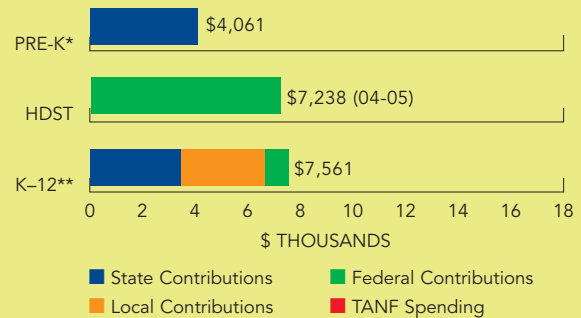
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 9 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Teacher license with pre-K endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	CDA (ECE pilot); HSD + pre-K experience (VPK) ²	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	16			
4-year-olds	20			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds.....	1:8			
4-year-olds.....	1:10			
Screening/referral	Vision, hearing, health, and support	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	At least lunch and snack	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$35,000,000
Local match required?	Yes ⁴
State spending per child enrolled	\$4,061
State spending per 3-year-old.....	\$22
State spending per 4-year-old.....	\$431

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Children who meet the income criteria receive highest priority for enrollment.

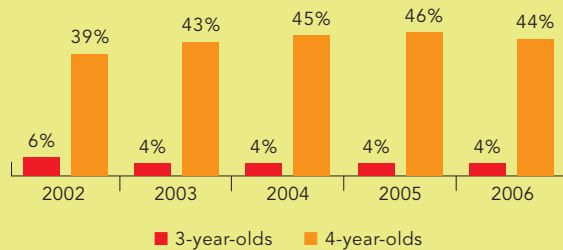
² Requirements are the same for teacher degrees in both the ECE pilot program and the statewide expansion of this program, called VPK. However, assistant teacher degree requirements differ between these two programs. In the ECE pilot, all assistant teachers are required to have a CDA. Through VPK, the LEA is required to hire an assistant teacher with a CDA if one is available, but if not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs.

³ A new requirement for all children to have vision and hearing screening and referral was added to the Scope of Services for the 2005-2006 school year; in prior years, screening and referral requirements for vision and hearing were determined locally. Support services include two annual parent conferences or home visits, parent involvement activities, and transition to pre-K and kindergarten activities. Some comprehensive services are required, but specific services are determined locally.

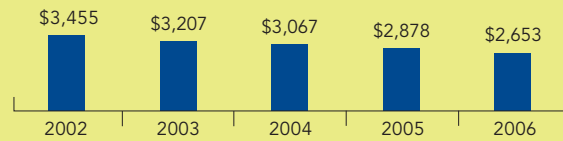
⁴ As of the 2005-2006 school year, new programs were required to provide a local match.

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Since the 1985-1986 school year, Texas has provided half-day prekindergarten for at-risk 4-year-olds through the Public School Prekindergarten initiative. Programs are considered part of the K-12 system and are supported through state and local funds using the Foundation School Program. The state funds school districts directly, but they are encouraged to offer services through Head Start or private child care centers. Texas requires all districts with 15 or more eligible children who are at least 4 years old to offer Public School Prekindergarten. Children are eligible for the program if they are homeless, qualify for free or reduced-price lunch, or have limited English proficiency. Access for 3-year-olds is provided in some districts through the use of additional district and state funds. Beginning in the 2006-2007 program year, children of members of the armed forces who are on active duty or have been injured or killed on duty are eligible for services as well. Districts may also serve children who do not meet eligibility requirements, but families pay tuition to support these slots. Enrollment in the Public School Prekindergarten initiative has grown each year for the past several years.

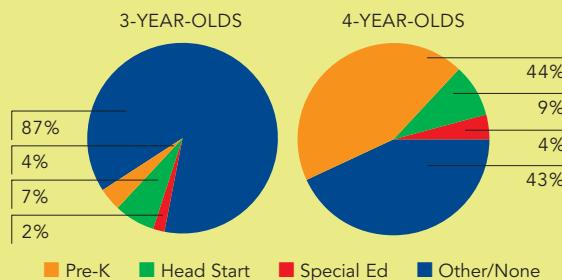
Public School Prekindergarten programs are funded for half-day services through the Foundation School Program, but may apply for Prekindergarten Expansion Grant Program funding to provide full-day services. These annual expansion grants are awarded on a competitive basis, giving priority to districts with low third-grade reading scores, and totaled \$84 million in 2005-2006. School districts may offer additional slots for a fee to parents who do not meet eligibility requirements.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
5	9	26

ACCESS

Total state program enrollment	182,293
School districts that offer state program	80%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment.....	21,244
Federally funded Head Start enrollment	62,367
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

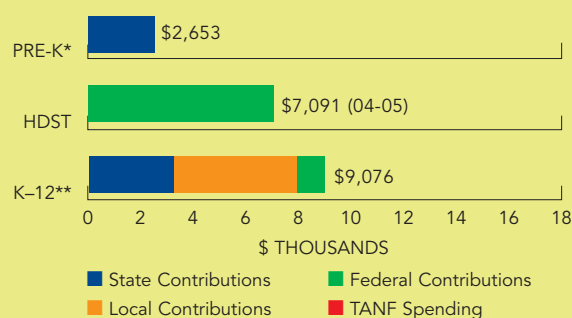
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Generalist Teaching Certificate ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD/GED	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	150 clock hours/5 years ⁴	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input type="checkbox"/>
3-year-olds	No limit		
4-year-olds.....	No limit		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds.....	No limit		
4-year-olds.....	No limit		
Screening/referral	Vision, hearing, and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$483,709,332 ⁷
Local match required?	No ⁸
State spending per child enrolled	\$2,653
State spending per 3-year-old.....	\$118
State spending per 4-year-old	\$1,176

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Children may also qualify if they are homeless or unable to speak and comprehend English.

² Programs may operate 6 hours per day if the district or campus is approved for Prekindergarten Expansion Grant Program funding.

³ The certification requirement for teachers changed in 2002 from endorsement in EC or K to the Generalist (EC-Grade 4) Teaching Certificate. The state no longer issues an Early Childhood or Kindergarten Endorsement.

⁴ All classroom teachers holding a standard Certificate with an effective date of September 1, 1999 or later are required to meet this requirement.

⁵ Some support services are required, but specific services are determined locally. The number of annual parent conferences or home visits is also determined locally.

⁶ School districts are not required to serve meals to prekindergarten students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering full-day programs provide lunch.

⁷ State funding under the Foundation School Program, distributed on the basis of aggregated Average Daily Attendance, totaled \$399,642,449. The Prekindergarten Expansion Grant Program contributed an additional \$84,066,883.

⁸ The Foundation School Program has a local fund assignment that is a function of the district's tax base valuation.

Utah

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

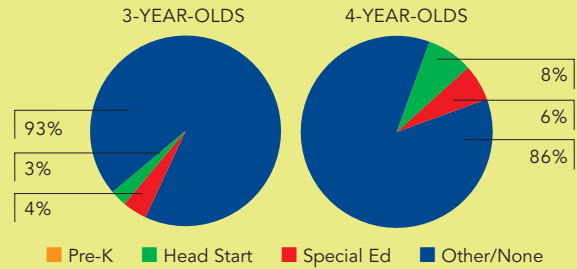
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	4,485
Federally funded Head Start enrollment	5,331
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

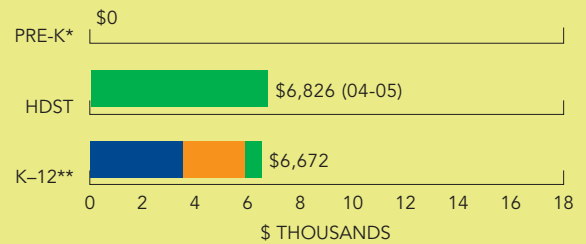
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



■ State Contributions ■ Federal Contributions
 ■ Local Contributions ■ TANF Spending

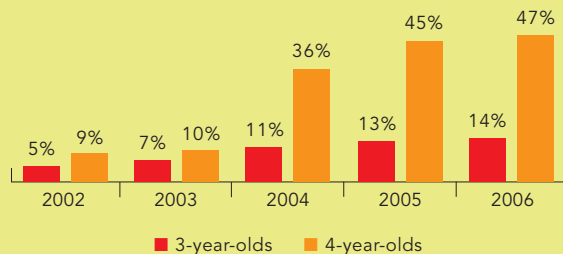
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

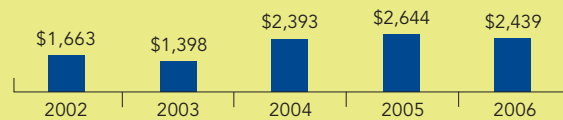
Data are for the '05-'06 school year, unless otherwise noted.

Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1987, Vermont's Early Education Initiative (EEI) began awarding grants to increase access to preschool education programs for the state's 3- and 4-year-old children at risk. Grantees include public schools, Parent-Child Centers, private child care programs, and Head Start. EEI programs must coordinate funds and services with other community resources. EEI funding remained level for a number of years, and then dropped 2 percent in fiscal year 2006. Accounting for inflation, the value of the grants has dropped considerably since the program's inception. Children are eligible for the EEI program if their family income is below 185 percent of the federal poverty level, or if they have risk factors such as abuse or neglect, social isolation, limited English proficiency, and developmental delays. All EEI programs align their curricula to the Vermont Early Learning Standards (VELS).

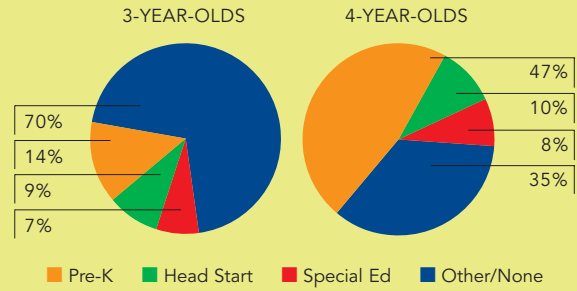
Vermont increased support for another state preschool education initiative, Vermont Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM) census data, beginning in fiscal year 2003. State education funds are delivered to about 80 percent of the state's local education agencies, based on a formula allocating 40 percent of the K-6 education funding level for 10 hours of program service per week. Local agencies may use funds from other sources to support program services, as well. Although funding must pass through the local public schools, the schools may contract with other providers such as Head Start and private child care centers. Children are served at ages 3 and 4, but there are no other state-specified eligibility requirements. The PFP-ADM initiative provides teachers with professional development and support related to using the Vermont Early Learning Standards. State administrators expect the number of communities using ADM funding to expand further in 2006-2007.

In order to document the contributions Vermont makes to preschool education through its separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the PFP-ADM and EEI initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the PFP-ADM program, while the final page focuses exclusively on the EEI program.

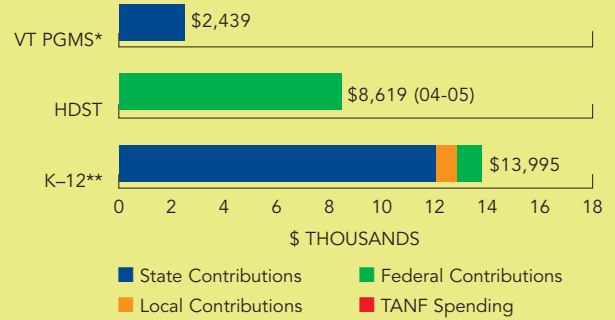
STATE OVERVIEW

Total state program enrollment	3,934
Total state spending	\$9,595,209
State spending per child enrolled	\$2,439
State spending per 3-year-old	\$311
State spending per 4-year-old.....	\$1,178

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



SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

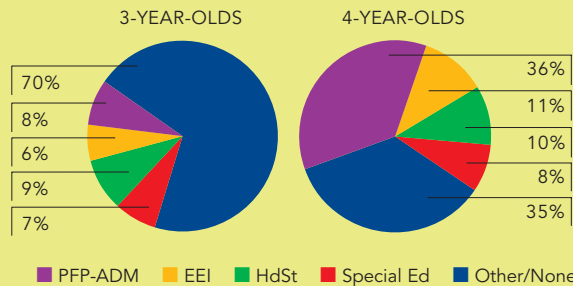
ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
3	3	30

VERMONT PUBLICLY FUNDED PREKINDERGARTEN USING AVERAGE DAILY MEMBERSHIP

ACCESS

Total state program enrollment	2,830 ¹
School districts that offer state program	81% (LEAs)
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Academic year ²
Special education enrollment	961
Federally funded Head Start enrollment	1,162
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Early Ed. or ECSE license	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

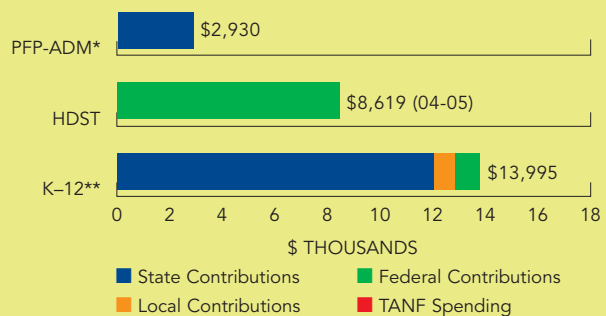
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$8,293,000 ⁶
Local match required?	No
State spending per child enrolled	\$2,930
State spending per 3-year-old	\$242 ⁷
State spending per 4-year-old	\$1,044 ⁷

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This figure is an estimate and has been adjusted to reflect a full-time equivalent PFP-ADM figure.
² Programs are funded to operate 10 hours per week, though funds may be prorated for less than 10 hours of service. Funding is based on the traditional school year calendar, but some families pay tuition to receive full-year services.
³ Programs are expected but not required to follow NCLB requirements for assistant teachers (AA or CDA).
⁴ Support services include two annual home visits or parent conferences, health services for children, referral to social services, and transition to kindergarten activities.

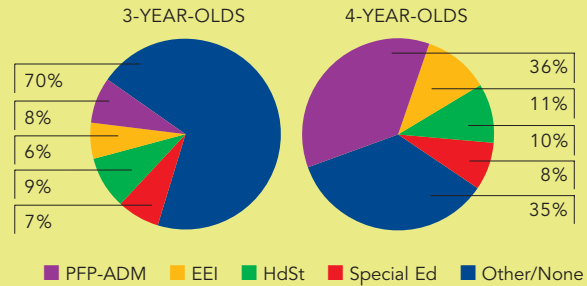
⁵ Programs operating fewer than 4 hours per day must offer a snack; programs operating more than 4 hours per day must offer snack and lunch.
⁶ This figure is an estimate.
⁷ The state did not break PFP-ADM enrollment into specific numbers of 3- and 4-year-olds. As a result, these calculations are estimates based on proportions of enrollees who were ages 3 or 4 in states that served 3-year-olds and provided age breakdowns for 2005-2006.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	1,104
School districts that offer state program.....	54% (communities)
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule.....	Determined locally ²
Special education enrollment	961
Federally funded Head Start enrollment	1,162
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	License in EC or ECSE (public); Degree in early education (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	BA (public); Determined locally (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 9 clock hours/year (nonpublic)	At least 15 hours/year	<input type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....	16	
4-year-olds .....	.....	16	
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....	1:8	
4-year-olds .....	.....	1:8	
Screening/referral and support services	Vision, hearing, health, and developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

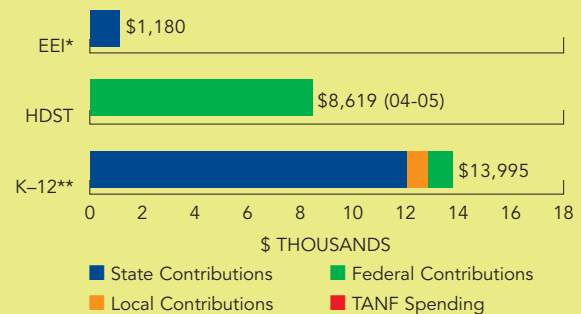
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$1,302,209
Local match required?	No
State spending per child enrolled	\$1,180
State spending per 3-year-old	\$70
State spending per 4-year-old	\$134

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence or substance abuse, social isolation, or low educational attainment by parents.

² Programs average 12.25 hours per week. Public schools and Head Start programs generally follow the academic year, while programs in child care centers usually operate throughout the calendar year.

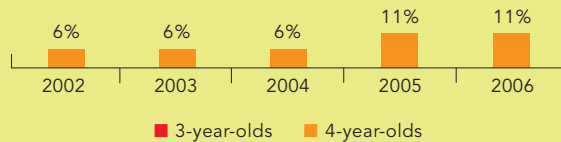
³ State policy does not explicitly require teachers in nonpublic settings to hold a BA, but this standard is enforced as a mandatory component of the grant review process.

⁴ District-wide screenings for all 3- to 5-year-olds are conducted, and referrals for services are provided to children whether or not they are EEI eligible. Support services include two annual parent conferences or home visits for academic-year programs and three for year-round programs, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

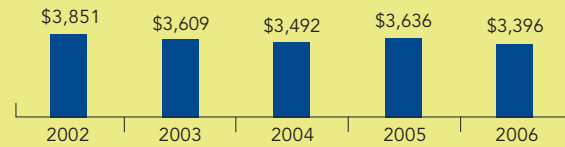
⁵ Programs operating for 3 hours must provide a snack, while programs operating for at least 4 hours must provide a meal plus a snack.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The Virginia Preschool Initiative started in 1995 to serve at-risk 4-year-old children not enrolled in existing preschool programs. Children must be identified as at-risk to qualify for the program, although the specific risk factors for eligibility are determined locally. Examples of risk factors include poverty, homelessness, parents with limited education, family underemployment or incarceration, and limited English proficiency. The state allocates funding to public school districts and local departments of social services, which may provide services directly or subcontract with Head Start or private child care programs. Funded communities are required to contribute matching funds to the program, based on a local composite index of districts' resources. Since 2004, a half-day option has existed for programs in the Virginia Preschool Initiative—they may choose to operate on a half-day schedule at 50 percent of the full-day funding allocation.

The basis for funding allocations was revised for 2004-2005 and again in 2005-2006. Previously, public schools were funded to serve 60 percent of at-risk 4-year-olds not already being served through Head Start or Title I. In 2004-2005, funding allocations increased to serve 90 percent of these unserved at-risk children, and in 2005-2006 the state made funding available to serve all of them. These changes have led to significant increases in enrollment for the Virginia Preschool Initiative. Also, the General Assembly increased the per pupil cost from \$5,400 to \$5,700 in 2006-2007.

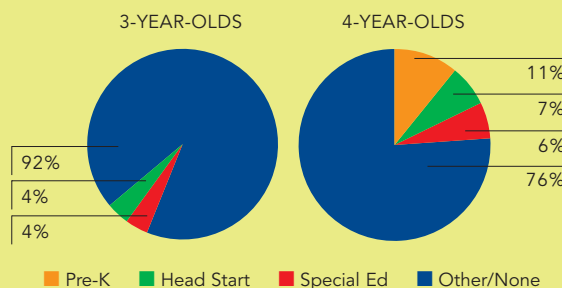
The state developed early learning standards emphasizing literacy and mathematics in 2004, and expanded them in 2005 to include science, history, and social science.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
22	None Served	18

ACCESS

Total state program enrollment	11,343
School districts that offer state program .....	.68% (localities)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	9,614
Federally funded Head Start enrollment	11,505
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

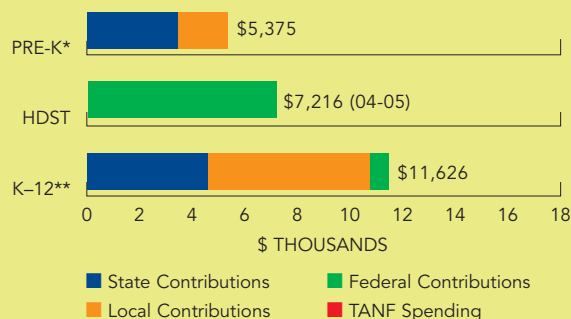
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA (public), CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	License + certification in pre-K-3 or -6 (public), Meets CDA requirements (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or GED	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours ³	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18 ⁴		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds.....	1:9 ⁴		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least breakfast and snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring ⁷	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$38,518,874
Local match required?.....	Yes; based on composite index of local ability to pay
State spending per child enrolled	\$3,396
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$377

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Localities may choose to offer half-day programs for 3 hours per day or full-day programs for 6 hours per day. All programs operate 5 days per week.

² All staff must have some training in early childhood development.

³ Beginning with the 2005-2006 school year, teachers must have 15 clock hours of in-service per year. The in-service requirement was determined locally in previous years.

⁴ Beginning with the 2005-2006 school year, maximum class size increased to 18, with a 1:9 staff-child ratio.

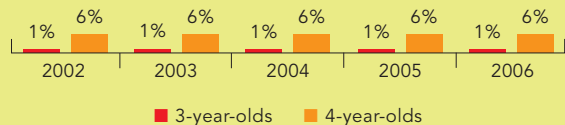
⁵ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Other comprehensive services and the annual number of required parent conferences or home visits are determined locally.

⁶ Full-day programs must provide lunch in addition to breakfast and snack. Half-day programs must provide breakfast and snack, and other meal requirements are determined locally, although most half-day programs do provide lunch.

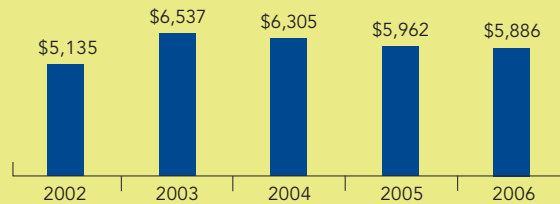
⁷ Beginning with the 2004-2005 school year, site visits and other monitoring activities are required every two years.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1985, Washington created the Early Childhood Education and Assistance Program (ECEAP), to provide preschool, health and nutrition, family support, and parent involvement activities to low-income 3- and 4-year-olds. Public or private nonsectarian organizations receive direct funding from the state through a grant process and may then contract with other organizations to offer services. ECEAP-funded programs are offered in settings such as public schools, child care centers, community organizations, and Head Start agencies.

ECEAP provides services primarily to 4-year-olds. Three-year-olds may be served after all eligible 4-year-old applicants have been enrolled. Families served are at or below 110 percent of the federal poverty level, although up to 10 percent of program slots may be offered to over-income families with developmental or environmental risk factors. Additionally, space is reserved to meet the needs of preschool children of migrant workers or Native Americans.

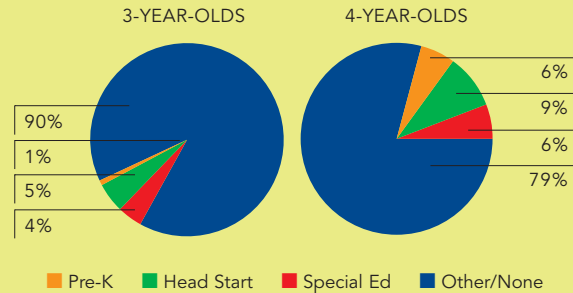
In 2006, the state funded a new cabinet level agency named the Department of Early Learning and launched a new public-private partnership called Thrive by Five Washington. Both the state agency and the nonprofit organization will coordinate efforts and fund programs to increase school readiness in children under age 5. Washington is currently redesigning its Early Learning Benchmarks.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
28	18	6

ACCESS

Total state program enrollment	5,810
School districts that offer state program	92% (counties)
Income requirement	90% of children must be at or below 110% FPL
Hours of operation	Determined locally ¹
Operating schedule	30 weeks/year
Special education enrollment	7,511
Federally funded Head Start enrollment	11,020
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

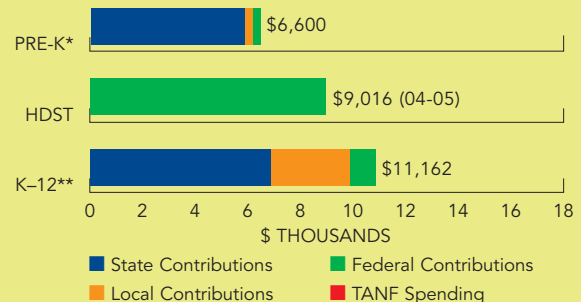
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	None ²	Comprehensive	<input type="checkbox"/>
Teacher degree	AA	BA	<input type="checkbox"/>
Teacher specialized training	30 quarter units in ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 1 year ECE certificate	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	Not specified ³	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	24 ⁴		
4-year-olds	24 ⁴		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9 ⁵		
4-year-olds	1:9 ⁵		
Screening/ referral and support services	Vision, hearing, health, dental, and developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
6

RESOURCES

Total state pre-K spending	\$34,194,952
Local match required?	No
State spending per child enrolled	\$5,886
State spending per 3-year-old	\$80
State spending per 4-year-old	\$355

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ All programs operate at least 2.5 hours per session. Most programs operate 3 to 4 days per week.

² The state is working on revising drafted Early Learning Benchmarks, which have yet to be implemented. The draft is available at: <http://www.k12.wa.us/EarlyLearning/Benchmarks.aspx>.

³ Professional development hours are required, but the number is not specified. Beginning in July 2006, 15 hours are required.

⁴ Beginning in July 2006, the maximum class size is 20.

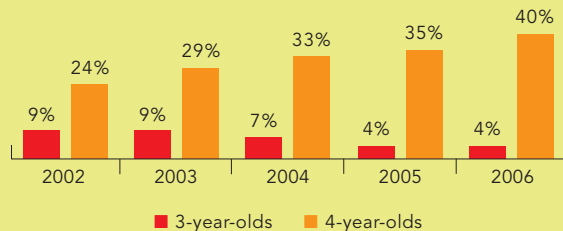
⁵ In classes of 18 students, the staff-child ratio must be 1:9, and in classes of 24, the staff-child ratio must be 1:6.

⁶ Support services include 3 hours of parent conferences, 3 hours of family support services, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, mental health consultation, services of a dietician, and oral/dental health services.

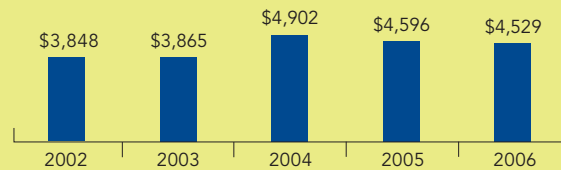
⁷ Programs of less than 4 hours must offer meals and snacks that meet one-third of a child's daily nutritional needs. For programs of more than 4 hours, one-half to two-thirds of a child's daily nutritional needs must be met. The average program offers one meal and one snack during a half-day class.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



In 1983, West Virginia revised its school code to allow local school boards to create preschool education programs for 3- and 4-year-olds through the Public School Early Childhood Education initiative. Legislation in 2002 required West Virginia to work toward voluntary universal prekindergarten for 4-year-olds by 2012, and as a result the state has reduced access for 3-year-olds in recent years. Since July 2004, 3-year-olds can only participate in the program if they have a documented disability. However, West Virginia has been gradually serving more 4-year-olds each year, and programs are currently available in all school districts.

Counties must submit an annual plan to the state to outline how they will expand access, and the state is working with counties to ensure that they have enough classrooms and that the classrooms meet the state's quality standards. While funding runs through the public schools, as part of the initiative's expansion the state will require half of the programs to be in collaborative settings with Head Start, child care, or private prekindergarten programs. State funding for the prekindergarten program is supplemented by significant amounts of federal Head Start, Title I and IDEA funding.

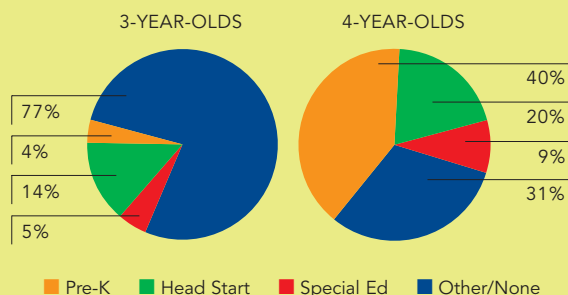
In 2006-2007, about 85 percent of Public School Early Childhood Education programs use the Creative Curriculum in their classrooms, and the state maintains web-based portfolios for all children in classrooms using this curriculum. This change allows the state to track student assessment results, a step toward meeting the requirement to chart progress for all students in the West Virginia Early Learning Standards Framework.

ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
6	8	10

ACCESS

Total state program enrollment	8,944
School districts that offer state program	100%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment.....	2,835
Federally funded Head Start enrollment	6,880
State-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

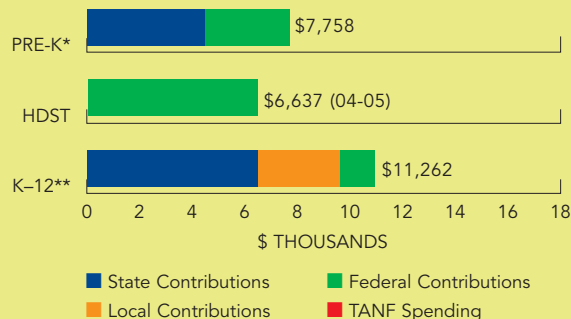
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (pre-K only programs); AA (blended programs) ²	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD or equivalent ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours ⁵	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:10		
4-year-olds.....	1:10		
Screening/referral	Vision, hearing, health, and dental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending	\$40,511,010
Local match required?	No
State spending per child enrolled	\$4,529
State spending per 3-year-old.....	\$203
State spending per 4-year-old	\$1,807

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Hours of operation are determined locally, but programs must operate for at least 12 hours per week for the academic year.

² If the classroom is in a community collaborative (supported by two or more funding sources and located in a public school or community-based setting), the teacher may be on permit, provided that the teacher has at least an Associate's degree in an approved field and is working toward certification. Teachers may be on permit for up to 5 years.

³ Teachers in public school settings that are not collaboratives must be certified in Birth-5, Early Childhood Education, Preschool Special Needs, or Elementary Education (with a Pre-K/K endorsement). Teachers in community collaborative

settings must have a degree in Child Development/Early Childhood or in Occupational Development with an emphasis in Child Development/Early Childhood.

⁴ Assistant teachers must also be at least 18 years of age.

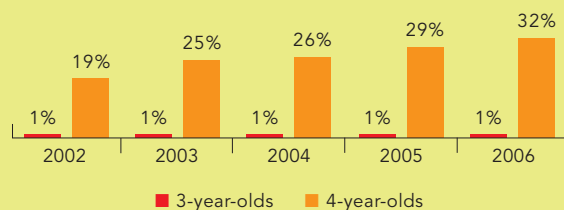
⁵ A change in state policy, starting in August 2005, reduced required annual in-service hours from 18 hours per year to 15.

⁶ Support services include two annual parent conferences or home visits, transition to kindergarten activities, and other locally determined services.

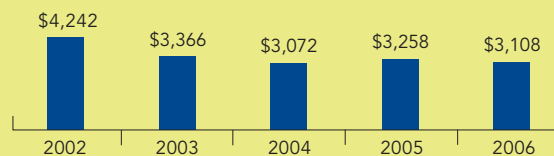
⁷ Meals must be offered if the program operates for more than 4 hours per day.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



Wisconsin's state constitution has included a commitment to provide free education for 4-year-olds since it was adopted in 1848. The Four-Year-Old Kindergarten (4K) program dates back to 1873. This initiative continues today, though there was a suspension of state funding from 1957 to 1984. The 4K program is currently available in about half of Wisconsin's school districts, which receive 50 percent of the standard state per-pupil funding amount to provide half-day classes for 4-year-olds, or 60 percent if the school also offers parent support. Public schools may offer prekindergarten directly, or contract with Head Start, private child care centers, or family child care homes to provide services. The state has pushed successfully for program expansion in recent years, serving more children in districts with existing programs and opening programs in districts that did not have 4K previously. The growth continues, with 23 new districts implementing 4K in 2006-2007. In recent years, the state has also promoted use of the Wisconsin Model Early Learning Standards in state-funded prekindergarten programs.

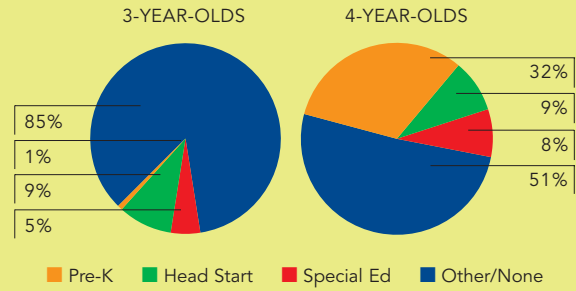
Wisconsin offers a separate initiative that provides state funds to all existing federal Head Start grantees in the state, allowing them to serve additional children. These programs follow the federal Head Start Performance Standards and offer comprehensive early education for 3- and 4-year-olds from low-income families or who have disabilities. Many Head Start grantees also work with their local school districts to implement 4K.

In order to document the contributions Wisconsin makes to preschool education through its separate initiatives, we first present summary information reflecting the state's overall commitment to prekindergarten. Enrollment and state spending for both the 4K and state-financed Head Start initiatives are taken into account. Next, we present specific details about each initiative in the state. The third page of this profile focuses exclusively on the 4K program, while the final page focuses exclusively on the state-funded Head Start program.

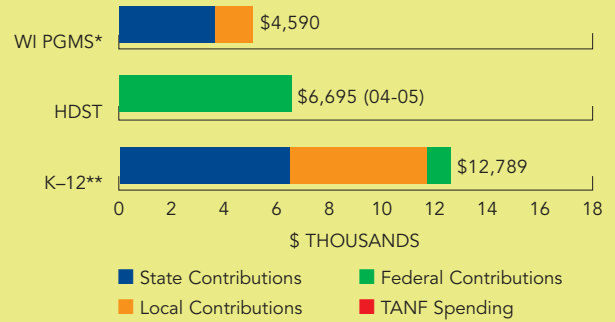
STATE OVERVIEW

Total state program enrollment	22,395
Total state spending	\$69,612,500
State spending per child enrolled	\$3,108
State Head Start spending	\$7,212,500
State spending per 3-year-old	\$38
State spending per 4-year-old	\$976

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



SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

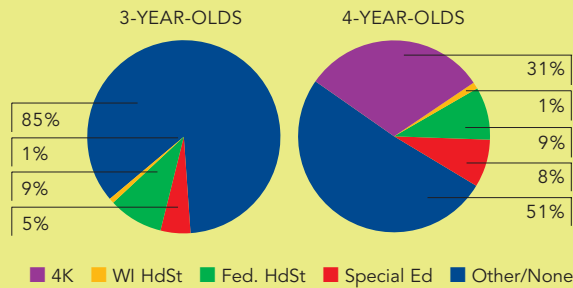
ACCESS RANKING-4s	ACCESS RANKING-3s	RESOURCES RANKING
7	22	23

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN

ACCESS

Total state program enrollment	21,004
School districts that offer state program	56%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment.....	9,214
Federally funded Head Start enrollment	12,644
State-funded Head Start enrollment	1,196 ²

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	EC-level license ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher.....	Teacher asst. license or AA (public), 1 course in EC (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours or 6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size.....	20 or lower		<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	Determined locally		
Staff-child ratio	1:10 or better		<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	Determined locally		
Screening/referral	Support services only ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

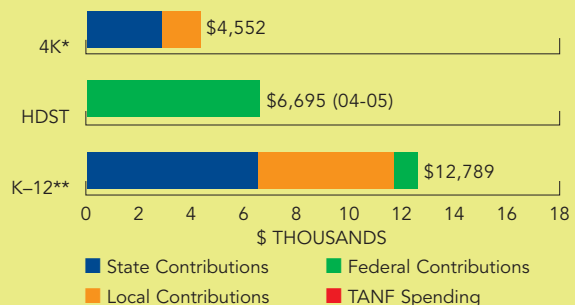
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$62,400,000
Local match required? ....Yes, local share of school revenue generated through property tax	
State Head Start spending	\$7,212,500
State spending per child enrolled	\$2,971
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$922

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Programs must operate for a minimum of 437 hours and 180 days per year. Although districts determine specific weeks and months of operation, most programs operate 2.5 hours per day and 5 days per week. Programs may add 87.5 hours per year for parent outreach.

² Wisconsin did not break state-funded Head Start enrollment into specific numbers of 3- or 4-year-olds. The total number of 3- and 4-year-olds and the age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in each age category.

³ Wisconsin licensing standards define the early childhood level as applicable to the approximate ages of birth through 8. Licensing at this level requires all teachers to obtain competencies specific to working with preschool-age children.

⁴ This requirement for assistant teachers in nonpublic settings reflects child care licensing regulations, which also require that assistant teachers be at least 18 years old.

⁵ Although screening and referral requirements are determined locally, vision, hearing, immunization, and general health screenings are required at kindergarten entrance for all children. Support services include parent involvement activities, health services for children, referral to social services, school counseling, and transportation.

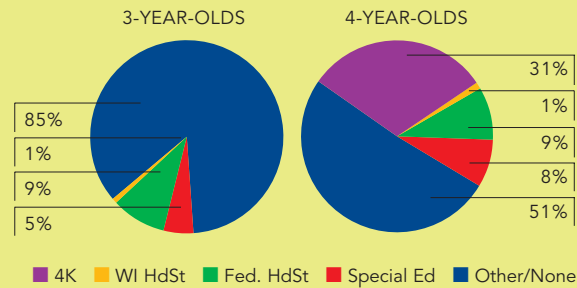
⁶ Snack and/or lunch may be provided based on the length of the program day and requirements of other community programs.

WISCONSIN STATE-FUNDED HEAD START MODEL

ACCESS

Total state program enrollment	1,391 ¹
School districts that offer.....	100% (federal state program Head Start grantees)
Income requirement	90% of children must be at or below 100% FPL
Hours of operation.....	Determined locally ²
Operating schedule.....	Determined locally ²
Special education enrollment.....	9,214
Federally funded Head Start enrollment	12,644
State-funded Head Start enrollment	1,196 ³

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



QUALITY STANDARDS CHECKLIST

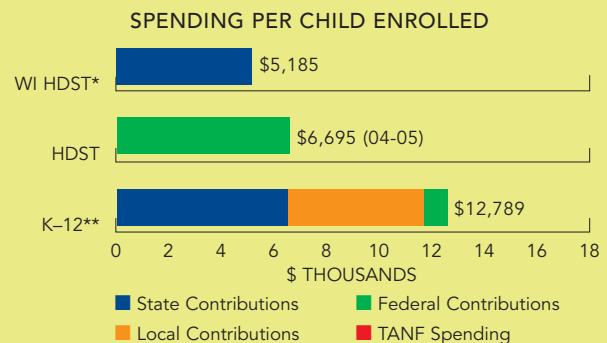
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	Determined locally (public), 1 course in EC (nonpublic) ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Amount not specified	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	17		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	2:17		
4-year-olds.....	1:10		
Screening/referral	Vision, hearing, health; and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁷	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	None ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$7,212,500
Local match required?	No
State Head Start spending	\$7,212,500 ⁹
State spending per child enrolled	\$5,185
State spending per 3-year-old.....	\$38 ¹
State spending per 4-year-old.....	\$54 ¹



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart and Resources section were also estimated, using proportions of federal Head Start enrollees in each age category.

² As required by federal Head Start Performance Standards, programs must operate a minimum of 3.5 hours per day, 4 days per week, and 32 weeks per year, unless approved as a federal Head Start alternative.

³ This is an estimate of the total number of 3- and 4-year-olds served in state-funded Head Start.

⁴ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure.

⁵ This requirement for assistant teachers in nonpublic settings reflects child care licensing regulations, which also require that assistant teachers be at least 18 years old. School districts that are federal Head Start grantees may require

assistant teachers to have an AA and assistant teacher license.

⁶ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or education, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and others as per federal Head Start Performance Standards.

⁷ The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day. All children in morning center-based settings must be given the opportunity to have a nutritious breakfast.

⁸ The state mandates that all programs follow federal Head Start monitoring requirements. The state itself does not conduct monitoring of these programs.

⁹ All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

ACCESS RANKING-4s

ACCESS RANKING-3s

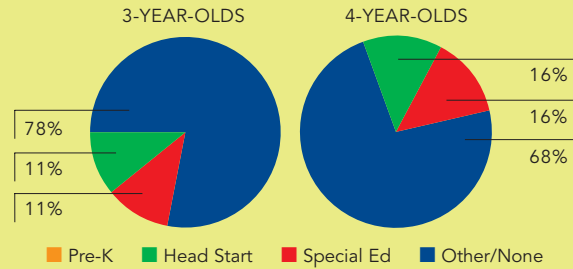
RESOURCES RANKING

No Program

ACCESS

Total state program enrollment	0
School districts that offer state program	NA
Income requirement	NA
Hours of operation	NA
Operating schedule	NA
Special education enrollment.....	1,620
Federally funded Head Start enrollment	1,571
State-funded Head Start enrollment	0

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



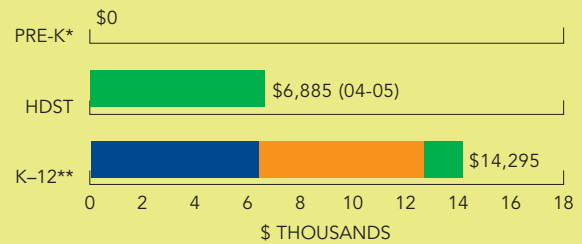
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State spending per child enrolled	\$0
State Head Start spending	\$0
State spending per 3-year-old.....	\$0
State spending per 4-year-old.....	\$0

SPENDING PER CHILD ENROLLED



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

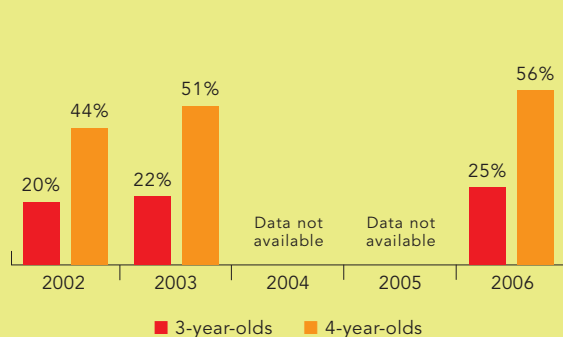
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '05-'06 school year, unless otherwise noted.

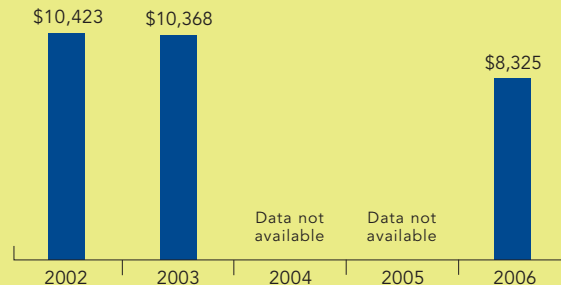
■ State Contributions ■ Federal Contributions
■ Local Contributions ■ TANF Spending

District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED
(2006 DOLLARS)



The District of Columbia began funding preschool in the 1960s. Almost all public elementary schools offer the Public School Preschool program, and about half of the district's charter schools offer the program as well. Public School Preschool is funded through the school funding formula on a per pupil basis. All 3-year-olds and 4-year-olds qualify for enrollment, but access to the program is limited by the number of spaces available. The district has taken steps to increase program availability, such as increasing the number of prekindergarten classrooms.

To further increase access for 4-year-olds, the District of Columbia launched a new preschool initiative in 2005 called the Pre-K Incentive Program, although it is not the focus of this report. Through a contract with the Department of Human Services Early Care and Education Administration, the district provides funding for 336 4-year-olds served in community-based centers. The program offers full-day services during the academic year, and also provides comprehensive services.

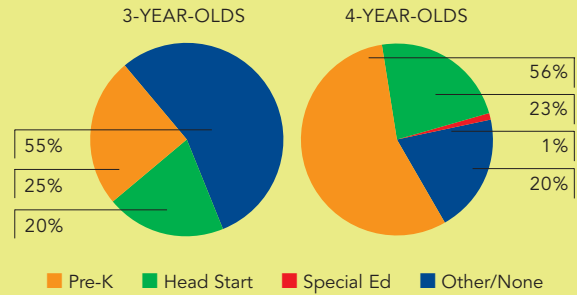
In 2005, the District of Columbia developed the Early Learning Standards for Children Entering Kindergarten in the District of Columbia: Building a Strong Foundation for School Success and Lifelong Learning. These standards provided the foundation for the District of Columbia Public Schools' Pre-K through Grade 12 Standards. In September of 2006, the district hired a new executive director of school readiness and early childhood programs to provide unified oversight of the district's early childhood programs, and to collaborate with community stakeholders on standardizing high-quality preschool programs. Important tasks of the new executive director include building a comprehensive service system for children age 3 to 5, defining school readiness, and developing a readiness assessment instrument that can be used by all early childhood programs in the district.

The District of Columbia has the unique situation of being a city that is not within a state. This report includes information about the district's preschool initiatives because, unlike other cities, it has not been included in any state profile. However, there are significant differences between city-level services and statewide programs that prevent the district's programs from being directly comparable to state programs. Therefore, the district is not ranked among the states according to resources or enrollment.

ACCESS

Total district program enrollment	5,743 ^{1,2}
School districts that .....89% (elementary schools) offer program	
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	93 ³
Federally funded Head Start enrollment	3,054 ²
District-funded Head Start enrollment	0

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



QUALITY STANDARDS CHECKLIST

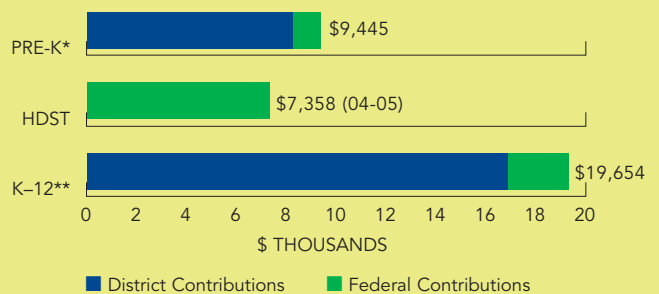
POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	Degree in EC	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	60 college units or AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	None	At least 15 hours/year	<input type="checkbox"/>
Maximum class size.....		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	15		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds.....	1:8		
4-year-olds.....	1:10		
Screening/referral	Support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Breakfast and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring.....	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>



RESOURCES

Total district pre-K spending	\$47,811,250 ⁵
Local match required?	NA
District spending per child enrolled	\$8,325
District spending per 3-year-old.....	\$2,080
District spending per 4-year-old.....	\$4,696

SPENDING PER CHILD ENROLLED



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

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

Data are for the '05-'06 school year, unless otherwise noted.

¹ This enrollment total includes 4,310 children served in public schools and an estimated 1,433 children served in charter schools.

² Some duplication may exist in the enrollment counts for city preschool and federal Head Start.

³ This figure represents data from the 2003-2004 school year, as more recent data are not available.

⁴ Support services include three annual parent conferences, one annual home visit, and transition to kindergarten activities. Additional services may be offered at local discretion.

⁵ This spending total includes \$35,881,525 in district funds for children served in public schools and an estimated \$11,929,725 in district funds for children served in charter schools.

METHODOLOGY

The data in this report were collected primarily through surveys of state prekindergarten administrators and focus on the 2005–2006 program year. During July of 2006, surveys were sent to administrators of the state-funded preschool initiatives covered in NIEER’s previous *State Preschool Yearbook*. We also checked with other sources to determine whether any new initiatives had been started since the 2004–2005 program year or whether we had omitted any initiatives in our previous report. All initiatives included in the current report meet the criteria outlined in the survey, which define state prekindergarten initiatives as initiatives that are funded and directed by the state to support group learning experiences for preschool-age children, usually ages 3 and 4. For more information about these criteria, please see “What Qualifies as a State Preschool Program” on page 31.

This report covers most of the same initiatives as last year, with a few exceptions. In the fall of 2005, Florida launched the Voluntary Prekindergarten (VPK) program, which made preschool universally available to all 4-year-olds. A new initiative in New Mexico, the New Mexico Pre-K program, was launched in 2005–2006 with the purpose of providing center-based early childhood services to 4-year-olds. Two initiatives covered in our previous report are no longer profiled in this edition of the *Yearbook*. Beginning in 2005–2006, Ohio eliminated its state-funded Head Start initiative and replaced it with an initiative that no longer has a primary emphasis on preschool education. Also, after a re-evaluation of the eligibility criteria for the Preschool Open Doors Project in Hawaii, it was determined that the program did not meet our definition of a state pre-K initiative.

Our survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. Where data were already available from the previous *State Preschool Yearbook* or from other sources, we filled in responses for the states and simply asked them to verify that the information was valid during the 2005–2006 program year.

The survey included questions on the topics of access, eligibility requirements, program standards, statewide early learning standards, personnel, resources, monitoring, and important changes to the program since the last survey. Most of the questions addressed the same issues as last year’s survey. Administrators were asked to report policies that were in place for 2005–2006. The wording of some questions—such as those on monitoring—was revised to make them clearer and to gather more precise data. Due to alterations in the survey, in some cases the data gathered this year are not completely comparable to data in last year’s report, although largely similar information was collected.

After completed surveys were returned, we followed up with state administrators to clarify any questions about their responses. Later, we contacted them again to provide an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data for their program, as well as a narrative about their program. Administrators’ responses to our survey, including answers for items not covered in the state profiles, are shown in Appendix A.

Although most of the data in this report were collected through the surveys, there are a few exceptions. The Head Start Bureau in the U.S. Department of Health and Human Services was the source of data on federal Head Start spending and enrollment as well as enrollment data used to calculate spending per 3- and 4-year-old in states that fund Head Start programs profiled in this report. Additional Head Start data are provided in Appendix B.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in 2005–2006.

Total federal, state and local expenditures on K–12 education in 2005–2006 were calculated by NIEER based on data from the National Education Association’s report, “Rankings and Estimates: Rankings of the States 2005 and Estimates of School Statistics 2006.” Total K–12 spending for each state includes current operating expenditures as well as annual capital outlays and interest on school debt. This provides a more complete picture of the full cost of K–12 than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total prekindergarten spending per child because this funding generally must cover all costs, including facilities. Total cost per child was calculated for each state by dividing expenditures by fall 2005 enrollment. We estimated the breakdown of total cost by source, using percentages of revenue receipts from federal, state and local sources in each state.





Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's Population Estimates Data Sets, and are shown in Appendix D. July estimates of populations at each single year of age are available for each year from 2002–2005. Estimates for the July immediately preceding the program year (e.g., July 2005 for the 2005–2006 program year) were used to calculate percentages of 3- and 4-year-olds enrolled in state preschool, federal Head Start, and special education. The Census Bureau data were also used to calculate spending per 3- and 4-year-old in each state. These figures were calculated using enrollment data broken down by age. When a state did not report separate enrollment numbers for 3-year-olds and 4-year-olds, the age breakdown was estimated using the proportion of children at each age in states that served both 3- and 4-year-olds and did provide data by age. For estimating separate funding amounts for 3-year-olds and for 4-year-olds, it was assumed that spending was proportional to enrollment—so that, for example, if 50 percent of children enrolled were age 3, 50 percent of spending was assumed to be directed to children age 3.

States are given rankings in three areas: the percentage of 4-year-olds enrolled in state prekindergarten initiatives (Access Ranking–4s), the percentage of 3-year-olds enrolled (Access Ranking–3s), and state spending per child enrolled (Resources Ranking). The measures of access for 3- and 4-year-olds were calculated, as described above, using state data on enrollment in the prekindergarten initiatives and Census population data. The measure of resources was calculated by dividing state prekindergarten funding (including TANF funding directed toward the state preschool initiative) by enrollment. All states that provided data are ranked, starting with "1" for the state with the greatest percentage of its children enrolled in the state prekindergarten program or the most spent per participant. States that did not serve children at age 3 receive notations of "none served" on the ranking of access for 3-year-olds. The 12 states that did not fund a preschool initiative are omitted from all rankings, and instead receive notations of "no program" on their state profile pages.

Appendices



APPENDIX A: STATE SURVEY DATA 2005-2006

STATE	Availability of program	ACCESS Are districts/towns/etc. required to offer program?	Program enrollment– Fall 2005, total
Alabama	53 out of 67 counties (79%)	No, Optional/Competitive	1,026
Arizona	54 out of 543 school districts (10%)	No, Optional/Competitive	5,339
Arkansas	75 out of 75 counties (100%)	Required for some ¹	11,820 ²
California	55 out of 58 counties (95%)	No, Optional/Competitive	79,621
Colorado	162 out of 178 school districts (91%)	No, Optional/Competitive	12,358
Connecticut	54 out of 169 communities (32%)	Required for some	7,392
Delaware	3 out of 3 counties (100%)	No, Optional/Competitive	843
Florida	67 out of 67 counties (100%)	Require for all	105,896 ¹
Georgia	159 out of 159 counties (100%)	No, Optional/Competitive	72,902
Illinois	102 out of 102 counties (100%) ¹	No, Optional/Competitive	72,152
Iowa	59 out of 734 school buildings (8%) ¹	No, Optional/Competitive	2,322
Kansas	144 out of 301 school districts (48%)	No, Optional/Competitive	5,375
Kentucky	176 out of 176 school districts (100%)	Required for all	21,519 ¹
Louisiana 8(g)	68 out of 68 school districts (100%)	No, Optional/Competitive	3,443
LA4 & Starting Points	52 out of 68 school districts (76%) ¹	No, Optional/Competitive	9,613 ²
Louisiana NSECD	64 out of 64 parishes (statewide) (100%) ¹	No, Optional/Competitive	735
Maine	78 out of 288 school districts (27%)	No, Optional/Competitive	2,088
Maryland	24 out of 24 school districts (100%)	Required for all	24,219
Massachusetts	336 out of 351 towns (96%)	No, Optional/Competitive	17,350 ¹
Michigan	462 out of 552 school districts (84%); 11 out of 223 public school academies (charter schools) (5%)	No, Optional/Competitive	21,571
Minnesota HdSt	87 out of 87 counties (100%)	NA ¹	2,641 ²
Missouri	140 out of 524 school districts (27%) ¹	No, Optional/Competitive	4,609
Nebraska	38 out of 460 school districts (8%)	No, Optional/Competitive	1,483 ¹
Nevada	11 out of 17 school districts (65%)	No, Optional/Competitive	973 ¹
New Jersey Abbott	31 out of 593 school districts (5%)	Required for some ¹	38,439
New Jersey ECPA	101 out of 593 school districts (17%)	Required for some ¹	7,270
New Jersey ELLI	28 out of 593 school districts (5%)	No, Optional/Competitive	552
New Mexico CDP	15 out of 89 school districts (17%)	No, Optional/Competitive	421
New Mexico State PK	30 out of 89 districts (34%)	No, Optional/Competitive	768 (nonpublic), 770 (public)
New York TPK	93 out of 677 (14%)	No, Optional/Competitive	14,510
New York UPK	196 out of 677 (29%)	No, Optional/Competitive	58,080
North Carolina	100 out of 100 counties (100%)	No, Optional/Competitive	15,227
Ohio PSP	112 out of 613 (18%)	No, Optional/Competitive	8,102 ¹
Oklahoma	504 out of 540 school districts (93%)	No, Optional/Competitive	33,402
Oregon	36 out of 36 counties (100%)	No, Optional/Competitive	3,486
Pennsylvania EABG	40 out of 501 school districts (8%)	No, Optional/Competitive	3,052
Pennsylvania HdSt	48 out of 55 Head Start grantees (87%)	No, Optional/Competitive	4,710
Pennsylvania K4	39 out of 501 school districts (9%)	No, Optional/Competitive	3,233
South Carolina	85 out of 85 school districts (100%)	Required for some	20,117
Tennessee	111 out of 136 school districts (82%) ¹	No, Optional/Competitive	8,618
Texas	980 out of 1,228 school districts (80%)	Required for some	182,293
Vermont PFP-ADM	205 out of 252 LEAs (81%)	No, Optional/Competitive	2,830 ¹
Vermont EEI	135 out of 251 communities (54%)	No, Optional/Competitive	1,104
Virginia	92 out of 136 localities (68%)	No, Optional/Competitive	11,343
Washington	36 out of 39 counties (92%)	No, Optional/Competitive	5,810
West Virginia	55 out of 55 school districts (100%)	Required for all	8,944
Wisconsin 4K	235 out of 416 school districts (56%)	No, Optional/Competitive	21,004
Wisconsin HdSt	34 out of 34 Federal Head Start Grantees (100%)	No, Optional/Competitive	1,391 ¹

STATE	ACCESS	Enrollment explanation, if not unduplicated Fall count
	Program enrollment– Fall 2005, by age	
Alabama	1,026 4-year-olds	NA
Arizona	Unknown (majority are 4-year-olds)	NA
Arkansas	3,886 3-year-olds; 6,777 4-year-olds; 476 5-year-olds	Total represents center-based enrollment only
California	24,156 3-year-olds; 52,849 4-year-olds; 2,616 5-year-olds	NA
Colorado	1,514 3-year-olds; 9,345 4-year-olds; 1,499 5-year-olds ¹	Number of funded slots
Connecticut	Unknown	Funded slots in October 2005 (as there is no cutoff date, this number is increased to 7,753 by June 2006)
Delaware	843 4-year-olds	NA
Florida	105,896 4-year-olds	May contain a duplicate count ¹
Georgia	71,645 4-year-olds, 1,257 5-year-olds	NA
Illinois	25,592 3-year-olds; 41,521 4-year-olds; 3,915 5-year-olds ²	NA
Iowa	496 3-year-olds; 1,575 4-year-olds; 251 5-year-olds	NA
Kansas	5,375 4-year-olds	NA
Kentucky	5,797 3-year-olds; 15,722 4-year-olds	NA
Louisiana 8(g)	3,443 4-year-olds	NA
LA4 & Starting Points	9,613 4-year-olds	March, 2006
Louisiana NSECD	735 4-year-olds	Average monthly enrollment for 2005-06
Maine	2,088 4-year-olds	NA
Maryland	727 3-year-olds; 23,492 4-year-olds	NA
Massachusetts	Unknown	NA
Michigan	21,571 4-year-olds	NA
Minnesota HdSt	799 3-year-olds; 1,352 4-year-olds; 554 5-year-olds ²	Funded number of slots. Actual enrollment figures are available for the entire year but represent a duplicated count.
Missouri	1,692 3-year-olds; 2,917 4-year-olds	Information is taken from the program completion reports, May, 2006.
Nebraska	499 3-year-olds; 861 4-year-olds	NA
Nevada	248 3-year-olds; 875 4-year-olds ¹	NA
New Jersey Abbott	17,119 3-year-olds; 21,320 4-year-olds	NA
New Jersey ECPA	161 3-year-olds; 7,109 4-year-olds	NA
New Jersey ELLI	552 4-year-olds	Enrollment figure in Spring, 2006
New Mexico CDP	157 3-year-olds; 264 4-year-olds	The total does not include infants and toddlers served in the program, total for this age group is 182
New Mexico State PK	1,538 4-year-olds	Funded slots in Jan. 2006 for nonpublic and public
New York TPK	1,162 3-year-olds; 13,348 4-year-olds	NA
New York UPK	58,080 4-year-olds	NA
North Carolina	15,227 4-year-olds	Funded slots on October 17, 2005
Ohio PSP	Unknown	NA
Oklahoma	33,402 4-year-olds	NA
Oregon	1,185 3-year-olds; 2,301 4-year-olds	Enrollment figure in January, 2006
Pennsylvania EABG	Unknown	NA
Pennsylvania HdSt	Unknown	NA
Pennsylvania K4	3,233 4-year-olds	NA
South Carolina	2,362 3-year-olds; 17,755 4-year-olds	Enrollment figure in spring 2006, half or full-day programs
Tennessee	445 3-year-olds; 8,756 4-year-olds; 13 5-year-olds ²	Enrollment figure on December 15, 2005 ²
Texas	16,464 3-year-olds; 165,170 4-year-olds; 659 5-year-olds	NA
Vermont PFP-ADM	Unknown	Enrollment is the number of FTE slots, and may not reflect the number of children actually served.
Vermont EEI	371 3-year-olds; 716 4-year-olds; 17 5-year-olds	NA
Virginia	11,343 4-year-olds	NA
Washington	1,057 3-year-olds; 4,752 4-year-olds; 1 5-year-old	Enrollment figure on December 15, 2005 ¹
West Virginia	896 3-year-olds; 8,048 4-year-olds	NA
Wisconsin 4K	21,004 4-year-olds	NA
Wisconsin HdSt	Unknown	Funded slots

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	ACCESS
Program enrollment–Fall 2005, by type of school	
Alabama	Public, 522; HdSt, 126; Private CC, 324; Faith-based 54; College/University, 36; Housing authority 18 ¹
Arizona	Public, 5,222; HdSt, 177; Private CC, 233; Faith-based (number unknown)
Arkansas	Public, 8,442; HdSt, 803; Private CC, 843; Faith-based, 405; Community-based, 841; Non-profit, 1,541; Educational cooperative, 3,780; University-based, 5,61 ³
California	Public, 58,751; Private CC, 19,027; Other Public Agencies, 1,843 ¹
Colorado	Public, 7,157; HdSt, 1,483; Private CC, 2,219; Full-day Kindergarten, 1,499
Connecticut	Not reported
Delaware	Public, 387; HdSt, 321; Private CC, 17; Post-secondary ED, CC & Community-based, 118
Florida	Public, 18%; Private CC, 79%; Family CC, 3% ²
Georgia	Public, 31,303; Private CC, 41,599
Illinois	Not reported
Iowa	Public, 1,342; HdSt, 646; Private CC, 334
Kansas	Public, 5,375
Kentucky	Not reported ²
Louisiana 8(g)	Public, 3,443
LA4 & Starting Points	Public, 10,142; Charter schools, 60 ³
Louisiana NSECD	Nonpublic schools including religious, 1,195
Maine	Public, 1,897; HdSt, 64; Other, 127 ¹
Maryland	Public, 11,553; HdSt, 11,939; Private CC, 80; Faith-based (number unknown)
Massachusetts	Public, 3,616; HdSt, 2,360; Private CC, 10,764; Family CC, 790
Michigan	Public, 16,552; HdSt, 2,907; Private CC, 2,112; Faith-based (number unknown)
Minnesota HdSt	Not reported
Missouri	Public, 3,453; Private CC, 905; Non-profit Agencies, 251
Nebraska	Public, 920; HdSt, 86; Private CC, 124; Faith-based, 19; Family Resource Centers, 173; Corporate child care, 147; Unknown, 14
Nevada	Community College Campus, 35 (other settings not reported)
New Jersey Abbott	Public, 12,591; Private CC, 25,848 (includes HdSt)
New Jersey ECPA	Public, 6,791; HdSt, Private CC & Faith-based, 479
New Jersey ELLI	Public, 497; Private CC, 55
New Mexico CDP	Public, 132; Private CC, 253; Faith-based, 36
New Mexico State PK	Public, 770; HdSt, 370; Private CC, 146; Faith-based centers, 70; Family CC 18; University Child Care, 72; Municipal Child Care, 60; BIA contract school, 32
New York TPK	Public, 14,510
New York UPK	Public, 24,166; HdSt, 4,396; Private CC, 18,130; Faith-based centers (without religious content), 2,175; Family CC, 492; Other settings, 8,721
North Carolina	Public, 7,066; HdSt, 1,791; Private CC, 6,370; Faith-based, (number unknown)
Ohio PSP	Not reported
Oklahoma	Public, 27,389; HdSt, 3,086; Private CC, 515; Faith-based, 235; Other, 554; Not reported, 1,623
Oregon	Public, 704; HdSt, 2,621; Private CC, 122; Family CC, 12; Higher Education, 27
Pennsylvania EABG	Not reported
Pennsylvania HdSt	Not reported ¹
Pennsylvania K4	Not reported
South Carolina	Public, 17,768; HdSt, 6,059; Private CC, 2,498; First Steps, 123
Tennessee	Public, 8,281; HdSt, 244; Private CC, 349; Faith-based, 118; Institutes of Higher Education, 128; LeBonheur Early Intervention Program, 12; Housing Authority, 82 ²
Texas	Public/Charter, 182,293 ¹
Vermont PFPADM	Not reported
Vermont EEI	Public, 816; HdSt, 33; Private CC, 58; Parent Child Centers, 197
Virginia	Not reported ¹
Washington	Public, 3,404; HdSt, 98; Faith-based, 219; Family CC, 37; Campus Child Care, 210; Community Organizations Facility, 523; Non-profit CC, 806; Other, 513
West Virginia	Not reported
Wisconsin 4K	Not reported
Wisconsin HdSt	HdSt, 1,391 ²

STATE	ACCESS	Hours of operation per day
	Are children receiving special education services counted in enrollment total?	
Alabama	Yes, 69 children	6.5 hours/day
Arizona	No, children who receive special education services may attend state pre-K classrooms but are not counted in the state pre-K enrollment	Determined locally ¹
Arkansas	Yes, 2,696 children ³	7.5 hours/day
California	Yes, approximately 2,300 children	3 hours/day
Colorado	No ²	At least 2.5 hours/day
Connecticut	Yes, 311 children	Determined by type of slot ¹
Delaware	Yes, 84 children (estimated)	4 hours/day
Florida	Yes (number unknown)	3 hours/day ³
Georgia	Yes, 3,741 children ¹	6.5 hours/day
Illinois	Yes, 9,156 children	Determined locally
Iowa	Yes, 288 children	Determined locally
Kansas	No, children in state pre-K classrooms do not receive special education services	At least 2.5 hours/day
Kentucky	Yes, 13,430 children (7,633 4-year-olds and 5,797 3-year-olds)	2.5 hours/day + meal time ³
Louisiana 8(g)	Yes (number unknown)	6 hours/day
LA4 & Starting Points	Yes, 552 children	6 hours/day
Louisiana NSECD	Not reported	10 hours/day
Maine	Yes (number unknown)	Determined locally ²
Maryland	Yes (number unknown)	2.5 hours/day
Massachusetts	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	Determined locally ²
Michigan	Yes, 1,117 children	2.5 hours/day (part-time)
Minnesota HdSt	Yes, 391 children	Determined locally ³
Missouri	Yes, 679 children ²	3 hours/day (half-day); 6.5 hours/day (full-time)
Nebraska	Yes, 251 children	3.5 hours/day (part-day); 6 hours/day (full-day)
Nevada	Yes, 64 children	Determined locally ²
New Jersey Abbott	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	10 hours/day ²
New Jersey ECPA	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	2.75 hours/day
New Jersey ELLI	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	2.75 hours/day (half-day); 6 hours/day (full-day)
New Mexico CDP	Yes (number unknown)	Determined locally ¹
New Mexico State PK	Yes, 23 children ¹	2.5 hours/day are state pre-K funded, some operate on varied schedules
New York TPK	Yes, 487 children	Determined locally ¹
New York UPK	Yes, 1,194 children	2.5 hours/day (half-day); 5 hours/day (full-day)
North Carolina	Yes, 742 children	6 hours/day
Ohio PSP	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	Determined locally ²
Oklahoma	Yes, 2,671 children	2.5 hours/day (half-day); 6 hours/day (full-day)
Oregon	Yes, 558 children	3.5 to 6 hours/day
Pennsylvania EABG	Yes (number unknown)	Determined locally ¹
Pennsylvania HdSt	Yes, 700 children	Determined locally ²
Pennsylvania K4	Yes (number unknown)	2.5 hours/day
South Carolina	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	2.5 hours/day
Tennessee	Yes, 671 children ³	5.5 instructional hours/day + naptime
Texas	Yes, 6,959 children	3 hours/day ²
Vermont PFP-ADM	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment	10 hours/week (varies locally)
Vermont EEI	Yes, 147 children	Determined locally—average 12.25 hours/week
Virginia	Yes (number unknown)	3 hours/day (half-day); 6 hours/day (full-day)
Washington	Yes, 253 children ²	At least 2.5 hours/day
West Virginia	Yes, 2,835 children	Determined locally
Wisconsin 4K	Yes, 1,248 children	Determined locally ¹
Wisconsin HdSt	Yes (number unknown)	Determined locally

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	ACCESS		
	Days of operation per week	Yearly operating schedule	Minimum operating schedule
Alabama	5 days/week	175 days/year	6.5 hours/day, 175 days/year
Arizona	Determined locally ¹	Determined locally	None
Arkansas	5 days/week	178 days/year	7.5 hours/day, 178 days/year
California	5 days/week	175 days/year ²	3 hours/day, 175 days/year
Colorado	5 days/week ³	At least 360 hours/year	2.5 hours/day, 10 hours/week, 360 hours/year
Connecticut	5 days/week	Determined by type of slot ¹	Determined by type of slot ¹
Delaware	5 days/week	160 days/year	160 days/year
Florida	Determined locally ³	Determined locally ³	540 hours/year (school-year program); 300 hours/year (summer program)
Georgia	5 days/week	36 weeks/year	6.5 hours/day, 5 days/week, 36 weeks/year
Illinois	5 days/week	180 days/year	180 days/year
Iowa	Determined locally ²	Determined locally ²	None
Kansas	4 or 5 days/week as determined at the local level	465 hours/year	465 hours/year
Kentucky	4 or 5 days/week	Academic year/185 days/year	2.5 hours/day + meal time (breakfast or lunch)
Louisiana 8(g)	4 or 5 days/week ¹	Academic year	Yes, 63,720 minutes of instructional time/year
LA4 & Starting Points	5 days/week	177 instructional days/year	Yes, 360 instructional minutes/day, 177 days/year
Louisiana NSECD	5 days/week	180 days/year	180 days/year
Maine	Determined locally ²	Determined locally ²	10 hours/week ²
Maryland	5 days/week	10 months/year ¹	2.5 hours/day, 5 days/week
Massachusetts	Determined locally ²	Determined locally ²	None
Michigan	4 days/week ¹	30 weeks/year	2.5 hours/day, 4 days/week, 30 weeks/year ¹
Minnesota HdSt	Determined locally ³	Determined locally ³	3.5 hours/day, 4 days/week, 32 weeks/year (per federal HdSt requirements)
Missouri	5 days/week ³	Determined locally ³	5 days/week, 9 months/year
Nebraska	4 days/week (part-day); 5 days/week (full-day)	School calendar year	3.5 hours/day, 4 days/week
Nevada	Determined locally ²	Determined locally ²	10 hours/week
New Jersey Abbott	5 days/week	245 days/year	10 hours/day, 245 days/year ²
New Jersey ECPA	5 days/week	180 days/year	2.75 hours/day, 180 days/year
New Jersey ELLI	5 days/week	Academic year/varies locally	2.75 hours/day, 180 days/year
New Mexico CDP	Determined locally ¹	Determined locally ¹	None
New Mexico State PK	Determined locally ²	School calendar year ²	540 hours of instructional time
New York TPK	Determined locally ¹	Determined locally	12 hours/week, 4 days/week, academic year ¹
New York UPK	5 days/week	180 days/year	2.5 hours/day, 5 days/week, 180 days/year
North Carolina	5 days/week	180 days (10 months)/year	180 days (10 months)/year
Ohio PSP	Determined locally ²	Determined locally ²	None
Oklahoma	5 days/week	175 teaching days/year	2.5 hours/day, 5 days/week, 175 days/year
Oregon	Determined locally ¹	32 weeks and 474 hours/year	475 hours/year, including classroom and home visit time ¹
Pennsylvania EABG	Determined locally ¹	Determined locally ¹	None ¹
Pennsylvania HdSt	Determined locally ²	Determined locally ²	3.5 hours/day, 4 days/week, 128 days/year ²
Pennsylvania K4	5 days/week	180 days/year	2.5 hours/day, 180 days/year
South Carolina	5 days/week	180 days/year	2.5 hours/day, 180 days/year
Tennessee	5 days/week	180 days/year	5.5 instructional hours/day + naptime, 5 days/week, 180 days/year
Texas	5 days/week	180 days/year	3 hours/day, 180 days/year ³
Vermont PFP-ADM	Determined locally	35 weeks/year ²	175 days/year
Vermont EEI	Determined locally-average 3.5 days/week	At least 32 weeks/year	10 hours/week, 32 weeks/year ¹
Virginia	5 days/week	Academic year	3 hours/day, 5 days/week, academic year
Washington	Determined locally ³	30 weeks/year	240 hours/year
West Virginia	Determined locally	180 days/year	12 hours/week, 180 days/year
Wisconsin 4K	Determined locally ¹	Determined locally ¹	180 days/year ¹
Wisconsin HdSt	Determined locally	Determined locally	3.5 hours/day, 4 days/week, 32 weeks/year, unless approved federal HdSt alternative

STATE	ACCESS	
	Does funding vary based on operating schedule?	Do children receive services that extend beyond standard hours of operation?
Alabama	No	Yes (number unknown)
Arizona	No	No
Arkansas	No	Yes (number unknown)
California	Yes, varies by days of operation per year	Yes, 3,355 children
Colorado	No	Yes (number unknown) ⁴
Connecticut	Yes, varies by type of slot ¹	Yes, 78% of the children are in full or extended day programs
Delaware	No	Yes (number unknown) ¹
Florida	No	Yes (number unknown)
Georgia	No	Yes (number unknown)
Illinois	Yes, full-day programs have higher cost per child	Yes (number unknown)
Iowa	No	Yes (number unknown)
Kansas	No	No
Kentucky	No	Yes (number unknown)
Louisiana 8(g)	No	Yes (number unknown) ²
LA4 & Starting Points	No	Yes, 1,718 children ⁴
Louisiana NSECD	No	Yes (number unknown) ²
Maine	No ²	Yes, 7% of the children
Maryland	No	Yes (number unknown)
Massachusetts	Yes ³	Yes (number unknown)
Michigan	Yes ²	Yes (number unknown)
Minnesota HdSt	No	Yes (number unknown) ⁴
Missouri	Yes ⁴	Yes (number unknown)
Nebraska	Yes, based on length of program day	No
Nevada	Yes, based on total program delivery needs	No ³
New Jersey Abbott	No ³	Yes, 64% of the children
New Jersey ECPA	Yes, based on length of program day (full-day or half-day)	Yes (number unknown)
New Jersey ELLI	Yes, \$3,000 per child (half-day); \$6,000 per child (full-day)	Yes (number unknown)
New Mexico CDP	No	No
New Mexico State PK	No	Yes (number unknown)
New York TPK	Yes, programs are funded per session. A half day counts as one session, a full day counts as 1.45 sessions	No
New York UPK	No	Yes, 37% of classes offer extended-day services
North Carolina	No	Yes (number unknown)
Ohio PSP	No	No
Oklahoma	Yes, slots are weighted by .7 for half-day and by 1.3 for full-day programs	Yes (number unknown)
Oregon	Yes, reasonable cost based on program design and local costs	Yes, 523 children or 15%
Pennsylvania EABG	No	Determined locally
Pennsylvania HdSt	Yes ³	Yes, 1,272 children
Pennsylvania K4	No	Determined locally
South Carolina	No	Yes (number unknown)
Tennessee	No	Yes, 39% of programs offer before or after school care
Texas	Yes ³	Yes (number unknown)
Vermont PFP-ADM	Yes, programs operating 10 hours/week receive 40% of the K-6 funding, funds may be prorated for less than 10 hours of service	Yes (number unknown)
Vermont EEI	No	Yes (number unknown)
Virginia	Yes, funding cut by 50% for half-day programs	Yes (number unknown)
Washington	No	Yes (number unknown)
West Virginia	Yes, hours/day determine the percentage of FTE for which programs receive credit (25 hours/week equal to 1 FTE)	Yes (number unknown)
Wisconsin 4K	Yes ²	Yes (number unknown)
Wisconsin HdSt	No	Yes, HdSt may collaborate with child care or public schools for extended programming

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	ACCESS
	Support for extended service
Alabama	Services may be provided at state pre-K sites
Arizona	NA
Arkansas	Services may be provided at state pre-K sites
California	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs
Colorado	Services may be provided at state pre-K sites, state funds may be used to offer services, transportation is provided by state pre-K programs
Connecticut	State funds may be used to offer services
Delaware	Services provided at state pre-K sites; transportation is provided by state pre-K programs
Florida	Services may be provided at state pre-K sites
Georgia	Services provided at state pre-K sites; transportation is provided by state pre-K programs
Illinois	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs
Iowa	Services may be provided at state pre-K sites
Kansas	NA
Kentucky	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs, state-funded Family Resource Centers provide after school services at school sites
Louisiana 8(g)	Services may be provided at state pre-K sites ³
LA4 & Starting Points	Services may be provided at state pre-K sites, state funds may be used to offer services
Louisiana NSECD	State funds may be used to offer services
Maine	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs ³
Maryland	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs
Massachusetts	State funds may be used to offer services, transportation is provided by state pre-K programs ⁴
Michigan	Services may be provided at state pre-K sites, state funds may be used to offer services, transportation is provided by state pre-K programs ³
Minnesota HdSt	State funds may be used to offer services ⁴
Missouri	Services provided at state pre-K sites
Nebraska	NA
Nevada	NA
New Jersey Abbott	Services may be provided at state pre-K sites, DHS funds entire wrap-around program. Transportation varies by district
New Jersey ECPA	Services may be provided at state pre-K sites
New Jersey ELLI	Services may be provided at state pre-K sites, collaboration with child programs encouraged
New Mexico CDP	NA
New Mexico State PK	Services may be provided at state pre-K sites ³
New York TPK	NA
New York UPK	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs (locally determined)
North Carolina	Services may be provided at state pre-K sites ¹
Ohio PSP	NA
Oklahoma	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs
Oregon	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs
Pennsylvania EABG	Services may be provided at state pre-K sites, state funds may be used to offer services
Pennsylvania HdSt	Services may be provided at state pre-K sites, state funds may be used to offer services
Pennsylvania K4	Services may be provided at state pre-K sites
South Carolina	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs ¹
Tennessee	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs, families are assisted in locating needed services
Texas	Services may be provided at state pre-K sites
Vermont PFP-ADM	Services may be provided at state pre-K sites
Vermont EEI	Services may be provided at state pre-K sites, state funds may be used to offer services
Virginia	Services may be provided at state pre-K sites, state funds may be used to offer services, transportation is provided by state pre-K programs
Washington	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs, families are assisted with obtaining child care subsidies
West Virginia	Services may be provided at state pre-K sites, state funds may be used to offer services, transportation is provided by state pre-K programs
Wisconsin 4K	Services may be provided at state pre-K sites, transportation is provided by state pre-K programs, 4K is provided in child care and Head Start settings
Wisconsin HdSt	Services may be provided at state pre-K sites, state funds may be used to offer services, transportation is provided by state pre-K programs, TANF funds support collaborative efforts that extend the day

STATE	ACCESS	
	Does program have home-based option?	Number of children in home-based option
Alabama	No	NA
Arizona	No	NA
Arkansas	Yes	5,396 children
California	No	NA
Colorado	No	NA
Connecticut	No	NA
Delaware	No	NA
Florida	No	NA
Georgia	No	NA
Illinois	No	NA
Iowa	No	NA
Kansas	No	NA
Kentucky	Yes	Estimated 118 (counted in enrollment total)
Louisiana 8(g)	No	NA
LA4 & Starting Points	No	NA
Louisiana NSECD	No	NA
Maine	No	NA
Maryland	No	NA
Massachusetts	No	NA
Michigan	Yes	261 children (counted in enrollment total)
Minnesota HdSt	Yes	72 children (counted in enrollment total)
Missouri	No	NA
Nebraska	No	NA
Nevada	No ⁴	NA
New Jersey Abbott	No	NA
New Jersey ECPA	No	NA
New Jersey ELLI	No	NA
New Mexico CDP	Yes	272 children ²
New Mexico State PK	No	NA
New York TPK	No	NA
New York UPK	No	NA
North Carolina	No	NA
Ohio PSP	No	NA
Oklahoma	No	NA
Oregon	Yes	279 children
Pennsylvania EABG	No	NA
Pennsylvania HdSt	Yes	63 in home-based, 65 in combination home- and center-based
Pennsylvania K4	No	NA
South Carolina	No	NA
Tennessee	No	NA
Texas	No	NA
Vermont PFP-ADM	No	NA
Vermont EEI	No	NA
Virginia	No	NA
Washington	Yes	11 children
West Virginia	No	NA
Wisconsin 4K	No	NA
Wisconsin HdSt	Yes	Not reported

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	ELIGIBILITY			
	Minimum age for eligibility	Maximum age for eligibility	Kindergarten eligibility age	Years of attendance allowed
Alabama	4 by Sept. 1	5	5 by Sept. 1	2 ²
Arizona	Birth ²	5 by Sept. 1 ²	5 by Sept. 1	1 ³
Arkansas	Birth	5 by Sept. 15	5 by Sept. 15	5
California	3 by Dec. 2	5 by Dec. 2	5 by Dec. 2	2
Colorado	3 by Oct. 1 ⁵	6 by Oct. 1 ⁵	5 by Oct. 1 ⁵	1-3 ⁵
Connecticut	3	5	5 by Jan. 1	2
Delaware	4 by Aug. 31	5 by Aug. 31	5 by Aug. 31	1
Florida	4 on or before Sept. 1 for program year	5 on or before Sept. 1	5 by Sept. 1	1 school year or summer program cycle
Georgia	4 by Sept. 1	5 by Sept. 1 ²	5 by Sept. 1	1 ²
Illinois	3 by Sept. 1	5 by Aug. 31	5 by Sept. 1	2
Iowa	3 by Sept. 15	5 by Sept. 15	5 by Sept. 15	2 ³
Kansas	4 by Aug. 31	5 by Aug. 31	5 by Aug. 31	1
Kentucky	3 ⁴	5 by Oct. 1 ⁵	5 by Oct. 1	2 ⁶
Louisiana 8(g)	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
LA4 & Starting Points	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
Louisiana NSECD	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
Maine	4 by Oct. 15	No limit	5 by Oct. 15	1
Maryland	4 by Sept. 1	5 by Sept. 30	5 by Sept. 30	1
Massachusetts	2 years, 9 months	Sept. of K-eligibility year	Determined locally	2
Michigan	4 by Dec. 1	5 by Dec. 1	5 by Dec. 1	1
Minnesota HdSt	Birth	May participate until slot in K or Elementary school is available	5 by Sept. 1	No limit
Missouri	3 by July 31	5 by July 31	5 by July 31	2
Nebraska	6 weeks	5 by Oct. 15	5 by Oct. 15	Up to 5 if in infant/toddler & pre-K grant program
Nevada	Birth	5 by Sept. 30	5 by Sept. 30	5
New Jersey Abbott	3 by locally determined date	5 by locally determined date	5 by locally determined date	2
New Jersey ECPA	3 by locally determined date	5 by locally determined date	5 by locally determined date	2
New Jersey ELLI	4 by locally determined date	5 by locally determined date	5 by locally determined date	1
New Mexico CDP	Birth	5 by Aug. 31	5 by Aug. 31	5
New Mexico State PK	4 by Sept. 1	No limit (until child enters kindergarten)	5 by Sept. 1	1
New York TPK	3 by Dec. 1 ²	5 by Dec. 1 ²	5 by Dec. 1 ²	2 ³
New York UPK	4 by Dec. 1 ¹	5 by Dec. 1 ¹	5 by Dec. 1 ¹	1
North Carolina	4 by Oct. 16	5 by Oct. 16	5 by Oct. 16	1
Ohio PSP	3 by locally determined date	5 by locally determined date (Aug. 1 or Sept. 20)	5 by locally determined date (Aug. 1 or Sept. 20)	2
Oklahoma	4 by Sept. 1	5 by Sept. 1	5 by Sept. 1	1 ¹
Oregon	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1	2
Pennsylvania EABG	Determined locally ²	No limit	Determined locally	2
Pennsylvania HdSt	Determined locally ⁴	Determined locally ⁴	Determined locally ⁴	2
Pennsylvania K4	4 by locally determined date	5 by locally determined date	Determined locally	1
South Carolina	3 by Sept. 1 ²	5 by Sept. 1	5 by Sept. 1	2 ²
Tennessee	4 by Sept. 30 ²	5 by Sept. 30	5 by Sept. 30	1 ⁴
Texas	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1	1 ⁴
Vermont PFP-ADM	3 by locally determined date	5 by locally determined date	5 by locally determined date	2
Vermont EEI	3 by locally determined K-eligibility date (Sept. 1 - Dec 31)	5 by locally determined K-eligibility date (Sept.1 to Dec. 31)	5 by locally determined date (Sept. 1 to Dec. 31)	2
Virginia	4 by Sept. 30	5 by Sept. 30	5 by Sept. 30	1
Washington	3 by Aug. 31	5 by Aug. 31	5 by Aug. 31	1-2 years ⁴
West Virginia	4 by Sept. 1 ¹	5 by Sept. 1 ¹	5 by Sept. 1	1 ¹
Wisconsin 4K	4 by Sept. 1	No limit ³	5 by Sept. 1	1
Wisconsin HdSt	3 by Sept. 1	5 by Sept. 1	5 by Sept. 1	2

STATE	ELIGIBILITY	
	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Arizona	At or below 185% FPL	All children
Arkansas	200% FPL	Income is only one of the risk factors for eligibility
California	Approximately 230% FPL	All children, except those who receive protective services or are at risk for abuse, neglect, or exploitation
Colorado	Eligibility for free or reduced-price lunch (185% FPL)	65% of children qualified under income guidelines
Connecticut	At or below 75% SMI	At least 60% of the children enrolled
Delaware	Below 100% FPL	90% of children must meet income requirement
Florida	None	NA
Georgia	None	NA
Illinois	None ³	NA
Iowa	Below 130% FPL	80% of children must meet this income requirement
Kansas	Eligibility for free lunch, 130% FPL	Every child must have at least one risk factor
Kentucky	Eligibility for free lunch, 130% FPL ⁷	4-year-olds without disabilities
Louisiana 8(g)	None ⁴	NA
LA4 & Starting Points	185% FPL	All children ⁵
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligible for free and reduced-priced meals	100% of children ²
Massachusetts	125% of SMI with a priority of at or below 50% SMI (about 200% FPL)	All children ⁵
Michigan	250% FPL ⁴	At least 50% of children in each district or grantee service population must meet the income requirement
Minnesota HdSt	100% FPL	90% of children must meet income requirement or be receiving TANF ⁵
Missouri	None ⁵	NA
Nebraska	185% FPL	70% of funding must be designated to serve children who meet the income requirement or are in 1 of 3 other priority groups
Nevada	None ⁵	NA
New Jersey Abbott	None ⁴	NA
New Jersey ECPA	None ¹	NA
New Jersey ELLI	Based on free and reduced-price lunch application	Varies
New Mexico CDP	None	NA
New Mexico State PK	None	NA
New York TPK	Must be economically disadvantaged ⁴	All children
New York UPK	None	NA
North Carolina	75% SMI	80% of children must meet this income requirement ²
Ohio PSP	200% FPL	All children funded by the Public Preschool Grant
Oklahoma	None	NA
Oregon	100% FPL	80% of children must meet the income requirement
Pennsylvania EABG	None	NA
Pennsylvania HdSt	100% FPL	90% of children must meet the income requirement
Pennsylvania K4	None	NA
South Carolina	None	NA
Tennessee	185% FPL	Children who meet the income criteria receive highest priority
Texas	Eligibility for free or reduced-price lunch (185%)	74% of children met the income requirement
Vermont PFP-ADM	None	NA
Vermont EEI	185% FPL	46% of children met the income requirement
Virginia	None	NA
Washington	110% FPL	90% of children must meet the income requirement
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	Yes, consistent with federal HdSt income guidelines	90% of children must meet the income requirement

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	ELIGIBILITY	
	Other risk factors tied to eligibility	Number of risk factors tied to eligibility
Alabama	None	NA
Arizona	None	NA
Arkansas	State-specified ⁴	1
California	State-specified ³	1
Colorado	State-specified ⁶	1 ⁷
Connecticut	None	NA
Delaware	State-specified and determined locally ²	Not a specific number
Florida	None	NA
Georgia	None	NA
Illinois	Determined locally ³	Determined locally ³
Iowa	State-specified ⁴	1
Kansas	State-specified ¹	1
Kentucky	State-specified (disability)	1
Louisiana 8(g)	State-specified ⁵	Unspecified ⁵
LA4 & Starting Points	None	NA
Louisiana NSECD	None	NA
Maine	None	NA
Maryland	State-specified ²	1
Massachusetts	State-specified ⁶	Determined locally ⁶
Michigan	State-specified (24 factor for educational disadvantage)	2
Minnesota HdSt	10% of children must have an identified disability	1
Missouri	None ⁵	NA
Nebraska	State-specified ²	1
Nevada	State-specified and determined locally ⁵	Determined locally
New Jersey Abbott	None	NA
New Jersey ECPA	None	NA
New Jersey ELLI	Determined locally ¹	Unspecified
New Mexico CDP	None ³	NA
New Mexico State PK	State-specified ⁴	NA
New York TPK	None	NA
New York UPK	None	NA
North Carolina	State-specified ²	At least 1 is required, if over income
Ohio PSP	None	NA
Oklahoma	None	NA
Oregon	10% of the children must have an identified disability	1
Pennsylvania EABG	None ³	NA
Pennsylvania HdSt	10% of the children must have an identified disability	1
Pennsylvania K4	None	NA
South Carolina	State-specified and determined locally ³	Determined locally
Tennessee	State-specified and determined locally ⁵	1
Texas	State-specified ⁵	1
Vermont PFP-ADM	None	NA
Vermont EEI	State-specified ²	1
Virginia	Determined locally ²	Determined locally
Washington	State-specified ⁵	1
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	Determined locally	1

STATE	ELIGIBILITY	
	How do risk factors relate to income criteria?	Is there a sliding payment scale based on income?
Alabama	NA	No
Arizona	NA	No
Arkansas	Meeting the income criteria can count as one of the risk factors	Yes, for children whose family income is 200-250% FPL
California	Meeting the income criteria can count as one of the risk factors	No
Colorado	Meeting the income criteria can count as one of the risk factors	No
Connecticut	NA	Yes, for all participants ²
Delaware	Meeting the income criteria can count as one of the risk factors	No
Florida	NA	No
Georgia	NA	No
Illinois	NA	No
Iowa	Meeting the income criteria can count as one of the risk factors	Yes, for children with other risk factors whose family income is above 130% FPL
Kansas	Meeting the income criteria can count as one of the risk factors	No
Kentucky	4-year-olds must meet income criteria or have a disability; 3-year-olds must have a disability	Determined locally (districts may charge tuition for non-eligible families)
Louisiana 8(g)	NA	No
LA4 & Starting Points	NA	Yes, for children whose family income is above 185% FPL
Louisiana NSECD	NA	No
Maine	NA	No
Maryland	Programs must serve income eligible children first ²	No
Massachusetts	Meeting the income criteria can count as one of the risk factors	Yes, for children whose family income is above the FPL up to 125% SMI ⁷
Michigan	Meeting the income criteria can count as one of the risk factors	No
Minnesota HdSt	Meeting the income criteria can count as one of the risk factors	No
Missouri	NA	Determined locally ⁶
Nebraska	Meeting the income criteria can count as one of the risk factors	Yes, for children who do not meet one of the 4 risk factors
Nevada	Programs set priorities for eligibility based on needs	No
New Jersey Abbott	NA	No
New Jersey ECPA	NA	No
New Jersey ELLI	Determined locally ¹	Determined locally ²
New Mexico CDP	NA	No
New Mexico State PK	NA	No
New York TPK	NA	No
New York UPK	NA	No
North Carolina	Income is considered the primary risk factor	No
Ohio PSP	NA	Yes, for children whose family income is above the FPL ¹
Oklahoma	NA	No
Oregon	Meeting the income criteria can count as one of the risk factors	No
Pennsylvania EABG	NA	No
Pennsylvania HdSt	Meeting the income criteria can count as one of the risk factors	No
Pennsylvania K4	NA	No
South Carolina	NA	No
Tennessee	Meeting the income criteria can count as one of the risk factors	No
Texas	Meeting the income criteria can count as one of the risk factors	No
Vermont PFP-ADM	NA	No
Vermont EEI	Meeting the income criteria can count as one of the risk factors	No
Virginia	NA	No
Washington	Meeting the income criteria can count as one of the risk factors	No
West Virginia	NA	No
Wisconsin 4K	NA	No
Wisconsin HdSt	Meeting the income criteria can count as one of the risk factors	No

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	PROGRAM STANDARDS		
	Maximum class size	Staff-child ratio requirement	Meal requirement
Alabama	4-year-olds, 18	4-year-olds, 1:9	Lunch and snack
Arizona	3- and 4-year-olds, 20 ⁴	3- and 4-year-olds, 1:10 ⁴	Depends on length of program day ⁵
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Breakfast, lunch and snack
California	3- and 4-year-olds, No limit ⁴	3- and 4-year-olds, 1:8	Depends on length of program day ⁵
Colorado	3- and 4-year-olds, 15	3- and 4-year-olds, 1:8	Depends on length of program day ⁸
Connecticut	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ³
Delaware	4-year-olds, 20	4-year-olds, 1:10	At least 1 meal and snack
Florida	4-year-olds, 18 (540 hour program); 10 (300 hour program)	4-year-olds, 1:10 or 2:11-18 (540 hour program); 1:10 (300 hour program)	Depends on length of program day ⁴
Georgia	4-year-olds, 20	4-year-olds, 1:10	Lunch and snack ³
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack ⁴
Iowa	3- and 4-year-olds, 20	3- and 4-year-olds, 1:8	Lunch and snack ⁵
Kansas	4-year-olds, No limit ²	4-year-olds, No limit ²	Snack
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	At least 1 meal a day, breakfast or lunch
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10	Breakfast, lunch and snack
LA4 & Starting Points	4-year-olds, 20	4-year-olds, 1:10	Lunch and snack
Louisiana NSECD	4-year-olds, 20	4-year-olds, 1:10	Breakfast, lunch and snack
Maine	4-year-olds, No limit	4-year-olds, 1:15 ⁴	No meals are required
Maryland	4-year-olds, 20 ³	4-year-olds, 1:10 ³	Breakfast, lunch (full-day); determined locally (half-day)
Massachusetts	3- and 4-year-olds, 20 ⁸	3- and 4-year-olds, 1:10	Depends on length of program day ⁹
Michigan	4-year-olds, 18	4-year-olds, 1:8 or 3:18 ⁵	Depends on length of program day ⁶
Minnesota HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Depends on length of program day ⁶
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁷
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Programs are required to provide a meal, breakfast or snack
Nevada	3-year-olds, 16; 4-year-olds, 20 ⁶	3-year-olds, 1:8; 4-year-olds, 1:10 ⁶	No meals are required
New Jersey Abbott	3- and 4-year-olds, 15	3- and 4-year-olds, 2:15	Breakfast, lunch and snack
New Jersey ECPA	3- and 4-year-olds, 25	3- and 4-year-olds, 1:25 ²	Depends on length of program day ³
New Jersey ELLI	4-year-olds, 20	4-year-olds, 2:20	Depends on length of program day ³
New Mexico CDP	Based on square footage ⁴	3-year-olds and 4-year-olds, 1:12	Depends on length of program day ⁵
New Mexico State PK	4-year-olds, 20	4-year-olds, 1:10	Depends on length of program day ⁵
New York TPK	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9 or 3:20	Breakfast or lunch and snack
New York UPK	4-year-olds, 20	4-year-olds, 1:9 or 3:20	Depends on length of program day ²
North Carolina	4-year-olds, 18	4-year-olds, 1:9	Lunch + either breakfast or snack
Ohio PSP	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; and 4-year-olds, 1:14	Depends on length of program day ³
Oklahoma	4-year-olds, 20	4-year-olds, 1:10 ²	Depends on length of program day ³
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch ²
Pennsylvania EABG	No limit ⁴	No limit ⁴	No meals are required ⁵
Pennsylvania HdSt	3-year-olds, 17; 4-year-olds, 20	3- and 4-year-olds, 2:17	Lunch ⁵
Pennsylvania K4	No limit ¹	No limit ¹	No meals are required ²
South Carolina	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁴
Tennessee	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10	Lunch and snack (breakfast included if program starts early enough)
Texas	No limit	No limit	Depends on length of program day ⁶
Vermont PFP-ADM	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ³
Vermont EEI	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8	Depends on length of program day ³
Virginia	4-year-olds, 18	4-year-olds, 1:9	Breakfast and snack ³
Washington	3- and 4-year-olds, 24 ⁶	3- and 4-year-olds, 1:9 ⁷	Depends on length of program day ⁸
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ²
Wisconsin 4K	4-year-olds, determined locally	4-year-olds, determined locally	Depends on length of program day ⁴
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Depends on length of program day ³

STATE	PROGRAM STANDARDS		
	Screening and referral requirements	Translator required?	Number of parent conferences or home visits required annually
Alabama	Vision, hearing, health, dental	No	2
Arizona	None	No	None
Arkansas	Vision, hearing, health, developmental ⁵	No	2
California	Health ⁶	Yes ⁷	2
Colorado	Health, developmental screening	No	1
Connecticut	Vision, hearing, health, dental ⁴	No	2
Delaware	Vision, hearing, health, behavioral & developmental	No	4
Florida	Determined locally by the early learning coalitions	No	None
Georgia	Vision, hearing, health, developmental, dental, immunizations	No	2
Illinois	Vision, hearing, health, parent interview	Not reported	Determined locally
Iowa	Vision, hearing, health ⁶	No	None ⁷
Kansas	Vision, hearing, health, dental, developmental ³	No	2
Kentucky	Vision, hearing, health, developmental	No	2
Louisiana 8(g)	Developmental screening ⁶	No	Determined locally
LA4 & Starting Points	Vision, hearing, health, dental, mental health	No ⁶	2
Louisiana NSECD	Vision, hearing, health ³	No	2
Maine	Vision, hearing, developmental	Yes ⁵	Determined locally
Maryland	Vision, hearing, health, immunization, lead screening ⁴	No	2
Massachusetts	Vision, hearing, health ¹⁰	No	2
Michigan	None ⁷	No	4
Minnesota HdSt	Vision, hearing, health, dental	Yes ⁷	2
Missouri	None ⁸	No	None
Nebraska	Determined locally	Yes ³	2
Nevada	None	No	None ⁷
New Jersey Abbott	Vision, hearing, health, developmental ⁵	No	Not specified
New Jersey ECPA	Vision, hearing, health, developmental	No	Not specified
New Jersey ELLI	Vision, hearing, health, developmental	No	Not specified
New Mexico CDP	Vision, hearing, health, developmental	No ⁶	2
New Mexico State PK	Vision, hearing, health, dental, developmental	No ⁶	2 home visits and 3 parent conferences ⁷
New York TPK	Vision, hearing, health, developmental	Yes ⁵	Determined locally
New York UPK	Vision, hearing, health, developmental ³	Yes ⁴	Determined locally
North Carolina	Vision, hearing, health, dental, developmental	No	None ³
Ohio PSP	Vision, hearing, health ⁴	No	2
Oklahoma	Vision, hearing, health, developmental ⁴	No	2 ⁵
Oregon	Vision, hearing, health, dental, immunization	Yes ³	4
Pennsylvania EABG	Determined locally	No	Determined locally
Pennsylvania HdSt	Vision, hearing, health, and other (per federal HdSt performance standards)	No	2
Pennsylvania K4	Determined locally ³	No	Determined locally
South Carolina	Vision, hearing, health	No	4 (2 must take place outside of the school)
Tennessee	Vision, hearing, health	No	2
Texas	Vision, hearing	Yes ⁷	Determined locally
Vermont PFP-ADM	Vision, hearing, health	No	2
Vermont EEI	Vision, hearing, health, developmental ⁴	No	2 for academic year programs/ 3 for year round programs
Virginia	Vision, hearing, health	No	Determined locally
Washington	Vision, hearing, health, developmental, dental	No ⁹	3 hours of conferences, and 3 hours of family support services
West Virginia	Vision, hearing, health, dental	No	2
Wisconsin 4K	Determined locally ⁵	No	Determined locally
Wisconsin HdSt	Vision, hearing, health, and other (per federal HdSt performance standards)	No	2

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	PROGRAM STANDARDS
Support services required for all programs	
Alabama	Parenting support or training, parent involvement activities, ³ health services for children, transition to K activities
Arizona	None
Arkansas	Education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities ⁴
California	Parenting support or training, parent involvement activities, health services for children, referral to social services, transition to K activities ⁸
Colorado	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities, information and referral for immunization and dental care
Connecticut	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities, written collaborative agreements with community agencies
Delaware	Education services or job training for parents, parenting support or training, parent involvement activities, ³ health services for parents and children, information about nutrition, referral to social services, transition to K activities, medical and dental services
Florida	None
Georgia	Parenting support or training, parent involvement activities, ⁴ health services for children, information about nutrition, transition to K activities, special education through the Department of Education
Illinois	Education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, transition to K activities
Iowa	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services
Kansas	Parenting support or training, referral to social services, transition to K activities
Kentucky	Education services or job training for parents, parenting support or training, parent involvement activities, ⁸ health services for parents and children, information about nutrition, referral to social services, transition to K activities, other services based on local need
Louisiana 8(g)	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities
LA4 & Starting Points	Education services or job training for parents, parenting support or training, parent involvement activities, ⁷ health services for children, information about nutrition, referral to social services, referral to mental health services
Louisiana NSECD	Parenting support or training, parent involvement activities, health services for children, referral to social services, transition to K activities, other specific locally determined services
Maine	None
Maryland	Parenting support or training, parent involvement activities, health services for children, transition to K activities, other specific locally determined services ⁵
Massachusetts	Some comprehensive services are required, but specific services are determined locally
Michigan	Parent involvement activities, referral to social services
Minnesota HdSt	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities
Missouri	Parent involvement activities, transition to K activities
Nebraska	Education support or training, parent involvement activities, transition to K activities, family development and support based on needs
Nevada	Parenting support or training, parent involvement activities ⁷
New Jersey Abbott	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities
New Jersey ECPA	Education services or job training for parents, parent involvement activities, transition to K activities, specific locally determined services
New Jersey ELLI	Parent involvement activities, transition to K activities
New Mexico CDP	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities
New Mexico State PK	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities
New York TPK	Educational services or job training for parents, parenting support or training, parent involvement activities, ⁶ health services for children, transition to K activities, services provided to meet family needs
New York UPK	Parent involvement activities, ⁵ health services for children, referral to social services, transition to K activities, special education referrals for evaluation and services indicated
North Carolina	Parent involvement activities, transition to K activities
Ohio PSP	Parenting support or training, parent involvement activities, information about nutrition, referral to social services, transition to K activities, address goals/outcomes within Ohio's Early Learning Program Guidelines
Oklahoma	Parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities, provision of a counselor, psychologist, psychometrist, school nurse, special education services, referral to outside services
Oregon	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities, mental health services, community partnerships
Pennsylvania EABG	None, all are recommended
Pennsylvania HdSt	Education services or job training for parents, parenting support or training, parent involvement activities, information about nutrition, referral to social services, transition to K activities, comprehensive services are provided as required by federal HdSt performance standards
Pennsylvania K4	None
South Carolina	Education services or job training for parents, parenting support or training, parent involvement activities, health services for children, transition to K activities
Tennessee	Parent involvement activities, transition to K activities, transition to pre-K activities, some comprehensive services are required, but specific services are determined locally
Texas	Some comprehensive services are required, but specific services are determined locally
Vermont PFP-ADM	Health services for children, referral to social services, transition to K activities
Vermont EEI	Education services or job training for parents, parenting support or training, parent involvement activities, ⁵ health services for children, information about nutrition, referral to social services, transition to K activities
Virginia	Parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to K activities, some comprehensive services are required, but specific services are determined locally
Washington	Parenting support or training, parent involvement activities, ¹⁰ health services for children, information about nutrition, referral to social services, transition to K activities, mental health consultation, dietician, oral/dental health
West Virginia	Transition to K activities, other locally determined services
Wisconsin 4K	Parent involvement activities, ⁶ health services for children, referral to social services, school counseling, transportation, special education, some comprehensive services are required, but specific services are determined locally
Wisconsin HdSt	Education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to K activities, and other services (as required by HdSt performance standards)

STATE	Can state pre-K funds be used to support transportation?	PROGRAM STANDARDS Circumstances in which provision of transportation is required	Accreditation requirement
Alabama	No	None	None
Arizona	Yes	None	NAEYC, National EC Program Accreditation Commission (NECPA), National Accreditation Commission for Early Care and Education, Assoc. for Christian Schools Int'l, Assoc. Montessori Int'l, or American Montessori Society
Arkansas	Yes	None	Arkansas Child Care Approval System
California	Yes, determined locally	Required if grant application specified services would be provided	None
Colorado	Yes	None	None, NAEYC Accreditation encouraged ⁹
Connecticut	Yes, determined locally	None	NAEYC, New England Assoc. of Schools and Colleges (NEASC), Head Start or Montessori
Delaware	Yes	Required if there is a child with a disability that needs transportation	None, but applications get points for accreditation (NAEYC)
Florida	Yes, determined locally	None	Yes, except faith-based agencies, which are exempt from state licensing requirements
Georgia	Yes	None, but may be provided for at-risk children if programs volunteer to transport them	None
Illinois	Yes	None	None
Iowa	Yes	None	NAEYC accreditation is required
Kansas	Yes	Bussing requirements follow same criteria as for older students	None
Kentucky	Yes	As required by individual IEP	None
Louisiana 8(g)	Yes	None	None
LA4 & Starting Points	Yes	Required for LA4 programs; not required for Starting Points programs, but all offer it	None
Louisiana NSECD	Yes	None	LA Board of Elementary and Secondary Education (BESE) Brumfeld-Dodd
Maine	Yes	Required whenever transportation is required by elementary school students	None
Maryland	Yes	Standard practice	None
Massachusetts	Yes, determined locally	As required by individual IEP	NAEYC (center based programs); NAFC (family child care)
Michigan	Yes	None	None
Minnesota HdSt	Yes	May be required for child with a disability	None
Missouri	No	None	Missouri Accreditation of NAEYC
Nebraska	Yes	None	None ⁴
Nevada	Yes	None	None, but state recommends NAEYC guidelines and accreditation
New Jersey Abbott	Yes ⁶	As required by individual IEP ⁵	None
New Jersey ECPA	Yes	Required if student lives more than 2.0 miles from school or when specified in student's IEP	None
New Jersey ELLI	No	As required by individual IEP	None
New Mexico CDP	No	None	Must have or be working toward NECPA or NAEYC
New Mexico State PK	No	None	None ⁸
New York TPK	Yes	None	None
New York UPK	Yes, determined locally	None	None
North Carolina	Yes	None	None
Ohio PSP	Yes	None	None, NAEYC accreditation encouraged ³
Oklahoma	Yes	Required for children receiving special education services	State Public School Accreditation through the state DOE
Oregon	Yes	None ⁴	None (although programs must adhere to federal HdSt Performance Standards)
Pennsylvania EABG	Yes	None	None ⁶
Pennsylvania HdSt	Yes, determined locally	None	None ⁶
Pennsylvania K4	Yes, determined locally	None	None
South Carolina	Yes ⁵	None	None ⁶
Tennessee	Yes, determined locally	As required by individual IEP (otherwise LEA option)	None ⁶
Texas	Yes	None	State-level accreditation by Texas Education Agency
Vermont PFP-ADM	Yes	None	None
Vermont EEI	Yes	None	None, NAEYC accreditation and QRS (STARS) encouraged
Virginia	Yes	Always required (an in-kind expense)	State school accreditation (public); Standards for Licensed Child Day Centers (nonpublic)
Washington	Yes, determined locally	None ¹¹	None
West Virginia	Yes	As required by individual IEP	None
Wisconsin 4K	Yes	Transportation required (circumstances not reported)	State school accreditation ⁷
Wisconsin HdSt	Yes	Transportation required (per federal HdSt requirements) ⁴	None, NAEYC accreditation encouraged

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Name of state early learning document
Alabama	Alabama Performance Standards for 4-year-olds
Arizona	Arizona Department of Education Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	None ⁹
Colorado	Building Blocks to Colorado's Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Early Learning Foundation for School Success
Florida	Florida's VPK Education Standards
Georgia	Bright from the Start: Georgia Department of Early Care and Learning, Georgia's Pre-K Program Content Standards
Illinois	Illinois Early Learning Standards
Iowa	Iowa Early Learning Standards
Kansas	None ⁴
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year Old Children
LA4 & Starting Points	Louisiana Standards for Programs Serving Four-Year Old Children
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year Old Children
Maine	State of Maine Early Childhood Learning Guidelines
Maryland	Standards for Implementing Quality Early Learning Programs
Massachusetts	Guidelines for Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Pre-Kindergarten
Minnesota HdSt	Early Childhood Indicators of Progress: Minnesota's Early Learning Standards
Missouri	Missouri Early Childhood Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3-5
Nevada	Nevada Pre-Kindergarten Content Standards
New Jersey Abbott	Preschool Teaching and Learning Expectations: Standards of Quality
New Jersey ECPA	Preschool Teaching and Learning Expectations: Standards of Quality
New Jersey ELLI	Preschool Teaching and Learning Expectations: Standards of Quality
New Mexico CDP	Program does not use state early learning standards ⁷
New Mexico State PK	New Mexico Early Learning Outcomes
New York TPK	Physical Education, Mathematics, Science, Social Studies and Early Literacy, Creative Arts Pre-Kindergarten Core curriculum
New York UPK	Physical Education, Mathematics, Science, Social Studies and Early Literacy, Creative Arts Pre-Kindergarten Core curriculum
North Carolina	Foundations: Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio PSP	Early Learning Content Standards and Ohio's Early Learning Program Guidelines ⁶
Oklahoma	Prekindergarten Curriculum Guidelines
Oregon	Head Start Child Outcomes Framework ⁵
Pennsylvania EABG	Pennsylvania Early Learning Standards for Pre-Kindergarten
Pennsylvania HdSt	Pennsylvania Early Learning Standards for Pre-Kindergarten
Pennsylvania K4	Pennsylvania Early Learning Standards for Pre-Kindergarten
South Carolina	English Language Arts Curriculum Standards 2002, Mathematics Standards, Science Standards, Social Studies Learning Expectations
Tennessee	Early Childhood Early Learning Developmental Standards
Texas	Prekindergarten Curriculum Guidelines
Vermont PFP-ADM	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning
Washington	None ¹²
West Virginia	West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards

STATE

STATEWIDE EARLY LEARNING STANDARDS

Web address of (most recently revised) early learning standards document

Alabama	http://www.dca.state.al.us/OSR/Alabama_performance_standards_for4-year-olds.pdf
Arizona	http://www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf
Arkansas	http://www.arkansas.gov/childcare/Framework34.pdf
California	NA
Colorado	http://www.cde.state.co.us/resultsmatter/el_guidelines.htm
Connecticut	http://www.state.ct.us/sde/deps/Early/Preschool_framework.pdf
Delaware	http://www.doe.k12.de.us/files/pdf/earlychildhood_schoolbook-eng.pdf
Florida	http://www.firn.edu/doe/earlylearning/pdf/standards.pdf
Georgia	http://dec.al.state.ga.us/Documents/Child%20Care%20Services/GELS%20complete%20book.pdf
Illinois	http://www.illinoisearlylearning.org/standards/
Iowa	http://www.iowa.gov/educate/birth-to-3-years-old.html
Kansas	NA
Kentucky	http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Developmental/Kentucky%27s+Early+Childhood+Standards.htm
Louisiana 8(g)	http://www.doa.state.la.us/osr/lac/28v77.28v77.pdf
LA4 & Starting Points	http://www.doa.state.la.us/osr/lac/28v77.28v77.pdf
Louisiana NSECD	http://www.doa.state.la.us/osr/lac/28v77.28v77.pdf
Maine	http://www.maine.gov/education/standassesslinks.htm
Maryland	http://www.mdk12.org/instruction/ensure/MMSR/MMSRpkFrameworkAndStandards.pdf#search=%22mmsr%20framework%20standards%22
Massachusetts	http://www.eec.state.ma.us/docs/taguidelinesforpreschoollearningexperiences.pdf
Michigan	http://www.michigan.gov/mde/0,1607,7-140-5234_6809-103343--,00.html
Minnesota HdSt	http://education.state.mn.us/mde/static/009530.pdf
Missouri	http://www.dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index/html
Nebraska	http://www.nde.state.ne.us/ECH/ELGuidelines/index.htm
Nevada	http://www.doe.nv.gov/standards/standprek/prek.html
New Jersey Abbott	http://www.nj.gov/njded/ece/expectations/
New Jersey ECPA	http://www.nj.gov/njded/ece/expectations/
New Jersey ELLI	http://www.nj.gov/njded/ece/expectations/
New Mexico CDP	NA
New Mexico State PK	https://www.newmexicoprek.org/show.cfm?fileID=204
New York TPK	http://www.emsc.nysed.gov/ciai/ela/early.pdf#search=%22new%20york%20early%20literacy%20guidance%22
New York UPK	http://www.emsc.nysed.gov/ciai/ela/early.pdf#search=%22new%20york%20early%20literacy%20guidance%22
North Carolina	http://www.dpi.state.nc.us/success/downloads/foundations/pdf
Ohio PSP	http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=338&Content=1679
Oklahoma	http://title3.sde.state.ok.us/early/Pre-Kcurriculumguidelines.pdf
Oregon	http://www.hsnrc.org/CDI/pdfs/EGCOF.pdf#search=%22head%20start%20child%20outcomes%20framework%22
Pennsylvania EABG	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?Q=101706&A=179
Pennsylvania HdSt	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?Q=101706&A=179
Pennsylvania K4	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?Q=101706&A=179
South Carolina	http://ed.sc.gov/agency/offices/ece/standards05.html
Tennessee	http://www.state.tn.us/education/ci/standards/earlychildhood/
Texas	http://www.tea.state.tx.us/curriculum/early/prekguide.html
Vermont PFP-ADM	http://www.state.vt.us/educ/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEI	http://www.state.vt.us/educ/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf
Washington	NA
West Virginia	http://www.wvdhhr.org/oss/pieces/ta/documents/WVWELSFec04.pdf
Wisconsin 4K	http://www.collaboratingpartners.com/docs/NMN_EL_Standards.pdf
Wisconsin HdSt	http://www.collaboratingpartners.com/docs/NMN_EL_Standards.pdf

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	Year standards adopted	Year standards last revised
Alabama	2004	NA
Arizona	2003	2005
Arkansas	1996	NA
California	NA	NA
Colorado	2000	NA
Connecticut	1999	2005
Delaware	2003	NA
Florida	2005	NA
Georgia	1996	2006
Illinois	2003	NA
Iowa	2005	NA
Kansas	NA	NA
Kentucky	2003	NA
Louisiana 8(g)	2003	Under revision
LA4 & Starting Points	2003	Under revision
Louisiana NSECD	2003	Under revision
Maine	2005	NA
Maryland	1998	2004-2006 ⁶
Massachusetts	2003	2003
Michigan	1992	2005
Minnesota HdSt	2000	2005
Missouri	2001-2004 ⁹	2005
Nebraska	2005	NA
Nevada	2004	NA
New Jersey Abbott	2002	2004
New Jersey ECPA	2002	2004
New Jersey ELLI	2002	2004
New Mexico CDP	NA	NA
New Mexico State PK	2005	2006
New York TPK	2001	Standards are under rolling revision
New York UPK	2001	Standards are under rolling revision
North Carolina	2005-06	2004
Ohio PSP	2003 and 2005	NA
Oklahoma	1996	2005
Oregon	2000	NA
Pennsylvania EABG	2005	NA
Pennsylvania HdSt	2005	NA
Pennsylvania K4	2005	NA
South Carolina	2002	Under revision
Tennessee	2004	NA
Texas	1999	NA
Vermont PFP-ADM	2003	NA
Vermont EEI	2003	NA
Virginia	2003	2005
Washington	NA	NA
West Virginia	2004	NA
Wisconsin 4K	2003	Under revision
Wisconsin HdSt	2003	Under revision

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Application of (most recently revised) standards to program	Standards specific to pre-K?
Alabama	Programs are required to follow state standards	Yes
Arizona	Offered as guidance but not required	Yes
Arkansas	Programs are required to follow state standards	Yes
California	NA	NA
Colorado	Offered as guidance but not required	Yes
Connecticut	Programs are required to follow state standards	Yes
Delaware	Programs are required to follow state standards	Yes
Florida	Programs are required to follow state standards	Yes
Georgia	Programs are required to follow state standards	Yes
Illinois	Programs are required to follow state standards	Yes
Iowa	Offered as guidance but not required	Yes
Kansas	NA	NA
Kentucky	Offered as guidance but not required	Yes
Louisiana 8(g)	Programs are required to follow state standards	Yes
LA4 & Starting Points	Programs are required to follow state standards	Yes
Louisiana NSECD	Programs are required to follow state standards	Yes
Maine	Offered as guidance but not required	Yes
Maryland	Offered as guidance but not required ⁷	Yes
Massachusetts	Programs are required to follow state standards ¹¹	Yes
Michigan	Programs are required to follow state standards	Yes
Minnesota HdSt	Offered as guidance but not required	Yes
Missouri	Offered as guidance but not required	Yes
Nebraska	Offered as guidance but not required	Yes
Nevada	Programs are required to follow state standards	Yes
New Jersey Abbott	Programs are required to follow state standards	Yes
New Jersey ECPA	Offered as guidance but not required	Yes
New Jersey ELLI	Programs are required to follow state standards	Yes
New Mexico CDP	NA	NA
New Mexico State PK	Programs are required to follow state standards	Yes
New York TPK	Programs are required to follow state standards ⁷	No ⁸
New York UPK	Programs are required to follow state standards ⁶	No ⁷
North Carolina	Programs are required to follow state standards	Yes
Ohio PSP	Programs are required to follow state standards	Yes
Oklahoma	Programs are required to follow state standards	Yes
Oregon	Offered as guidance but not required	Yes
Pennsylvania EABG	Offered as guidance but not required	Yes
Pennsylvania HdSt	Offered as guidance but not required	Yes
Pennsylvania K4	Offered as guidance but not required	Yes
South Carolina	Programs are required to follow state standards	Yes
Tennessee	Programs are required to follow state standards	Yes
Texas	Offered as guidance but not required	Yes
Vermont PFP-ADM	Offered as guidance but not required	Yes
Vermont EEI	All programs are required to use standards as condition of grant award	Yes
Virginia	Programs are required to follow state standards	Yes
Washington	NA	NA
West Virginia	Programs are required to follow state standards	Yes
Wisconsin 4K	Offered as guidance but not required	Yes
Wisconsin HdSt	Offered as guidance but not required	Yes

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	STATEWIDE EARLY LEARNING STANDARDS
NEGP domains addressed in (most recently revised) standards	
Alabama	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Arizona	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Arkansas	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
California	NA
Colorado	Approaches toward learning, language development, cognition and general knowledge
Connecticut	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Delaware	Physical well-being/motor development, social/emotional development, approaches toward learning, ⁴ language development, cognition and general knowledge
Florida	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Georgia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Illinois	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Iowa	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Kansas	NA
Kentucky	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Louisiana 8(g)	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
LA4 & Starting Points	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Louisiana NSECD	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Maine	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Maryland	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Massachusetts	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Michigan	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Minnesota HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Missouri	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Nebraska	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Nevada	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey Abbott	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey ECPA	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Jersey ELLI	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New Mexico CDP	NA
New Mexico State PK	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
New York TPK	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
New York UPK	Social/emotional development, approaches toward learning, language development, cognition and general knowledge
North Carolina	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Ohio PSP	Approaches toward learning, language development, cognition and general knowledge
Oklahoma	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Oregon	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania EABG	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Pennsylvania K4	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
South Carolina	Approaches toward learning, language development, cognition and general knowledge
Tennessee	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Texas	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Vermont PFP-ADM	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Vermont EEI	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Virginia	Language development, cognition and general knowledge
Washington	NA
West Virginia	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Wisconsin 4K	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge
Wisconsin HdSt	Physical well-being/motor development, social/emotional development, approaches toward learning, language development, cognition and general knowledge

STATE

STATEWIDE EARLY LEARNING STANDARDS

Are (most recently revised) standards linked to child assessments?

Alabama	Yes, assess language development using PPVT and LELA
Arizona	Yes, required on-going assessment must be aligned to early learning standards
Arkansas	Yes, state pre-K assessment, Work Sampling System, was correlated to the Early Childhood Frameworks before implementation
California	NA
Colorado	Yes ¹⁰
Connecticut	Yes ⁵
Delaware	No
Florida	Yes, Florida kindergarten Readiness Assessment (FLKRS), Early Childhood Observation System, Dynamic Indicators of Basic Early Literacy Skills
Georgia	Yes, used to document progress, communicate with parents, and assist in guiding instruction
Illinois	Yes, curricula and assessments are aligned with standards
Iowa	No
Kansas	NA
Kentucky	Yes, districts must choose assessments from the Kentucky Early Childhood Continuous Assessment Guide, all of which are aligned with state standards
Louisiana 8(g)	Yes, portfolio assessment
LA4 & Starting Points	Yes, portfolio assessment
Louisiana NSECD	Yes, Pre- and Post-Assessment of developing skills checklist
Maine	No
Maryland	No
Massachusetts	No
Michigan	Yes ⁸
Minnesota HdSt	Yes
Missouri	Yes, observational assessment conducted last 6 weeks of school year
Nebraska	Yes, programs are required to use High-Scope COR, Creative Curriculum Developmental Continuum, or Work Sampling System
Nevada	No
New Jersey Abbott	Yes, developmental screenings, documentation/assessment for teachers' professional development, portfolio assessment
New Jersey ECPA	No
New Jersey ELLI	No
New Mexico CDP	NA
New Mexico State PK	Yes, New Mexico Pre-K Observational Assessment System
New York TPK	Yes
New York UPK	Yes
North Carolina	Yes, ongoing assessment ⁴
Ohio PSP	Yes, linked to literacy assessment ⁷
Oklahoma	Yes, ongoing developmental assessments through observations
Oregon	Yes
Pennsylvania EABG	Yes ⁷
Pennsylvania HdSt	Yes
Pennsylvania K4	Yes, variety of assessments and curricula instruments
South Carolina	Yes, South Carolina Readiness Assessment and Work Sampling
Tennessee	No
Texas	No
Vermont PFP-ADM	No ⁴
Vermont EEI	No ⁶
Virginia	Yes ⁴
Washington	NA
West Virginia	Yes, through COR, Developmental Continuum, or Work-Sampling
Wisconsin 4K	No
Wisconsin HdSt	No

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	PERSONNEL
	Minimum teacher degree requirement
Alabama	BA in ECE, EE with P-3 add-on, or CD (public and nonpublic) ⁴
Arizona	None (public and nonpublic) ⁶
Arkansas	BA/BS in EC or equivalent (single classroom sites); AA/AS in EC (multiple classroom sites) ⁷
California	CDA (public and nonpublic) ¹⁰
Colorado	CDA (public and nonpublic) ¹¹
Connecticut	BS/BA with a PreK endorsement/Special Ed. Pre-K-12, or CDA + 12 credits in EC (public) 6, CDA + 12 credits in EC (non-public)
Delaware	CDA (public and nonpublic)
Florida	CDA or equivalent with emergent literacy training (school year programs); Certified teacher in any area or BA in specific areas (summer programs) ⁵
Georgia	AA in ECE or Montessori diploma (public and nonpublic)
Illinois	BA + EC certificate (public and nonpublic)
Iowa	EC teaching endorsement (public); AA for HdSt program, none for CC (nonpublic)
Kansas	4-year Elem. Teaching certificate (public)
Kentucky	BA (public and nonpublic) ⁹
Louisiana 8(g)	BA with teaching certificate, N, K, PK-3, or Early Intervention (public)
LA4 & Starting Points	BA + certification in N, K, Early Intervention, Non-categorical Pre-K or PK-3, (public and subcontracted nonpublic) ⁸
Louisiana NSECD	BA + EC Certification (nonpublic)
Maine	BA + EC certificate (public and nonpublic)
Maryland	BA in EC (public and nonpublic)
Massachusetts	BA + EC certificate (public); None, one course in child growth and development required (nonpublic) ¹²
Michigan	BA + EE teaching certificate + ECE endorsement (public); BA + EE teaching certificate + ECE endorsement, or BA + EE teaching certificate + CDA, or BA in child development (nonpublic) ⁹
Minnesota HdSt	CDA or AA (public and nonpublic) ⁸
Missouri	BA+ EC or ECSE certification or 4-year child development degree ¹⁰
Nebraska	BA; teaching certificate with EC Endorsement (public and nonpublic)
Nevada	BA (public and nonpublic) ⁸
New Jersey Abbott	BA + EC Certification (public and nonpublic) ⁷
New Jersey ECPA	BA + EC Certification (public and nonpublic)
New Jersey ELLI	BA + EC Certification (public and nonpublic)
New Mexico CDP	BA (public); 45 hour entry-level course or higher (nonpublic)
New Mexico State PK	HSD (public and nonpublic) ⁹
New York TPK	NYS teaching certificate Pre-K-Grade 6; N-6 or EC certification Birth-Grade 2 after 2004 (public)
New York UPK	NYS Teaching Certificate Pre-K-Grade 6; N-6 or EC certification Birth-Grade 2 (public); 9 credits toward CDA (nonpublic) ⁸
North Carolina	BA + Birth-K license (public and nonpublic) ⁵
Ohio PSP	AA + Pre-K associate level certificate (public); CDA with EC coursework (nonpublic) ⁸
Oklahoma	BA + EC Certification (public and nonpublic)
Oregon	BA + teaching license (public); CDA (nonpublic) ⁶
Pennsylvania EABG	BA in ECE, with certification (public); None (community) ⁸
Pennsylvania HdSt	Minimum CDA, 50% of teachers must have AA (public and community)
Pennsylvania K4	BA + teaching license
South Carolina	BA + EC certificate (public and nonpublic)
Tennessee	BA + license with Pre-K endorsement (ECE pilot and VPK) ⁷
Texas	BA with Generalist (EC-4) Teaching Certificate (public and nonpublic) ⁸
Vermont PFP-ADM	BA (public and nonpublic)
Vermont EEI	BA + license in EC or ECSE (public); BA in Early Education (nonpublic) ⁷
Virginia	BA (public); CDA (nonpublic) ⁵
Washington	AA or higher with 30 quarter credits in ECE, or teaching certificate with state ECE endorsement (public and nonpublic)
West Virginia	BA in ECE, EE or Pre-K Special Needs (pre-K only programs); AA (blended programs) ³
Wisconsin 4K	BA + EC level license (public and nonpublic)
Wisconsin HdSt	CDA (public and nonpublic) ⁵

STATE	PERSONNEL	
	Required teacher certification/licensure/endorsement	Educational level of teachers during 2005-2006
Alabama	Pre-K - elem. Specialization (public and nonpublic)	AA, 3.5%; BA, 68%; MA, 28%
Arizona	None (public and nonpublic) ⁶	Not available
Arkansas	Pre-K through P-4 license (single classroom sites); None (multiple classroom sites) ⁸	HSD, 4.5%; CDA, 10.6%; AA, 12.5%; BA, 58.5%; MA, 13.5%; PhD, 0.4%
California	Associate Teacher Permit (public and nonpublic)	Not available
Colorado	None (public and nonpublic)	Not available
Connecticut	Elem. Certification with Pre-K endorsement, N-K, or SpEd with Pre-K-12 endorsement (public); ⁹ None (nonpublic)	CDA, 24%; AA, 25%; BA, 31%; MA, 21%
Delaware	None (public and nonpublic)	No degree or credential, 13%; CDA, 24%; AA, 35%; BA, 26%; MA, 29% ⁵
Florida	None (school year programs); Any certification (summer programs) ⁵	Not available
Georgia	Pre-K to Grade 5 (public and nonpublic) ⁵	HSD, 1%; CDA, 18%; BA, 79%; Montessori Diploma, 2%
Illinois	Birth-8 years (public and nonpublic)	Not available
Iowa	EC teaching endorsement (public); None (nonpublic) ⁸	HSD, 4%; CDA, 19%; AA, 9%; BA, 55%; MA, 13%
Kansas	Elem. License or Early Childhood License (public)	BA, 68.7%; MA, 30.2%; Other, 1.2%
Kentucky	IECE-birth to entry into primary (kindergarten) with general ed. and special-ed training (public and nonpublic)	CDA and AA, 34%; BA and MA, 66%
Louisiana 8(g)	Nursery, K, Pre-K-3, or Early Intervention (public)	BA or higher, 100%
LA4 & Starting Points	Certification in Nursery, K, Early Intervention, Non categorical Pre-K or Pre-K-3 (public and nonpublic)	BA, 100% ⁹
Louisiana NSECD	Pre-K-3, Early Intervention, N, K, Non categorical Pre-K, or EE + additional training for teachers without an EC-level certificate (nonpublic)	BA, 100%
Maine	Licensure + EC or Elementary Certificate (public and nonpublic)	BA 81%; MA 19% ⁶
Maryland	Certification in N-3, -6 or -8 and must be licensed (public and nonpublic)	BA, 100%
Massachusetts	EC Teacher of students with and without disabilities, Pre-K-Grade 2 (public); None (nonpublic) ¹²	Not available
Michigan	EE certification and ECE endorsement (public); None (nonpublic) ¹⁰	Not available
Minnesota HdSt	None (public and nonpublic)	HSD, 1%; CDA, 19%; AA, 18%; BA, 56%; MA, 4%; Other, 2%
Missouri	Licensure and EC or ECSE certification or 4-year child development degree ¹⁰	CDA, 8%; AA, 2%; BA, 90%; Other, 1%
Nebraska	Certification and EC endorsement (public and nonpublic)	BA or higher, 100%
Nevada	ECE license, Birth-K or Birth-Grade 2 or EC endorsement on K-8 license (public and nonpublic)	HSD, 5.5%; AA, 8.3%; BA, 58.3%; MA, 27.7%
New Jersey Abbott	EC Certification for Preschool through Grade 3 (public and nonpublic)	BA, 83.8%; MA, 16%, Less than a BA 0.2%
New Jersey ECPA	EC Certification for Preschool through Grade 3 (public and nonpublic)	Not available
New Jersey ELLI	EC Certification for Preschool through Grade 3 (public and nonpublic)	BA or higher, 100%
New Mexico CDP	EC (birth-age 8), EE (K-8), or SpEd license (K-12) (public); None (nonpublic)	Not available
New Mexico State PK	Entry-level certificate in ECE (public and nonpublic) ⁹	Nonpublic: HSD + 45 hr course, 24%; CDA, 45%; AA, 14%; BA, 17%; Public: BA, 84%; MA, 16%
New York TPK	Certification in Pre-K or N-6 (public)	BA or higher, 100% ⁹
New York UPK	Certificate in Pre-K-6 or N-6 (public); None (nonpublic) ⁹	NYS teaching certificate (BA), 100% (public); Not reported (nonpublic)
North Carolina	Birth-K license or Pre-K add-on (nonpublic and public) ⁶	HSD, 3%; AA, 15%; BA, 73%; MA, 9%; PhD, 0.1%
Ohio PSP	Pre-K Associate, Pre-K, K, or EC license (public) ⁹ ; None (nonpublic)	Not available
Oklahoma	EC certification for Pre-K-Grade 3 (public and nonpublic)	BA, 83%; MA, 17%
Oregon	License + 15 hours in ECE credit (public); None (nonpublic)	HSD, 10%; CDA, 21%; AA, 27%; BA, 34%; MA, 9%
Pennsylvania EABG	Certified in EC, Pre-K-Grade 3 (public); None (community)	BA or higher, 100%
Pennsylvania HdSt	None (public and community)	CDA, 15%; AA, 21%; BA, 52%; MA, 12%
Pennsylvania K4	State certification	Not available
South Carolina	EC certificate and license (public and nonpublic)	BA, 100%
Tennessee	Pre-K endorsement (ECE pilot and VPK) ⁷	BA, 100%
Texas	Generalist Teaching Certificate (public and nonpublic)	Not available
Vermont PFP-ADM	Early Ed. or ECSE license (public and nonpublic)	Not available
Vermont EEI	EC or ECSE license (public); Degree in Early Ed. (nonpublic)	CDA, 3%; AA, 12%; BA, 66%; MA, 19%
Virginia	License + certification in Pre-K-3 or Pre-K-6 (public); None (nonpublic)	CDA, 1%; AA, 1%; BA or higher, 98%
Washington	None (public and nonpublic)	AA, 38%; BA, 50%; MA, 3%; less than 60 quarter credits toward AA, 9%
West Virginia	Birth - 5, EC, or Pre-K Special Needs, Pre-K-K endorsement or EE certificate (public and nonpublic)	Not available
Wisconsin 4K	Pre-K, K, or EC license (public and nonpublic)	BA, 100%
Wisconsin HdSt	None (public and nonpublic) ⁵	Not available

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	PERSONNEL	
	Minimum assistant teacher degree requirement	Teacher in-service requirement
Alabama	CDA + experience in Pre-K classroom (public and nonpublic)	40 clock hours per year
Arizona	None	12 clock hours per year
Arkansas	CDA (public and nonpublic)	60 clock hours per year (certified staff); 30 clock hours per year (other staff)
California	Child Development Assistant Teacher Permit (public and nonpublic) ¹¹	105 clock hours per 5 years
Colorado	None (public and nonpublic)	10 clock hours per year
Connecticut	None (public and nonpublic) ⁷	75 CEUs per 5 years + 6 hours of additional training (public); 1% of hours worked + 6 hours of additional training (nonpublic) ⁸
Delaware	HSD (public and nonpublic)	15 clock hours per year ⁶
Florida	40 hour training for licensed child care providers (public and nonpublic)	10 clock hours per year for CDA renewal; 120 clock hours per 5 years for certified teachers
Georgia	HSD or equivalent + experience (public and nonpublic)	15 clock hours per year
Illinois	AA	120 clock hours per 5 years ⁵
Iowa	None (public and nonpublic)	6 hours every 5 years (public); None (nonpublic) ⁹
Kansas	2-year-degree (public)	Amount not specified
Kentucky	HSD (public and nonpublic)	4 days/year (certified teachers); 18 hours/year (CDAs and AAs)
Louisiana 8(g)	Determined locally (public)	150 clock hours per 5 years
LA4 & Starting Points	HSD (public and subcontracted nonpublic)	18 clock hours per year
Louisiana NSECD	HSD (nonpublic)	18 clock hours per year ⁴
Maine	30 credit hours (public and nonpublic)	90 clock hours per 5 years
Maryland	HSD or equivalent (public and nonpublic)	6 credit hours per 5 years ⁸
Massachusetts	At least 18 yrs old + HSD (public); at least 18 yrs old + 3 credit Child Development course or CDA (nonpublic)	20 clock hours per year
Michigan	CDA or 120 clock hours (public and nonpublic) ¹¹	60 clock hours per 5 years (certified teachers); None (non-certified teachers) ¹²
Minnesota HdSt	Meets child care regulations (public and nonpublic) ⁹	1.5% or 2% of total work hours ¹⁰
Missouri	HSD + vocational certification in ECE (public); HSD (nonpublic)	12 clock hours per year ¹¹
Nebraska	12 credit hours in EC or equivalent (public and nonpublic)	12 clock hours per year
Nevada	HSD/GED (public and nonpublic)	5 credit hours per 5 years
New Jersey Abbott	HSD, unless Title I school (public), HSD (nonpublic)	100 clock hours per 5 years
New Jersey ECPA	HSD, unless Title I school (public), HSD (nonpublic)	100 clock hours per 5 years
New Jersey ELLI	HSD (public and nonpublic)	100 clock hours per 5 years
New Mexico CDP	Educational Assistant License (public); None (nonpublic)	24 clock hours per year
New Mexico State PK	45 hour Entry-Level Certificate + work toward AA in ECE within 5 years (public and nonpublic)	Amount not specified ¹⁰
New York TPK	HSD or equivalent + 6 credits in EC or related field	175 clock hours per 5 years
New York UPK	HSD or equivalent + 6 credits in EC or related field (public); HSD (nonpublic) ¹⁰	175 clock hours per 5 years
North Carolina	CDA or NCLB requirements (public); CDA (nonpublic) ⁷	150 clock hours or 15 credit hours per 5 years
Ohio PSP	HSD (public and nonpublic)	20 clock hours per year ¹⁰
Oklahoma	AA, or 48 credit hours, or pass a DOE test in compliance with NCLB regulations for assistant teachers (public and nonpublic)	15 clock hours per year
Oregon	HSD/GED (public and nonpublic) ⁷	None ⁸
Pennsylvania EABG	Determined locally (public and community)	180 clock hours per 5 years
Pennsylvania HdSt	Determined locally (public and community)	Determined locally
Pennsylvania K4	NA ⁴	180 clock hours per 5 years
South Carolina	HSD (public); None (nonpublic) ⁷	12 clock hours per year and 6 credit hours per 5 years
Tennessee	CDA (ECE pilot); HSD + pre-K experience (VPK) ⁷	18 clock hours per year
Texas	HSD/GED (public and nonpublic)	150 clock hours per 5 years ⁹
Vermont PFP-ADM	Determined locally ⁵	9 credit hours per 7 years
Vermont EEI	BA (public); determined locally; AA expected (nonpublic)	9 clock hours per year (nonpublic); 9 credit hours per 7 years (public)
Virginia	HSD/GED (public and nonpublic)	15 clock hours per year
Washington	1 year ECE certificate or CDA (public and nonpublic)	No minimum requirement ¹³
West Virginia	18 years old + HSD or equivalent (public and nonpublic)	15 clock hours per year ⁴
Wisconsin 4K	Teacher assistant license or AA in Title I schools (public); At least 18 years old + 1 course in EC (nonpublic)	180 clock hours or 6 credit hours per 5 years, or completion of professional development plan
Wisconsin HdSt	Determined locally (public); At least 18 years old + 1 course in EC (nonpublic) ⁶	Amount not specified (per federal Head Start requirements)

STATE	PERSONNEL	
	Are teachers required to be paid on public school salary scale?	State supports for teacher education
Alabama	Yes (public); No (nonpublic) ⁵	Mentors, professional development workshops
Arizona	No	Scholarships, mentors
Arkansas	Yes ⁹	Scholarships, mentors, tuition reimbursement
California	No	Scholarships, mentors, stipends for staff retention based on school or training classes attended
Colorado	No	Scholarships, loan forgiveness
Connecticut	Yes (public); No (nonpublic)	Scholarships, CT Charts-A-Course/Tremaine Grant/SERC/Training in ECERS, Preschool Curriculum Framework and the Preschool Assessment Framework ⁹
Delaware	Yes (public); No (nonpublic)	Scholarships, mentors
Florida	Yes, (public); No, (nonpublic)	Scholarships, providers must make a contribution
Georgia	Yes (public); No (nonpublic)	Scholarships, incentive programs
Illinois	Yes	None
Iowa	Yes (public); No (nonpublic)	T.E.A.C.H. Scholarship Program
Kansas	Yes	Professional development trainings
Kentucky	Yes (public); No (nonpublic) ¹⁰	Scholarships, mentors, Early Childhood Regional Training Centers
Louisiana 8(g)	Yes	Mentors, training for Pre-K teachers, tuition assistance for certification
LA4 & Starting Points	Yes (public); No (nonpublic)	Scholarships, tuition exemption ¹⁰
Louisiana NSECD	NA (public); No (nonpublic)	Scholarships, mentors
Maine	Yes (public); No (nonpublic) ⁷	Scholarships ⁸
Maryland	Yes	Scholarships, mentors, literacy coaches ⁹
Massachusetts	Yes (public); No (nonpublic)	Courses for CPC program teachers ¹³
Michigan	No (public and nonpublic)	None
Minnesota HdSt	No	T.E.A.C.H. Scholarship Program
Missouri	Yes (public); No (nonpublic) ¹²	Professional money available for college credit courses, curriculum training, in-state conferences, and scholarships through T.E.A.C.H Early Childhood Missouri
Nebraska	No	T.E.A.C.H. Scholarship Program
Nevada	Yes	None
New Jersey Abbott	Yes	Scholarships, loan forgiveness, mentors
New Jersey ECPA	Yes (public); No (nonpublic)	Mentors
New Jersey ELLI	Yes (public); No (nonpublic)	Mentors
New Mexico CDP	Yes (public); No (nonpublic)	T.E.A.C.H. Scholarship Program
New Mexico State PK	Yes (public); No (nonpublic)	T.E.A.C.H Scholarships, mentors
New York TPK	Yes (public); No (nonpublic)	Scholarships, mentors, Education Incentive Program, Teacher Recruitment Tuition Reimbursement Program, Certification Stipends, Summer in the City Internships, New York Master Teacher Program ¹⁰
New York UPK	Yes (public); No (nonpublic)	Scholarships, mentors, Education Incentive Program, Teacher Recruitment Tuition Reimbursement Program, Certification Stipends, Summer in the City Internships, New York Master Teacher Program ¹¹
North Carolina	Yes (public); No, unless teacher is licensed (nonpublic)	T.E.A.C.H Scholarships ⁸
Ohio PSP	No	None
Oklahoma	Yes	Mentors, state-mandated professional development, loan forgiveness in teacher shortage areas ⁴
Oregon	Yes, (public); No, (nonpublic)	Scholarships, mentors ⁹
Pennsylvania EABG	Determined locally	Scholarships, loan forgiveness
Pennsylvania HdSt	No	Scholarships, loan forgiveness
Pennsylvania K4	No	Scholarships, loan forgiveness
South Carolina	Yes ⁸	Loan forgiveness for teachers in low-performance districts
Tennessee	Yes (public); No (nonpublic) ⁸	Mentors, assistance with college programs, professional conferences, week-long training institute ⁹
Texas	Yes	TxBESS ¹⁰
Vermont PFP-ADM	Yes (public); No (nonpublic)	Scholarships, mentors, assistance with licensure
Vermont EEI	Yes (public); No (nonpublic)	Scholarships, mentors, reduced tuition to special EC/EC SpEd endorsement projects
Virginia	Yes (public); No (nonpublic)	Scholarships, loan forgiveness, mentors
Washington	No	Scholarships available on a small scale
West Virginia	Yes (public); No (nonpublic)	Scholarships, mentors
Wisconsin 4K	Yes (public); No (nonpublic)	Scholarships, mentors ⁸
Wisconsin HdSt	No	Scholarships, mentors ⁷

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	RESOURCES	
	Total 2005-2006 spending	How much of total spending came from...
Alabama	\$6,036,050	State, \$4,326,050; Local, \$1,710,000
Arizona	\$12,258,488	State, 100%
Arkansas	\$91,829,279	State, \$52,008,000; Federal, \$5,149,279; Local, \$34,672,000 ¹⁰
California	\$266,018,034 ¹²	State, 100%
Colorado	\$37,770,856	State, \$23,603,550; Local, \$14,167,306 ¹²
Connecticut	\$65,922,129	State, \$52,490,190; Local, \$13,431,939 ¹⁰
Delaware	\$5,278,300	State, 100%
Florida	\$229,100,000	State, 100%
Georgia	\$289,960,907	State, \$289,894,973; Federal, \$65,934
Illinois	\$237,950,581 ⁶	State, 100%
Iowa	\$19,200,000 ¹⁰	State, \$6,800,000; Federal and Local, \$12,400,000 ¹⁰
Kansas	\$13,728,825	State, 100%
Kentucky	\$78,600,000	State, \$51,600,000; Federal, \$7,000,000; Local, \$20,000,000
Louisiana 8(g)	\$12,001,194	State, 100%
LA4 & Starting Points	\$53,000,000	State, \$36,000,000; Federal, \$17,000,000
Louisiana NSECD	\$4,114,242 ⁵	Federal, 100%
Maine	\$7,243,130 ⁹	State, \$3,744,583; Local, \$3,498,547 ⁹
Maryland	\$112,921,893 ¹⁰	State, \$43,269,366; Federal, \$6,948,536; Local, \$62,704,224 ¹⁰
Massachusetts	\$68,694,170	State, \$38,330,399; Federal, \$30,363,771
Michigan	\$84,850,000 ¹³	State, 100%
Minnesota HdSt	\$19,022,975	State, 100%
Missouri	\$12,129,270	State, 100%
Nebraska	\$11,000,000	State, \$3,680,471; Federal, \$3,639,058; Local, \$3,680,471 ⁵
Nevada	\$3,032,172	State, 100%
New Jersey Abbott	\$423,656,248	State, 100%
New Jersey ECPA	\$30,000,000	State, 100%
New Jersey ELLI	\$2,187,000	State, 100%
New Mexico CDP	\$940,000 ⁸	State, 100%
New Mexico State PK	\$3,504,507 ¹¹	State, 100%
New York TPK	\$53,700,000	State, 100%
New York UPK	\$201,250,090	State, 100%
North Carolina	\$59,257,237	State, 100%
Ohio PSP	\$19,002,195	State, 100%; local, varies with each district
Oklahoma	\$209,397,138	State, \$112,352,971; Federal, \$29,128,548; Local, \$64,498,928; Other, \$3,416,691
Oregon	\$27,650,000	State, 100%
Pennsylvania EABG	\$9,430,989	State, 100%
Pennsylvania HdSt	\$30,000,000	State, 100%
Pennsylvania K4	unable to determine	Not reported
South Carolina	\$64,755,913	State, \$21,832,678; Federal, \$8,203,913; Local, \$34,719,322
Tennessee	\$35,000,000 ¹⁰	State, \$10,000,000 from general revenue, \$25,000,000 from state lottery funds
Texas	\$483,709,332 ^{11,12}	State, 100% ^{11,12}
Vermont PFP-ADM	\$8,293,000	State, 100%
Vermont EEI	\$1,302,209	State, 100%
Virginia	\$60,966,002	State, \$38,518,874; Local, \$22,447,128
Washington	\$38,344,879	State, \$34,194,952; Federal, \$2,027,546; Local, \$2,122,381 ¹⁴
West Virginia	\$69,387,532 ⁵	State, \$40,511,010; Federal, \$28,876,522
Wisconsin 4K	\$95,600,000	State, \$62,400,000; Local, \$33,200,000
Wisconsin HdSt	\$7,212,500	State, 100%

STATE	RESOURCES	Number of children supported by TANF/other funds who were not counted in pre-K enrollment
	TANF, federal, or local sources used	
Alabama	Not reported	NA
Arizona	NA	NA
Arkansas	TANF, \$5,149,279	None
California	NA	NA
Colorado	EC SpEd, Title 1, School district general funds, Head Start (amounts unknown) ¹³	Determined locally (number unknown)
Connecticut	Not reported	NA
Delaware	NA	NA
Florida	NA	NA
Georgia	TANF (possibly), \$50.00; Child Care Development Funds 4% Quality Dollars, \$65,884.19	Number unknown
Illinois	NA	NA
Iowa	Not reported	NA
Kansas	NA	NA
Kentucky	IDEA, \$5,000,000; Title I, \$2,000,000; Even Start + HdSt Enhanced Funds, (amounts unknown)	Number unknown
Louisiana 8(g)	NA	NA
LA4 & Starting Points	TANF (allocated by State Legislature), \$17,000,000	301 children
Louisiana NSECD	TANF, \$4,114,242	None
Maine	Not reported ¹⁰	None
Maryland	Not reported	None
Massachusetts	CCDF, \$5,904,208; TANF, \$24,459,563	None
Michigan	NA	NA
Minnesota HdSt	NA	NA
Missouri	NA	NA
Nebraska	NA	Number unknown
Nevada	NA	NA
New Jersey Abbott	Not reported	NA
New Jersey ECPA	Not reported	NA
New Jersey ELLI	NA	NA
New Mexico CDP	State dollars for TANF MOE, \$110,212 ⁹	12 children
New Mexico State PK	NA	NA
New York TPK	NA	NA
New York UPK	NA	NA
North Carolina	NA	NA
Ohio PSP	TANF funding available for those public preschools that are also Early Learning Initiative (ELI) providers	Number unknown
Oklahoma	Unknown	NA
Oregon	Grande Ronde Tribe; Title I; City of Portland; Migrant Education; School district and private dollars (amounts unknown)	194 children
Pennsylvania EABG	NA	NA
Pennsylvania HdSt	NA	NA
Pennsylvania K4	Not reported	Not reported
South Carolina	Preschool Children with Disabilities, \$3,973,584; Title I, \$8,203,913	None
Tennessee	NA	NA
Texas	TANF funds are used, but the amount used for the pre-K program is unknown	Number unknown
Vermont PFP-ADM	NA	NA
Vermont EEI	NA	NA
Virginia	Not reported	NA
Washington	Federal (includes USDA, EPSDT, other), \$1,786,483; USDA Basic Food Nutrition Program, \$241,063; Local Government, \$1,529,950; Businesses, \$87,569; Grants and other, \$504,862 ¹⁵	None
West Virginia	HdSt, \$15,576,425; Title I, \$9,178,042; IDEA, \$4,122,055, TANF, (amount unknown)	Number unknown
Wisconsin 4K	TANF funds support additional hours of program when a district offers 4K in a child care setting	Number unknown
Wisconsin HdSt	TANF funds support additional hours of program when a Head Start collaborates with a child care setting	None

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	RESOURCES	
	Did children supported by pre-K funds receive special education services?	Other sources of funding used to provide special education services for children in program
Alabama	Yes, 69 children	None
Arizona	No	Layering of funds occurs at local level and may include Title I, Even Start, State family Literacy, pre-K SpEd, other grants or Basic State Support funds
Arkansas	Yes (number unknown) ¹¹	None
California	Yes, 2,300 children	Other funds are used, sources unknown ¹³
Colorado	No	CPP funds can be blended with EC SpEd funds to support a program and/or classroom, but not an individual child
Connecticut	Yes, 311 children only for the School Readiness portion of the day	None
Delaware	Yes (number unknown)	None
Florida	No	VPK and programs for children with disabilities may blend funds, but state pre-K funds are not used to support special education services
Georgia	Yes, 3,741 children ¹	Lottery pre-K funds are used along with federal special education funds. Teaching staff and adaptive materials/equipment used in inclusion classrooms.
Illinois	Yes (number unknown) ⁷	IDEA, local sources
Iowa	No	A child with an IEP is provided some additional funding such as for equipment (from Special Education dollars)
Kansas	No	NA
Kentucky	Yes, 13,430 children	Special ed. (IDEA Part B), Title I, Head Start and District funds are blended with preschool funds to provide services at each of the districts
Louisiana 8(g)	Yes (number unknown)	None
LA4 & Starting Points	Yes, 552 children	Special Education Supplements ¹¹
Louisiana NSECD	No	NA
Maine	Yes (number unknown)	Determined locally ¹¹
Maryland	Yes, partially when in inclusive settings	Title I, State Aid, and local education funding
Massachusetts	No	Department of Early Education and Care ¹⁴
Michigan	Yes, 1,177 children	None ¹⁴
Minnesota HdSt	Yes, 391 children	EC Special Education and other locally identified funds, especially through Inter-Agency Early Intervention Councils
Missouri	Not reported	NA
Nebraska	Yes (number unknown)	Special education funds ⁶
Nevada	Yes (number unknown)	None ⁹
New Jersey Abbott	No	IDEA funds all preschool disabled students regardless of setting
New Jersey ECPA	No	IDEA and local funds are used in some districts
New Jersey ELLI	No	NA
New Mexico CDP	No	NA
New Mexico State PK	Yes, 23 children	None
New York TPK	Yes (number unknown)	Special education services for pre-K children are funded through county-level funding with partial state reimbursement.
New York UPK	Yes (number unknown)	Special education services for pre-K children are funded through county-level funding with partial state reimbursement.
North Carolina	Yes, 742 children	Blending may occur at the local level but not at the state level ⁹
Ohio PSP	No	Funds not blended, but pre-K and SpEd pre-K may leverage their funding to increase access for children
Oklahoma	Yes (number unknown)	None
Oregon	Yes, 558 children	None
Pennsylvania EABG	Yes (number unknown)	Determined locally
Pennsylvania HdSt	Yes, 758	Determined locally
Pennsylvania K4	Yes (number unknown)	NA
South Carolina	No	NA
Tennessee	Yes, 671 children	Any funds allocated for special education services needed to support child's attainment of the IEP goals follow the child into the pre-K program
Texas	Yes, 6,326 children	The Foundation School Program provides weighted funding for special education students ¹³
Vermont PFP-ADM	Yes (number unknown)	Part B flow-through funds, local funds
Vermont EEI	Yes, 147 children	IDEA - Part B funds ⁸
Virginia	Yes (number unknown)	Preschool 619 funds
Washington	Yes (number unknown)	Determined locally
West Virginia	No	State aid funding is used in conjunction with federal IDEA dollars
Wisconsin 4K	Yes (number unknown)	Children being served by IDEA funding may have IEPs implemented in 4K programs
Wisconsin HdSt	Yes (number unknown)	None

STATE

RESOURCES

	State estimate of cost per child	Is there a required local match?
Alabama	\$5,278 (state and local)	Yes, 50% of granted amount
Arizona	Amount unknown	No
Arkansas	\$7,333 (center-based and family homes); \$2,595 (home-based), includes 60% state reimbursement	Yes, 40% of funding
California	\$3,355 for 3 hours per day for 175 days per year	No
Colorado	Amount unknown ¹⁴	No
Connecticut	\$6,592.11 averaged (which includes Quality Enhancement dollars in addition to the School Readiness funds) Parent fees and subsidies included, averages \$8,409.20	No
Delaware	\$6,261 per child/state ECAP funds	No
Florida	\$2,625 (includes \$2,500 per child + administration costs)	No
Georgia	\$3,920	No
Illinois	Amount unknown	No
Iowa	\$5,300 ¹¹	Yes, 20% of total grant amount ¹²
Kansas	Amount unknown	No
Kentucky	\$2,209 ¹¹	No
Louisiana 8(g)	Amount unknown	No
LA4 & Starting Points	\$5,000 - 6 hour day (LA 4), \$1,125 Before/After School, \$3,300 for Starting Points	No
Louisiana NSECD	Amount unknown	No
Maine	Amount unknown	Yes, tied to school funding formula
Maryland	\$1,851	No
Massachusetts	Amount unknown	No
Michigan	\$3,300 part-day, \$6,600 school-day program	No
Minnesota HdSt	\$6,886 for Preschool Head Start only, \$7131 for all children	No
Missouri	Amount unknown	No
Nebraska	Amount unknown	Yes, 50% program funding must be provided locally ⁷
Nevada	\$3,116 ¹⁰	No
New Jersey Abbott	Amount unknown	No
New Jersey ECPA	Amount unknown	No
New Jersey ELLI	Approximately \$3,000 (half-day child); \$6,000 (full-day child) DOE funding for ELLI only	Yes, SpEd and local funding/tuition must be used to fund the rest of the program
New Mexico CDP	Amount unknown	No
New Mexico State PK	Amount unknown	No
New York TPK	\$3,700	Yes, 11% of total funding
New York UPK	\$3,466	No
North Carolina	\$7,400	Yes, amount not specified
Ohio PSP	\$4,995	No
Oklahoma	\$3,364 ⁷	No
Oregon	\$7,941	No
Pennsylvania EABG	Amount unknown	No
Pennsylvania HdSt	\$6,369	No
Pennsylvania K4	Amount unknown	No
South Carolina	\$1,200 (state spending); \$1,714 (local spending) ⁹	No
Tennessee	\$5,057 ¹¹	Yes, amount not specified
Texas	\$4,800 (per ADA) ¹⁴	No ¹⁵
Vermont PFP-ADM	Amount unknown	No
Vermont EEI	\$1,180	No
Virginia	\$5,400	Yes, based on composite index of local ability to pay
Washington	\$5,413 (state general funds)	No
West Virginia	\$5,600, state aid funding, HdSt, IDEA, TANF, Title I	No
Wisconsin 4K	Amount unknown	Yes, local share of school revenue generated through property tax
Wisconsin HdSt	\$5,150	No

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	RESOURCES
Agencies eligible to receive funding directly	
Alabama	Public schools, HdSt centers, Private CC, Faith-based centers, Colleges/Universities, Housing authorities
Arizona	Public schools
Arkansas	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Education cooperatives
California	Public schools, HdSt centers, Private CC, Faith-based centers ¹⁴
Colorado	Public schools
Connecticut	Municipality or public school system
Delaware	Public schools, HdSt centers, Private CC, Faith-based centers, Past secondary education CC program, community-based organizations
Florida	Early Learning Coalitions
Georgia	Public schools, HdSt centers, Private CC, Faith-based centers, military bases, technical schools and colleges
Illinois	Public schools, HdSt centers, Private CC, Faith-based centers, family child care networks
Iowa	Public schools, HdSt centers, Private CC, Faith-based centers
Kansas	Public schools
Kentucky	Public schools
Louisiana 8(g)	Public schools
LA4 & Starting Points	Public schools and Charter schools
Louisiana NSECD	HdSt centers, Private CC, Faith-based centers, nonpublic schools without regard to religion
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
Michigan	Public schools, HdSt centers, Private CC, Faith-based centers, community agencies
Minnesota HdSt	All federal Head Start grantees in the state, including non-profit organizations, school districts, and tribal governments ¹
Missouri	Public schools, HdSt centers, Private CC, Family CC, Non-profit
Nebraska	Public schools, Educational Services Units
Nevada	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico CDP	Public schools, Private-CC, Faith-based centers
New Mexico State PK	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Municipalities, University child care programs, Tribal programs
New York TPK	Public schools
New York UPK	Public schools
North Carolina	Public schools, local Smart Start agencies or other nonprofit entity such as Head Start agency
Ohio PSP	Public schools
Oklahoma	Public schools
Oregon	Public schools, HdSt centers, Private CC, Faith-based centers, Higher ed, Community colleges, Private non-profits, Government agencies
Pennsylvania EABG	Public schools
Pennsylvania HdSt	Head Start grantees (including community-based agencies and public schools)
Pennsylvania K4	Public schools
South Carolina	Public schools
Tennessee	Public schools ¹²
Texas	Public schools, Charter schools
Vermont PFP-ADM	Public schools
Vermont EEI	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Parent child centers, Social service agencies
Virginia	Public schools and Community-based organizations
Washington	Public schools, Private CC, Public and private nonsectarian organizations, Local government ¹⁶
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start grantees

STATE

RESOURCES

Agencies with which subcontracting is permitted

Alabama	None
Arizona	Public schools, HdSt centers, Private CC, Faith-based centers
Arkansas	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Education Cooperatives
California	Public schools, HdSt centers, Private CC, Faith-based centers ¹⁴
Colorado	HdSt center, Private CC, Faith-based centers, Even Start Programs ¹⁵
Connecticut	Public schools, HdSt centers, Private CC, Faith-based centers
Delaware	Public schools, HdSt centers, private CC, Faith-based centers, Family CC, post secondary education CC programs and community-based organizations
Florida	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
Georgia	None
Illinois	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
Iowa	Public schools, HdSt Centers, Private CC, Faith-based centers
Kansas	Public schools
Kentucky	Public schools, HdSt Centers, Private CC, Faith-based centers, Special-Ed. Providers
Louisiana 8(g)	None
LA4 & Starting Points	HdSt centers, Private CC
Louisiana NSECD	None
Maine	Public schools, HdSt Centers, Private CC, Family CC ¹²
Maryland	Public schools, HdSt centers, Private CC, Faith-based centers
Massachusetts	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC
Michigan	Public schools, HdSt centers, Private CC, Faith-based centers
Minnesota HdSt	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, any appropriate provider of health, education, nutrition, and social services
Missouri	Public schools, HdSt centers, Private CC, Family CC
Nebraska	HdSt centers, Private CC
Nevada	None
New Jersey Abbott	HdSt centers, Private CC, Faith-based centers, Family CC
New Jersey ECPA	HdSt centers, Private CC, Faith-based centers ⁴
New Jersey ELLI	Public schools, HdSt centers, private CC, Faith-based centers
New Mexico CDP	None
New Mexico State PK	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Municipalities, University Child Care Programs, Early Childhood Consultants
New York TPK	None
New York UPK	HdSt centers, Private CC, Faith-based centers, Family CC, Nursery schools, approved SpEd programs, BOCES, non-public schools
North Carolina	Public schools, HdSt centers, Private CC, Faith-based ¹⁰
Ohio PSP	Public schools, HdSt centers, Private CC, Faith-based centers
Oklahoma	HdSt centers, Private CC, Faith-based centers, other locally determined agencies
Oregon	Public schools, HdSt centers, Private CC, Faith-based centers, Higher Ed, Community Colleges, Private Non-profits, Government Agencies
Pennsylvania EABG	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC (community providers who meet requirements)
Pennsylvania HdSt	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC (community providers who meet requirements) ⁷
Pennsylvania K4	HdSt centers, Private CC (community providers who meet requirements)
South Carolina	Public schools, HdSt centers, Private CC, Faith-based centers
Tennessee	HdSt centers, Private CC, Faith-based centers, Institutes of Higher Education, Housing Authority
Texas	Public schools, HdSt centers, Private CC
Vermont PFP-ADM	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Parent Child Centers
Vermont EEI	Public schools, HdSt centers, Private CC, Faith-based centers, Family CC, Parent child centers, Social Service agencies
Virginia	Public schools, HdSt centers, Private CC ⁶
Washington	Public schools, Private CC, Family CC, Public and Nonsectarian Organizations
West Virginia	HdSt centers, Private CC, Faith-based centers
Wisconsin 4K	HdSt centers, Private CC, Faith-based centers, Family CC
Wisconsin HdSt	Public schools, Private CC, Faith-based centers, Family CC

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	MONITORING
	Monitoring requirements for adherence to program standards: Site visits
Alabama	Site visits to all programs annually by technical assistants (complete ELLCO (pre and post), PQA, and anecdotal information about sites.)
Arizona	Site visits to all programs every 6 years by state program specialists ⁷
Arkansas	Site visits to all programs annually by Division of Child Care Licensing and pre-K staff
California	Site visits to all programs every 3 years by Child Development Consultants
Colorado	Site visits to all programs annually by district councils ¹⁶
Connecticut	Site visits to all programs every 3 months by the Community Liaison (monitors adherence to all requirements, observes classrooms, children and teachers, and reviews documentation)
Delaware	Site visits to all programs annually by program specialists and technical assistants ⁷
Florida	Site visits conducted by local early learning coalitions and public school districts to verify program compliance, and site visits to selected coalitions conducted by state staff to review monitoring activities, frequency not reported
Georgia	Site visits to all programs annually by state pre-K, Child Care Services and Nutrition Consultants ⁶
Illinois	Site visits to new programs annually by state consultants ⁸
Iowa	Site visits conducted for NAEYC accreditation
Kansas	None
Kentucky	None
Louisiana 8(g)	Site visits to all programs every 2 years by independent evaluators ⁷
LA4 & Starting Points	Site visits conducted by DOE and regional staff ¹²
Louisiana NSECD	Site visits to all programs twice per year by independent contractors
Maine	None ¹³
Maryland	Site visits conducted by local education agencies ¹¹
Massachusetts	None
Michigan	None ¹⁵
Minnesota HdSt	Site visits to all programs annually by assigned state workers
Missouri	None
Nebraska	Site visits to all programs every year by NDE Early Childhood staff
Nevada	Site visits to all programs annually
New Jersey Abbott	Site visits to all programs annually by Master Teachers and Early Childhood Supervisors; Early Learning Consortium visits 11% of classrooms
New Jersey ECPA	Site visits to all programs every 7 years by County Specialists (certain aspects of the Quality Assurance Annual Report are reviewed annually)
New Jersey ELLI	None
New Mexico CDP	Site visits to all programs annually by department staff
New Mexico State PK	Site visits to all programs annually by state agency staff
New York TPK	Site visits conducted, frequency not reported
New York UPK	Site visits conducted, frequency not reported
North Carolina	Site visits conducted by state personnel, frequency not reported (ECERS-R) ¹¹
Ohio PSP	Site visits to all programs annually
Oklahoma	Site visits to all programs twice a year
Oregon	Site visits to all programs every 3 years by a federal Head Start representative or state pre-K representative
Pennsylvania EABG	None ⁹
Pennsylvania HdSt	Site visits conducted by regional coordinators, frequency not reported ⁸
Pennsylvania K4	None
South Carolina	Site visits to all programs every 3 years by Early Childhood Regional Coordinators (review environment and practices)
Tennessee	Site visits to all programs by Child Care Program Evaluators (monitor classrooms 2/year to ensure programs meet School Administered Child Care Rules and Regs.)
Texas	None
Vermont PFP-ADM	None
Vermont EEI	None
Virginia	Site visits to all programs every 2 years by the Virginia Preschool Initiative Consultants (review fiscal and program information)
Washington	Site visits to all programs every 4 years by the state ECEAP Office staff (collect information related to compliance with ECEAP Performance Standards)
West Virginia	Site visits to all programs annually by a county-level team (team assesses the program using ECERS-R and submits results to state administrators)
Wisconsin 4K	Site visits conducted by local school administrators, frequency not reported
Wisconsin HdSt	None ⁸

STATE

MONITORING

Monitoring requirements for adherence to program standards: Review of programs' records

Alabama	Annual review of all programs' records (forms developed by Office of School Readiness that collect information on children, teachers, family involvement, site activities)
Arizona	Annual records review in 15% of programs (related to compliance with statute)
Arkansas	Annual review of all programs' records (records reviewed include staff qualifications, financial, child eligibility)
California	Review of programs' records, frequency not specified ¹⁵
Colorado	Review of programs' records, frequency not specified
Connecticut	Review of programs' records quarterly ¹¹
Delaware	Triennial review of all programs' records ⁸
Florida	Annual review of all programs' records (records reviewed include attendance records, staff credentials records, background screening records)
Georgia	Annual review of programs' records (records reviewed include children's records for birth and health information, documentation of children's ongoing progress, and teacher credentials and training)
Illinois	Annual report of all programs' records (records reviewed include programmatic and budget information in the Continuation Applications)
Iowa	Review of programs' records, frequency not specified
Kansas	Annual review of all programs' records ⁵
Kentucky	Annual review of all programs' records
Louisiana 8(g)	Annual review of all programs' records ⁸
LA4 & Starting Points	Review of programs' records, frequency not specified (records reviewed include student portfolios, student eligibility information, and screening results)
Louisiana NSECD	Annual review of all programs' records (records reviewed include staff qualifications, child eligibility for TANF programs, Board of Education approval, and monthly attendance)
Maine	None ¹³
Maryland	Conducted by local education agencies ¹¹
Massachusetts	Monitoring occurs through the local funding intermediary ¹⁵
Michigan	Annual review of all programs' records ¹⁶
Minnesota HdSt	Review of programs' records, frequency not specified (enrollment, attendance, governance, community assessment & planning, financial and documentation of services provided to children and families)
Missouri	Review of programs' records, frequency not specified
Nebraska	Annual review of all programs' records (fiscal reports required for claiming grant funds)
Nevada	Annual review of all programs' records
New Jersey Abbott	Annual review of programs' records ⁸
New Jersey ECPA	Annual review of programs' records (records reviewed include operational plan, enrollment projections, and budget projections)
New Jersey ELLI	None
New Mexico CDP	Annual review of all programs' records ¹⁰
New Mexico State PK	Annual review of all programs' records
New York TPK	Review of programs' records, frequency not specified
New York UPK	Review of programs' records, frequency not specified
North Carolina	Annual review of all programs' records
Ohio PSP	Review of programs' records, frequency not specified
Oklahoma	Review of all programs' records twice a year
Oregon	Review of programs' records every 3 years (child, family, health, fiscal)
Pennsylvania EABG	Review of programs' records, frequency not specified
Pennsylvania HdSt	Review of programs' records, frequency not specified
Pennsylvania K4	None
South Carolina	Review of all programs' records every 3 years (records reviewed include classroom lesson plans and SCRA data; records also reviewed annually by local site administrator)
Tennessee	Annual review of all programs' records (records reviewed include child enrollment records, staff employment records, fire and health inspection records)
Texas	None
Vermont PFP-ADM	Review of programs' records, frequency not specified
Vermont EEI	Review of programs' records, frequency not specified (records reviewed include enrollment/eligibility records, child assessment, financial records)
Virginia	Review of programs' records every 2 years
Washington	Annual review of all programs' records (records reviewed include fiscal, enrollment, service delivery)
West Virginia	Review of programs' records, frequency not specified ⁶
Wisconsin 4K	Annual review of all programs' records (records reviewed include enrollment, demographics, and state testing)
Wisconsin HdSt	None ⁸

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	MONITORING
Monitoring requirements for adherence to program standards: Evaluation of teachers	
Alabama	None
Arizona	None
Arkansas	Evaluations conducted annually for all teachers by school districts, State Dept. of Education
California	Teacher evaluations conducted, frequency not reported
Colorado	Teacher evaluations conducted, frequency not reported
Connecticut	Evaluations conducted quarterly by program director or liaison
Delaware	Evaluations conducted annually for all teachers by program supervisors (feedback is provided verbally and in writing)
Florida	Evaluations conducted annually for all teachers (public); teacher evaluations conducted, frequency not reported (nonpublic)
Georgia	Pre-K staff review teacher credentials and training attendance
Illinois	Teacher evaluation practices conducted locally, frequency determined locally
Iowa	Teacher evaluations conducted, frequency not reported
Kansas	Teacher evaluation practices determined locally by school administrative staff
Kentucky	Teacher evaluations conducted annually by principal or director of early childhood center (school district evaluation process)
Louisiana 8(g)	Teacher evaluations conducted by district-level personnel, frequency not reported
LA4 & Starting Points	None
Louisiana NSECD	Evaluations conducted annually for all teachers by independent consultants ⁶
Maine	Evaluations conducted at least every 5 years for all teachers ¹⁴
Maryland	Teacher evaluations conducted by local education agencies ¹¹
Massachusetts	Monitoring occurs through the local funding intermediary ¹⁵
Michigan	Teacher evaluations conducted locally, frequency not reported
Minnesota HdSt	None
Missouri	Evaluations conducted annually for all teachers by immediate supervisor (feedback given through conferences)
Nebraska	Evaluations conducted annually for one or more classrooms per program by NDE staff and LEAs (feedback on ECERS-R and ELLCO provided by external, trained observer)
Nevada	None
New Jersey Abbott	Evaluations conducted annually for all teachers by Private Preschool Directors, Early Childhood Supervisors, and Principals (feedback provided by written reports and face-to-face meetings)
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico CDP	Teacher evaluations conducted by program director, frequency not reported
New Mexico State PK	Evaluations conducted annually for all teachers ¹²
New York TPK	Evaluations conducted annually for all teachers by professional staff
New York UPK	Evaluations conducted annually for all teachers by professional staff
North Carolina	None
Ohio PSP	None
Oklahoma	Teacher evaluations conducted annually
Oregon	Evaluations conducted annually for all teachers by Education Supervisors (feedback provided by written evaluation and on-going verbal communication)
Pennsylvania EABG	Teacher evaluation practices determined locally
Pennsylvania HdSt	None
Pennsylvania K4	None
South Carolina	Evaluations conducted annually for all teachers by school principals (either goals-based evaluation or ADEPT)
Tennessee	Evaluations conducted annually for all non-tenured teachers and others by school Principal or designee trained to perform TN Framework for Teacher Evaluation (feedback provided through written documents and conferences)
Texas	None
Vermont PFP-ADM	Teacher evaluations conducted, frequency not reported
Vermont EEI	None
Virginia	Teacher evaluations conducted locally, frequency not reported
Washington	None
West Virginia	Teacher evaluations conducted by school principals, frequency not reported
Wisconsin 4K	Teacher evaluations conducted during first year of hire and every 3 years thereafter
Wisconsin HdSt	None ⁸

STATE

MONITORING

Monitoring requirements for adherence to program standards: Mentoring of teachers

Alabama	Mentoring occurs for all teachers each year from technical assistants (feedback provided through conferences and written letters)
Arizona	None
Arkansas	Teachers receive mentoring from Arkansas Univ. (contractor) (feedback provided through written reports of TA visits)
California	None
Colorado	None
Connecticut	None
Delaware	Teachers receive mentoring from senior teachers or technical assistants, frequency not reported (feedback is provided verbally and in writing)
Florida	None
Georgia	Teachers receive mentoring from one of the 90 mentoring teachers, frequency not reported ⁷
Illinois	Mentoring occurs for all new programs each year, and as needed for other programs
Iowa	Teachers receive mentoring, frequency not reported
Kansas	None
Kentucky	Mentoring occurs for all first-year certified teachers (10 in 2005-2006) from university faculty, the principal/director, and the mentor teacher ¹²
Louisiana 8(g)	All first- and second-year teachers receive mentoring at the local level through a state-run program (feedback provided verbally and through written documentation in LaTAAP)
LA4 & Starting Points	None
Louisiana NSECD	All teachers receive mentoring from independent consultants during bi-annual site visits, and about 50% of teachers request mentoring supports by telephone or email
Maine	None
Maryland	Mentoring conducted by local education agencies ¹¹
Massachusetts	Monitoring occurs through the local funding intermediary ¹⁵
Michigan	Mentoring occurs for all new teachers
Minnesota HdSt	None
Missouri	None
Nebraska	None
Nevada	None
New Jersey Abbott	Mentoring occurs for all teachers each year from Master Teachers and mentors for new teachers ⁹
New Jersey ECPA	Mentoring occurs for all new teachers each year
New Jersey ELLI	None
New Mexico CDP	Mentoring occurs for all teachers each year from Early Childhood Consultants ¹¹
New Mexico State PK	Mentoring occurs for all teachers each year from 18 mentors who are early childhood specialists (feedback provided in person and via e-mail)
New York TPK	Mentoring occurs for all new teachers each year
New York UPK	Mentoring occurs for all new teachers each year
North Carolina	None
Ohio PSP	None
Oklahoma	Mentoring occurs for all new teachers each year, and as needed according to district recommendation
Oregon	None
Pennsylvania EABG	Teacher mentoring practices determined locally
Pennsylvania HdSt	None
Pennsylvania K4	None
South Carolina	Teacher mentoring practices determined locally
Tennessee	Mentoring occurs for all apprentice level and non-tenured teachers from Educational Consultants and LEAs (feedback provided through sharing of observations notes and conferences)
Texas	None
Vermont PFP-ADM	None
Vermont EEI	None
Virginia	Mentoring occurs for all new teachers each year from local school division teams (feedback is provided by consultation through the Virginia Mentor Teacher Program)
Washington	None
West Virginia	Mentoring occurs on a limited basis through 3 instructional coaches employed by the state
Wisconsin 4K	Mentoring occurs for all initial-level teachers until they are promoted to the level of professional teacher
Wisconsin HdSt	None ⁸

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	MONITORING
	Monitoring requirements for adherence to program standards: Other monitoring activities
Alabama	NA
Arizona	NA
Arkansas	New teachers are monitored and mentored on the state assessment system (work sampling)
California	NA
Colorado	NA
Connecticut	Review and approval of the grant application, submission of the Connecticut School Readiness Preschool Program Evaluation System report, and monthly data reports
Delaware	In-depth triennial monitoring by federally trained reviewers, a written report is submitted to the program, and reporting systems monitor services and fiscal activity
Florida	NA
Georgia	Annual reconciliation statements are required for all programs. Random and selected Agreed-Upon-Procedures Reviews are also performed. Pre-K staff review teacher credentials and training attendance.
Illinois	The state reviews the data collected annually from programs.
Iowa	NA
Kansas	NA
Kentucky	Special education-focused monitoring of district's self evaluation. Additional site visits to 10 sites per year. Preschool is included in this focused monitoring process.
Louisiana 8(g)	Louisiana Teacher Assistance and Assessment Program (LaTAAP)
LA4 & Starting Points	Monitoring for program quality using ECERS-R and program monitoring to ensure adherence to program guidelines.
Louisiana NSECD	OCP staff members occasionally make unannounced visits to schools to verify student-teacher ratios, attendance records, and that the qualified teacher for whom documentation was submitted actually has the teaching responsibilities.
Maine	NA
Maryland	NA
Massachusetts	Monitoring occurs through the local funding intermediary ¹⁵
Michigan	Early childhood consultants provide regional training on topics determined by analysis of the statewide data from the Program Quality Assessment
Minnesota HdSt	State staff review PIR information, conduct additional surveys throughout the year as well as reviewing and approving program work plans.
Missouri	Annual program completion report
Nebraska	Program quality monitored through Environmental Rating Scales - Revised (ECERS-R) and Early Language and Literacy Classroom Observation (ELLCO)
Nevada	Provide technical assistance to programs. Look at data and determine how the program can improve.
New Jersey Abbott	Review of financial records and monitoring students' progress throughout the year ¹⁰
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico CDP	NA
New Mexico State PK	NA
New York TPK	Data analysis, desk audits, application review, and final reports
New York UPK	Data analysis, desk audits, application review, and final reports
North Carolina	Monitoring databases ¹²
Ohio PSP	Teacher credential and child progress data for language and literacy is monitored and collected on all teachers and children within the public preschool programs
Oklahoma	Programs in collaboration sites may be monitored by other agencies such as the Division of Child Care or Department of Health
Oregon	30-90 day joint follow-up site visits by federal Head Start and state pre-K representatives; programs required to provide copy of annual financial and internal control audits
Pennsylvania EABG	Districts provide mid-year and year-end reports that include program and fiscal data and child assessment information
Pennsylvania HdSt	Ongoing monitoring through quarterly reports on program, fiscal and children's data. Children's outcomes are reported 3x/year, utilizing the federal Outcomes Framework.
Pennsylvania K4	NA
South Carolina	SC AEYC mentors any school that is going through NAEYC accreditation if they request it.
Tennessee	End of year reports; Plan of Action evaluations ¹³
Texas	NA
Vermont PFP-ADM	Annual financial and attendance reports required; state surveys (e.g., Kindergarten Readiness Survey); other monitoring conducted locally
Vermont EEI	Periodic peer reviews
Virginia	NA
Washington	Interviews with parents, annual program self assessments
West Virginia	Monitoring through the Head Start PRISM process for Head Start and Head Start collaborations, child care licensing in child care and child care collaboratives
Wisconsin 4K	School boards are required to monitor, evaluate and mentor. They submit various records to the state related to program funding, child count, and program descriptions.
Wisconsin HdSt	NA

STATE

MONITORING

How is information gathered through monitoring for adherence to program standards used for program improvement?

Alabama	To identify needs that will guide teacher training or professional development, identify programs for corrective actions or sanctions, provide programs with technical assistance, state Pre-K Evaluation Study
Arizona	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Arkansas	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹²
California	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Colorado	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹⁷
Connecticut	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹²
Delaware	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ⁹
Florida	To guide teacher training or professional development, provide programs with technical assistance ⁸
Georgia	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Illinois	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ⁹
Iowa	Provide programs with technical assistance ¹³
Kansas	Not reported
Kentucky	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹³
Louisiana 8(g)	To guide teacher training or professional development, information is gathered to support mentoring practices
LA4 & Starting Points	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹³
Louisiana NSECD	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Maine	To guide teacher training or professional development
Maryland	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Massachusetts	To inform future grant criteria, ensure accountability
Michigan	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Minnesota HdSt	To guide teacher training or professional development, identify programs for corrective action or sanctions, provide programs with technical assistance ¹¹
Missouri	Make funding decisions, provide programs with technical assistance
Nebraska	To guide teacher training or professional development, identify programs for corrective action, provide programs with technical assistance
Nevada	To assist programs to improve their outcomes and meeting the needs of their children and families
New Jersey Abbott	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide technical assistance ¹¹
New Jersey ECPA	To guide teacher training or professional development
New Jersey ELLI	NA
New Mexico CDP	To guide teacher training or professional development, identify programs for corrective action or sanctions, provide programs with technical assistance ¹¹
New Mexico State PK	To guide teacher training or professional development, identify programs for corrective action or sanctions, provide programs with technical assistance ¹³
New York TPK	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹¹
New York UPK	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹²
North Carolina	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Ohio PSP	Provide programs with technical assistance
Oklahoma	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Oregon	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹⁰
Pennsylvania EABG	To guide teacher training or professional development
Pennsylvania HdSt	To guide teacher training or professional development, provide programs with technical assistance ⁹
Pennsylvania K4	NA
South Carolina	To guide teacher training or professional development, identify programs for corrective action or sanctions, provide programs with technical assistance
Tennessee	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance, advancement for teacher license from an Apprentice to a Professional license and for renewal
Texas	NA
Vermont PFP-ADM	To guide teacher training or professional development
Vermont EEI	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Virginia	To guide teacher training or professional development, identify programs for corrective action or sanctions, provide programs with technical assistance ⁷
Washington	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ¹⁷
West Virginia	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance ⁷
Wisconsin 4K	Make funding decisions, provide programs with technical assistance
Wisconsin HdSt	NA

APPENDIX A: STATE SURVEY DATA 2005-2006 (continued)

STATE	MONITORING
	Monitoring requirements for adherence to early learning standards
Alabama	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
Arizona	Documentation of children's learning, evaluation of program-level outcomes, alignment of curricula with state standards
Arkansas	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
California	Structured observations of classroom quality, evaluation of program-level outcomes
Colorado	Documentation of children's learning, structured observations of classroom quality
Connecticut	Documentation of children's learning, observation of classroom quality (for programs not accredited), evaluation of program-level outcomes, alignment of curricula with state standards, review and approval of grant application, submission of CT SR Program Eval. System Report, monthly data reports
Delaware	Evaluation of program-level outcomes
Florida	Evaluation of program-level outcomes
Georgia	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards, work sampling ⁸
Illinois	Documentation of children's learning, evaluation of program-level outcomes, alignment of curricula with state standards
Iowa	Structured observation of classroom quality, random sample (20%); evaluation of program-level outcomes, every 3 years
Kansas	Child assessment results and parent involvement information are returned at the end of the year to KSDE
Kentucky	Evaluation of program-level outcomes
Louisiana 8(g)	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
LA4 & Starting Points	Documentation of children's learning, observations of classroom quality, alignment of curricula with state standards
Louisiana NSECD	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards, general health surveys
Maine	None
Maryland	Programmatic audits ¹¹
Massachusetts	None (although EEC is in the process of developing a statewide assessment system that will align with Standards and Guidelines)
Michigan	Structured observations of classroom quality ¹⁷
Minnesota HdSt	None
Missouri	Structured observations of classroom quality, observational assessments
Nebraska	Documentation of children's learning, structured observation of classroom quality, evaluation of program-level outcomes
Nevada	Structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
New Jersey Abbott	Documentation of children's learning through ELAS, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards through annual SAVS
New Jersey ECPA	None
New Jersey ELLI	Documentation of children's learning, structured observations of classroom quality, alignment of curricula with state standards
New Mexico CDP	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes
New Mexico State PK	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
New York TPK	Documentation of children's learning, evaluation of program-level outcomes, alignment of curricula with state standards, child assessments to establish baseline and document growth
New York UPK	Documentation of children's learning, evaluation of program-level outcomes, alignment of curricula with state standards, child assessments to establish baseline and document growth
North Carolina	Documentation of children's learning, structured observations of classroom quality, ECERS-R, evaluation of program-level outcomes, alignment of curricula
Ohio PSP	Documentation of children's learning, evaluation of program-level outcomes, alignment of curricula with state standards
Oklahoma	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
Oregon	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
Pennsylvania EABG	Mid-year and year-end reports request information that details districts' use of standards in program planning and curriculum development
Pennsylvania HdSt	Structured observations of classroom quality, alignment of curricula with state standards
Pennsylvania K4	None
South Carolina	Documentation of children's learning, structured observations of classroom quality, alignment of curricula with state standards
Tennessee	Structured observations of classroom quality, alignment of curricula with state standards
Texas	None
Vermont PFP-ADM	Documentation of children's learning, community readiness assessments
Vermont EEI	Documentation of children's learning, structured observations of classroom quality, alignment of curricula with state standards
Virginia	Documentation of children's learning, structured observations of classroom quality, evaluation of program-level outcomes, alignment of curricula with state standards
Washington	None
West Virginia	Documentation of children's learning, structured observations of classroom quality, alignment of curricula with state standards
Wisconsin 4K	None
Wisconsin HdSt	None

STATE

MONITORING

How is information gathered through monitoring for adherence to early learning standards used for program improvement?

Alabama	To guide teacher training or professional development, provide programs with technical assistance
Arizona	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Arkansas	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide technical assistance ¹²
California	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions about programs or grantees, to make adjustments to curricula, provide programs with technical assistance
Colorado	To guide teacher training or professional development, provide programs with technical assistance
Connecticut	To guide teacher training or professional development, identify programs for corrective actions or sanctions, make funding decisions about programs or grantees, provide programs with technical assistance ¹²
Delaware	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, to make adjustments to curricula, provide programs with technical assistance, report to state's Interagency Resource Management Committee
Florida	Identify programs for corrective action or sanctions, make adjustments to curricula, provide programs with technical assistance
Georgia	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide technical assistance ⁷
Illinois	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance ⁷
Iowa	To guide teacher training or professional development
Kansas	None ⁴
Kentucky	To guide teacher training or professional development, identify programs for corrective action or sanctions, provide programs with technical assistance ¹⁴
Louisiana 8(g)	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance
LA4 & Starting Points	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance ¹⁴
Louisiana NSECD	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance, to determine need for workshops or interventions
Maine	NA
Maryland	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Massachusetts	NA
Michigan	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, provide programs with technical assistance
Minnesota HdSt	NA
Missouri	To guide teacher training or professional development, provide programs with technical assistance (MoT) ¹³
Nebraska	To guide teacher training or professional development, identify programs for corrective action, make adjustments to curricula, provide programs with technical assistance
Nevada	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance ¹¹
New Jersey Abbott	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula
New Jersey ECPA	NA
New Jersey ELLI	To guide teacher training or professional development, make funding decisions, make adjustments to curricula, provide technical assistance ⁴
New Mexico CDP	To guide teacher training or professional development, identify programs for corrective action or sanctions, make adjustments to curricula, provide programs with technical assistance ¹²
New Mexico State PK	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance
New York TPK	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance ¹²
New York UPK	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance ¹³
North Carolina	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance
Ohio PSP	Make adjustments to curricula, provide programs with technical assistance
Oklahoma	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance
Oregon	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide technical assistance ¹⁰
Pennsylvania EABG	To guide teacher training or professional development
Pennsylvania HdSt	Not reported
Pennsylvania K4	NA
South Carolina	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide technical assistance ¹⁰
Tennessee	To guide teacher training or professional development, identify programs for corrective action or sanctions, make funding decisions, make adjustments to curricula, provide programs with technical assistance ¹⁴
Texas	NA
Vermont PFP-ADM	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance in curriculum areas and pedagogy
Vermont EEI	To guide teacher training or professional development, make funding decisions, provide programs with technical assistance
Virginia	To guide teacher training or professional development, identify programs for corrective action or sanctions, make adjustments to curricula, provide programs with technical assistance, program implementation
Washington	NA
West Virginia	To guide teacher training or professional development, make adjustments to curricula, provide programs with technical assistance ⁷
Wisconsin 4K	NA
Wisconsin HdSt	NA

ALABAMA – Alabama Pre-Kindergarten Program 2005-2006

- ¹ These numbers are estimates based on 18 children in each classroom.
- ² If after 1 year of pre-K, a child is eligible but not ready for kindergarten, the child may enroll in pre-K again.
- ³ Sites must offer at least 18 hours of family enrichment workshops to enhance family involvement, and parents must participate in at least 6 hours of these workshops.
- ⁴ This requirement is effective for new hires beginning with the 2005-2006 school year. Teachers with degrees in elementary education who were hired before the 2005-2006 school year are grandfathered and do not need to have a P-3 add on.
- ⁵ Only certified teachers must be paid on the public school salary scale, regardless of program location.

ARIZONA – Early Childhood Block Grant (ECBG) – Prekindergarten Component 2005-2006

- ¹ The majority of programs operate 4 hours per day, 5 days per week for the academic year. Although there is no minimum requirement, it is recommended that programs operate at least 12 hours per week.
- ² Children are eligible for pre-K if they are not yet eligible for kindergarten.
- ³ Children may participate for 2 years if local need is met for all eligible children to participate for 1 year, or if local need dictates more than 1 year of participation.
- ⁴ This requirement represents NAEYC standards. All programs must be accredited, and although some of the accrediting organizations approved by the state set less stringent requirements, none of the state's programs are currently accredited by those agencies.
- ⁵ The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and the time of day a child attends. A child present at or before 8 am must be served breakfast; a child present between 11 am and 1 pm must be served lunch; and a child present at or after 5 pm must be served dinner. Children present between 2 and 4 hours must be served at least 1 snack; if present between 4 and 8 hours, 1 meal and at least 1 snack; and if present for 9 or more hours, at least 1 meal and 2 snacks.
- ⁶ The state Board of Education has approved a new teacher certification process that is now available, but certified teachers are not required in pre-K classrooms until 2009. Entry-level teachers will be required to have a BA degree and pass a written assessment of early childhood subject knowledge.
- ⁷ During the site visits, state specialists collect information on compliance issues and validate the programs' quality assessment results from environmental rating scales and improvement plans.

ARKANSAS – Arkansas Better Chance (ABC) 2005-2006

- ¹ A district is required to provide an ABC program if at least 75% of the students score below proficient on the fourth grade benchmark exams, if a school has been designated by the state Department of Education as being in school improvement status, or if the district has been identified as being in academic stress.
- ² This total includes infants and toddlers, and represents center-based enrollment only.
- ³ These totals include children in a home-based program option.
- ⁴ Risk factors include: parents without a HSD/GED, low birth weight, teen parents, parental substance abuse, Title I eligibility, IDEA eligibility, abuse or neglect, developmental delay, and limited English proficiency.
- ⁵ Children identified with a possible delay must be referred to special education for further evaluation.
- ⁶ Schools must provide multiple avenues for meaningful parent involvement and offer extensive supports to parents regarding kindergarten readiness, including activity calendars and workshops.
- ⁷ Teachers in single classroom sites must have a BA/BS in Early Childhood or equivalent. In multi-classroom sites, one teacher must have a BA/BS in Early Childhood for every three classrooms. The other two-thirds must have at least an AA/AS degree in Early Childhood Education.
- ⁸ In single classroom sites, P-4 Certification is required. In multi-classroom sites, one teacher with P-4 certification is required for every three classrooms. The other two-thirds may have a non-certified teacher with an AA/AS degree in Early Childhood Education.
- ⁹ Public schools set certified salaries. Non-certified and assistant teachers must be paid on a scale set by the Division of Child Care and Early Childhood Education.
- ¹⁰ Additional state, TANF, and local funds were contributed to a home-based program option.
- ¹¹ Children who receive special education may participate fully in the ABC program. Programs receive full funding.
- ¹² Technical assistance is offered on collaboration efforts with other early childhood service providers, parenting outreach, and use of community resources. Technical assistance is also available to help programs improve various subscale scores on program quality assessments such as the ECERS and ITERS.

CALIFORNIA – State Preschool Program 2005-2006

- ¹ Any of these agency types may be federal Head Start grantees. Some of the private child care agencies may be faith-based without religious content.
- ² Some agencies operate up to 250 days per year.
- ³ Children are eligible if they have a CPS referral, or are at risk of abuse, neglect or exploitation as determined by a legally qualified professional.
- ⁴ While class size is not statutorily controlled, it is typically limited to 24 children based on state policy.
- ⁵ Contractors must provide meals and snacks that meet nutritional requirements specified by the federal Child and Adult Care Food Program or the National School Lunch Program. Contractors must provide breakfast and/or lunch if they specified in their original application for services that those meals would be provided. For a 3.5 hour program, licensing rules require that all programs provide at least a snack that includes two food groups, but do not require lunch or breakfast.
- ⁶ Decisions regarding vision and hearing screening are made at the local level. A physical exam including vision, hearing, and general physical health is required for program entry. Health and social services referral and follow-up to meet family needs are required for all State Preschool programs.
- ⁷ California statute requires all child development programs to meet quality standards that include appropriate staff qualifications that reflect the diverse linguistic and cultural makeup of the children and families in the program.
- ⁸ Parent involvement and education must include at least the following components: program orientation, at least two individual program conferences, parent meetings with program staff, and a Parent Advisory Committee.
- ⁹ The state has not yet adopted early learning standards, but anticipates holding hearings and requesting public input via an on-line survey on “draft” standards in language, literacy and mathematics in the fall of 2007.
- ¹⁰ The Child Development Associate Teacher permit is the minimum requirement for a teacher in the classroom. The permit requires 12 units in ECE or child development and 50 days of work experience in an instructional capacity. A CDA credential issued in California meets optional alternative qualifications for the Associate Teacher permit; however the permit must still be obtained. The Associate Teacher may function as the lead teacher in the classroom. The permit may be renewed one time for a 5-year-period. The full Child Development Teacher permit requires a minimum of 40 semester units of education of which a minimum of 24 units must be in ECE or child development, and 175 days of work experience of 3 or more hours per day within 4 years.
- ¹¹ The Child Development Assistant Teacher Permit requires 6 units in ECE or child development.
- ¹² This figure represents actual spending as of September 14, 2006. This is an unaudited figure and subject to change.
- ¹³ State preschool funds may be blended with funds from other sources to provide special education services. The sources for the other funds are unknown. Funds can be used for any reimbursable expense and are reported as restricted income on the fiscal report.
- ¹⁴ Religious content is prohibited when subcontracting with faith-based centers.
- ¹⁵ Records reviewed include: individual family files containing an application for child development services, family eligibility information, child health records, referrals to health and social services, due process requirements, and other agency records including staffing qualifications, ratios, Desired Results documents, and developmental profiles.

COLORADO – Colorado Preschool and Kindergarten Program (CPKP) 2005-2006

- ¹ In 2005-06 the Colorado Preschool Program was allowed to serve 1,500 children in the second half of their kindergarten day. The 5-year-olds identified are the children being served in full-day kindergarten. In addition, under the Consolidated Child Care Pilot, three school districts have waivers to serve children younger than 3 in CPP. Of the 1,514 children identified as 3-year-olds, 46 were younger than 3.
- ² If children are eligible for .5 PPOR (per pupil operating revenue) state funding for early childhood special education, they cannot be funded in the Colorado Preschool Program. Programs are encouraged to blend CPP funding, early childhood special education funding, and other funding to create inclusive classrooms.
- ³ The program is funded the equivalent of five days per week. The fifth half day (without children) is funded to be used for child assessment, teacher planning, family involvement activities and teacher in-service.
- ⁴ Programs are encouraged to use additional funding sources to provide wrap-around or extended-day services. Individual district councils determine how these services are supported.
- ⁵ Legislation passed in 2004 specifies that children must reach the age of 3, 4, or 5 by October 1 to be eligible for funding. Local school districts may set eligibility dates earlier than October 1. Any child funded as a 3-year-old must present three or more risk factors and may be funded by CPP as a 4-year-old if they continue to present eligibility factors. Children funded as preschoolers may also be funded to attend a full-day kindergarten.
- ⁶ Significant family risk factors that affect overall learning readiness must be present. These risk factors include eligibility for free or reduced-price lunch, homelessness, exposure to domestic or substance abuse, age and education level of parents, frequent family relocation, and poor social skills of the child. Eligibility is also granted if children are in need of language development or receiving services from the state Department of Social Services as neglected or dependent children.
- ⁷ Three-year-olds must have at least three significant risk factors to be eligible. The average number of risk factors for children in CPP is 3.3.
- ⁸ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.
- ⁹ CPP Rules and Regulations strongly encourage all programs receiving money from the CPP to become NAEYC accredited. A number of CPP programs have received a quality rating from Qualistar.
- ¹⁰ Under “Results Matter,” the state’s system for measuring outcomes for children and families, programs are required to use one of three assessment systems to measure children’s progress during the preschool years. The three assessment systems are Work Sampling, High/Scope Child Observation Record and the Creative Curriculum Developmental Continuum.
- ¹¹ If a teacher with a CDA is unavailable, an AA in ECE or child development is required.
- ¹² Funding for the Colorado Preschool and Kindergarten Program is calculated through the School Finance Formula. For each pupil funded, the formula provides a base per-pupil amount of money plus additional money to recognize district-by-district variances in cost of living, personnel costs, and size. As these components vary among school districts, so do the expenses of the districts and the amount of program funding provided. Two local sources of revenues are incorporated in the Public School Finance Act: property taxes and specific ownership (vehicle registration) taxes. Funding for a school district’s total program is provided first by these sources of revenues (the local share); if these local sources are insufficient to fully fund the total program, state monies fund any shortfall.
- ¹³ CPP does not fund a classroom but a child’s participation in a classroom. CPP funds are blended with many other funding sources (some already identified) to support children’s participation in an early childhood classroom.
- ¹⁴ Funding is provided for each child based on the school finance formula.
- ¹⁵ Early childhood programs can operate in faith-based facilities but cannot contract with programs that have a non-secular curriculum.
- ¹⁶ In statute, district councils are required to make at least two on-site visits per year to all public school classrooms, Head Start agencies, and public and private child care facilities that have contracts with the school districts. The purpose of these visits is to monitor overall program compliance and make recommendations for any needed improvements.
- ¹⁷ Site visits help the district council determine what additional support, including funding, may need to be provided to programs. Site visits also inform the comprehensive plan that district councils are required to submit to CDE each year. The comprehensive plans must address five components: quality of program, staff development, family involvement, family support services and program evaluation.

CONNECTICUT – School Readiness 2005-2006

- ¹ There are four types of slots, and funding varies for each of them. Full-day, full-year slots operate 10 hours/day, 52 weeks/year, with a funding level of \$7,750. School-day, school-year slots operate 7 hours/day, 180 days/year, with a funding level of \$6,000. Part-day slots operate 2.5 hours/day, 180 days/year, with a funding level of \$4,500. Extended-day slots extend the hours, days, and weeks of a non-School Readiness program to meet full-day requirements, and have a funding level of \$2,676.
- ² A sliding fee scale is published annually which determines the parent fees based on family size and income, and also length of program day. All participants pay based on a sliding scale, although communities may exempt part-day programs from charging fees. The state allows at least 23 types of family income (such as child support payments) to be excluded when determining fees. Also, families receiving TANF and with foster children are exempt from fees.
- ³ Programs are required to serve one snack to children who attend less than 5 hours per day and one snack plus one meal to children in class for 5 to 9 hours per day. Children on the premises more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent can provide food for the meals.
- ⁴ All children must have an annual well-child checkup that conforms to EPSDT standards and includes vision, hearing, health, and dental. Most communities also provide vision, hearing and dental checkups at the program through collaboration with community groups/consultants.
- ⁵ The preferred assessment is the Preschool Assessment Framework, which is based on the Preschool Curriculum Framework. Other assessments that are used must demonstrate alignment with the Connecticut Preschool Curriculum Framework.
- ⁶ A certified teacher must be present at least 2.5 hours per day. For the remainder of the day, pre-k teachers in public schools must meet the School Readiness requirements for programs in nonpublic schools.
- ⁷ Assistant teachers are defined as those working under the supervision of a teacher who meets the requirement.
- ⁸ Along with the 75 CEUs (Continuing Education Units) per 5 years (public) and 1 percent of hours worked (nonpublic), the 6 hours of additional required training includes a minimum of two trainings in ECE/child development and one training in serving children with disabilities.
- ⁹ Connecticut Charts-A-Course provides training for a CDA that can be linked with 12 credits at one of the community colleges. The Tremaine grant provides coaching/mentoring to a select group of programs to support them in implementing the Connecticut Preschool Curriculum Framework and the Preschool Assessment Framework.
- ¹⁰ State funds include \$48,129,642 for Priority School Districts and \$4,360,548 for Competitive Districts. The local funds include parent fees and subsidies.
- ¹¹ The state reviews records including children's records as well as documentation for professional development, nutrition, literacy, health, parent engagement and support, children's attendance, and teacher credentials. The state also ensures adherence to the budget that was submitted and approved.
- ¹² Technical assistance includes workshops, trainings, program consultants, resources, and small mini grants for materials/equipment.

DELAWARE – Early Childhood Assistance Program (ECAP) 2005-2006

- ¹ Some sites use Purchase of Care funds to extend the day.
- ² The state specifies that at least 10% of enrolled children must have an identified disability. Locally determined risk factors are based on individual community assessments.
- ³ Parent involvement activities are required per federal Head Start Performance Standards. Examples include family literacy activities, involvement in parent governance, and participation in parent committees and policy groups.
- ⁴ Approaches toward learning are embedded in the social/emotional subject area.
- ⁵ Teacher education levels include lead teachers in the state's federally funded Head Start programs as well as ECAP teachers.
- ⁶ This represents the requirement to meet state child care licensing standards. There is no specific ECAP requirement.
- ⁷ Some annual site visits include review of management, financial, child, family or educational records.
- ⁸ The monitoring includes management, financial, child, family or educational records.
- ⁹ Information is used to develop and provide technical assistance services to individuals in programs. Technical assistance is provided through state consultants.

FLORIDA – Voluntary Prekindergarten (VPK) 2005-2006

- ¹ The total may contain a duplicate count of children served if a child enrolled at more than one coalition during the course of the year (e.g., a child moving location). About 90 percent of children were served in the school year program, and about 10 percent of children were served in the summer program.
- ² Data on children served in Head Start are not available. The figure for private child care includes faith-based centers as well.
- ³ The minimum VPK operating requirements are 540 hours for the school-year program and 300 hours for the summer program. VPK providers have the flexibility to determine their specific program schedule as long as the total required number of hours is provided. The average number of hours per day for a 180-day, 540-hour program is 3 and the average number of hours per day for the 300-hour summer program is 8.
- ⁴ Meal requirements are determined locally and may include lunch or a snack.
- ⁵ Teachers in the summer program are required either to be certified teachers in any area (with preference given to early childhood coursework or experience) or to have a BA in early childhood, primary or preschool education; or family and consumer science; or elementary education.

GEORGIA – Georgia Pre-K Program 2005-2006

- ¹ Lottery funds are used for the instructional program with DOE Special Education, providing enhanced services to children with special needs.
- ² Children who are 5 years of age on September 1 and have late birthdays (June, July, or August), or who have delayed language and/or social skills or small physical size may enroll in pre-K at the request of their parents if they did not attend pre-K as 4-year-olds. The majority of children exit the program in the spring after completing one year of pre-K. In rare instances, a child is allowed to repeat the program.
- ³ Snack requirements depend on the feeding schedule used by a school.
- ⁴ Providers are expected to encourage parents to volunteer in the classroom, offer parent meetings, and share children's portfolios with parents.
- ⁵ All pre-K teachers must have a degree in early childhood or a related field. The state-level public school certification covers pre-K–grade 5. Local school systems typically require that pre-K teachers be certified. Georgia will have a Birth to Five Certificate available for the 2006-2007 school year.
- ⁶ A program evaluation is completed by pre-K consultants, which assesses the pre-K program quality and adherence to pre-K guidelines.
- ⁷ A Mentor Teacher Program is used on an informal basis. The agency trains mentor teachers from existing pre-K center/school staff. Mentors are not assigned, but mentor teachers can be called upon to provide training and technical assistance to sites as requested.
- ⁸ Over the last 2 years, Georgia has been piloting the Work Sampling System, which will be implemented statewide in 2006-2007.
- ⁹ Pre-K Program Quality Assessment (PQA) information is used to determine needs for technical assistance.

ILLINOIS – Prekindergarten Program for At-Risk Children 2005-2006

- ¹ The program is available in every county. State pre-K is offered in 665 of the 772 school districts that have elementary schools (although there are an additional 114 districts that do not include any elementary schools).
- ² The state did not know the birth dates of 1,124 of the children served, so those children are not counted in any age group.
- ³ Eligibility criteria are determined locally, and local programs may use low-income status to determine eligibility. The state provides guidelines and districts specify eligibility criteria in their grant proposals. In addition to poverty, risk factors include low parental education, drug or alcohol abuse in the family, non-English speaking status, and coming from a family with teen parents. Multiple factors are required for eligibility, and children are identified for enrollment through individual screenings and assessments.
- ⁴ Children in full-day programs receive lunch and a snack. Some programs use federal funds to provide breakfast as well.
- ⁵ The in-service requirement can also be met with 24 continuing education units over 5 years or by attaining National Board for Professional Teaching Standards certification.
- ⁶ This figure is an estimate of Early Childhood Block Grant spending on prekindergarten services. The total amount of the block grant was \$273,254,500.
- ⁷ Prekindergarten Program for At-Risk Children funds support participation in pre-K but do not cover the special services required by the IEP.
- ⁸ Illinois State Board of Education consultants collect information on how programs meet requirements and on program quality, including teacher performance.
- ⁹ For technical assistance, Illinois State Board of Education consultants conduct site visits as needed, and mentors may also be assigned to programs.

IOWA – Shared Visions 2005-2006

- ¹ In addition, programs are offered in 14 out of 1,500 licensed child care centers and 36 out of 415 Head Start grantees.
- ² Generally, programs operate 5 days per week, and 9 months per year.
- ³ *Shared Visions* funds may be used to serve kindergarten-eligible 5-year-olds in pre-K, but this is not encouraged.
- ⁴ Twenty percent of a program's enrollees may be from families above the income guidelines. These children must have at least one of the risk factors, which include: developmental delay, biological risk at birth, limited parental education, or exposure to substance abuse, mental illness, or physical abuse. Other special circumstances considered for eligibility include placement in foster care or being homeless.
- ⁵ The specific meal depends on the time of day children are present. All applicants for *Shared Visions* funding must address meal requirements in their grant applications and meet the requirements for NAEYC accreditation.
- ⁶ In addition to the required vision, hearing, and health services, local programs determine which developmental, dental and nutritional services to provide. Although *Shared Visions* does not have specific requirements for screening and referral, applicants are required to address the types of screening and referral that will be provided.
- ⁷ Although the number of required parent conferences is not specified in state regulations, programs are required to involve and work with parents by providing home visits, instruction on parenting skills, and other services.
- ⁸ For the early childhood endorsement, colleges must submit a program of study that is approved by the Iowa Board of Educational Examiners. Exhibit sheets must demonstrate competencies achieved to assure the individual will be appropriately trained in early childhood education.
- ⁹ Teachers employed in school district programs must renew their license every 5 years, including 6 credit hours of training. There is no specific requirement for the amount of in-service training for the remaining grantees, although most do provide at least 15 clock hours per year.
- ¹⁰ State funding for *Shared Visions* totals \$6,800,000. Grantees reported additional matching funds from federal, state and local sources totaling \$12,400,000, so the state spending may actually be larger than reported. The state also provides an unknown amount of tuition support funding to low-income preschoolers.
- ¹¹ The cost per child ranges from \$525 to \$11,957, but averages \$5,300.
- ¹² While the local match requirement is 20%, the state average for local match rates is 48% because state funding has not increased much in recent years.
- ¹³ Monitoring information is used to provide technical assistance on NAEYC accreditation due to recent changes and program concerns about achieving accreditation.

KANSAS – At-Risk Four-Year-Old Children Preschool Program 2005-2006

- ¹ Enrollment is offered to children who are eligible for free lunch, have verified developmental delays, are English Language Learners, are referred from another agency, come from migrant families, have teen or single parents, or have a parent with low educational attainment.
- ² Although not mandated by the state, programs are encouraged to follow NAEYC recommendations and also limit class size to 15 to 17 students with two teachers.
- ³ Vision, hearing, and other general health screenings and referrals are not explicitly required but must be included as part of the grant proposal. The schools must explain in their proposals how they will provide comprehensive health services in order to receive funding.
- ⁴ The state is finalizing its new standards for the 2006-2007 program year.
- ⁵ Programs are required to return their year-end child results at the end of the year and when applying for a continuation grant, and are also required to send a review of the past year's work within the body of the grant.
- ⁶ Future uses will be to provide technical assistance and professional development to teachers and administrators of the program.

KENTUCKY – Kentucky Preschool Program 2005-2006

- ¹ A supplemental count of 1,231 3-year-olds with disabilities is included in this total. An additional 3,068 children who were not eligible for state funding were served by districts using tuition or other local funds.
- ² Fifty percent of the grantees for Head Start in Kentucky are the school districts. Many children enrolled in the Kentucky Preschool Program receive preschool services that are operated by Head Start but are located in the local public school. Districts may offer preschool services in private settings through contracts. The exact number of children served in private settings is unknown.
- ³ Local programs may elect to operate more than 3 hours per day.
- ⁴ Children under age 3 who are diagnosed with a disability are eligible to enter the program as of their third birthday. At-risk preschool children must be 4 years old on or before October 1. There is no cut-off date for 4-year-olds with disabilities.
- ⁵ A 5-year-old with a disability has the option of attending the preschool program if the ARC committee decides the child would be best served in a preschool setting.
- ⁶ At-risk 4-year-olds attend for 1 year; 3-year-olds with identified disabilities may participate for 2 years.
- ⁷ For the 2006-2007 school year, the eligibility requirement will be raised to 150% of the federal poverty level.
- ⁸ Parent involvement activities include but are not limited to participation in classrooms or other pre-K programs as volunteers or observers, and meeting with pre-K or other staff regarding children's individual needs and progress.
- ⁹ Teachers hired as lead teachers before 2004-2005 could hold a CDA or AA in child development. These teachers have been allowed to remain in their current positions. They may not transfer to other districts.
- ¹⁰ Some preschool programs located in the public schools are administered by the Head Start grantee. If the Head Start grantee is the fiscal agent, the teachers are paid on the Head Start pay scale regardless of the location.
- ¹¹ The preschool rate per child depends on the service required. For the 2005-2006 school year the rates were: children at risk \$2,150, children with speech/language delays \$2,258, children with developmental delays \$3,011, and children with severe/multiple delays \$4,086. Since there were fewer children with multiple delays, the average rate per child was calculated based on the percentage of children who received that amount of money. Also, this expenditure per child does not include the district contribution or federal special education funds.
- ¹² Mentoring involves three observations by each team member and feedback given on the individual performance record and professional development plan.
- ¹³ Districts receive technical assistance from the Regional Training Centers or through site visits from Department of Education personnel.
- ¹⁴ Preschool coordinators receive professional development twice a year through regional leadership meetings.

LOUISIANA – 8(g) Student Enhancement Block Grant Program 2005-2006

- ¹ A total of 63,720 minutes of instructional time per year must be met. The 8(g) program funds the 6-hour instructional day but not wrap-around/extended-day services. However, these services may be provided through other funding sources to children served in 8(g)-funded classrooms.
- ² Students enrolled in 8(g) prekindergarten classes may be served in LA4 extended-day programs in those districts participating in LA4.
- ³ The 8(g) program funds the 6-hour instructional day but not wrap-around/extended-day services. However, these services may be provided through other funding sources to children served in 8(g)-funded classrooms.
- ⁴ The state does not set specific income eligibility criteria, but stipulates that priority be given to children from low-income families.
- ⁵ Children at risk of being insufficiently ready for the regular school program are identified based on screening results. Priority is given to children from low-income families.
- ⁶ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, and general health screening is determined at the local level. The 8(g) program follows the referral process/policies established by the state Board of Elementary and Secondary Education.
- ⁷ Independent evaluators rate each program in the areas of design, personnel, participants, activities, evaluation, purpose, objectives, and timeliness of implementation. Programs also receive on-site audits by the State Board's compliance officers at the end of their funding cycles, including a review of both fiscal and programmatic procedures.
- ⁸ All programs submit year-end reports, which are summarized in a report that is presented to the State Board and to the Legislature.

LOUISIANA – LA4 and Starting Points Programs 2005-2006

- ¹ This initiative is additionally offered in two charter schools.
- ² The state-funded enrollment total does not include children whose before- and after-school enrichment services were funded by LA4. The total also does not include 288 tuition-paying students and 301 students served through other funding sources.
- ³ These figures are based on total enrollment and include some children who do not receive state funding.
- ⁴ This figure includes 1,585 children who qualify for free or reduced-price services and 133 students who pay tuition.
- ⁵ Some families with income above the income requirement may enroll their children and pay tuition. The 288 children whose families pay tuition are included in the total enrollment count.
- ⁶ There are some classes offered with teachers who speak the home languages of students who are English Language Learners.
- ⁷ Parent involvement activities include relevant workshops.
- ⁸ Teachers may also qualify with any of the following: Elementary Certificate and an Out-of-Field Authorization to Teach, a BA and a Temporary Employment Permit, or an Out-of-State Provisional Certificate. Teachers qualifying under these conditions must be working toward obtaining a Louisiana teaching certificate specified in program requirements.
- ⁹ All teachers are degreed, and 95% are certified in the appropriate fields. The other 5% are required to be working on appropriate certification.
- ¹⁰ The state provides monies to each school district for tuition payment for teachers working primarily on initial certification or alternative or add-on certification. The payment is made to the universities.
- ¹¹ LA4 and Starting Points provide services for a 6-hour day; LA4 provides services for before/after school enrichment. Special Education supplements with appropriate supports/services are provided as required by child's IEP. Special Education also provides for children to attend who do not meet eligibility requirements for free/reduced-price meals.
- ¹² Site visits occur for all new teachers and for all teachers that scored below a 5.0 on the ECERS-R the previous year. All other teachers are visited every 4 years. Information collected in site visits includes class enrollment, teacher schedules, classroom inventory, vision/hearing screening results, the ECERS-R self-evaluation, and the number of up-to-date student portfolios.
- ¹³ Information gained from monitoring of adherence to program standards provides teachers, principals and early childhood coordinators with information on strengths and recommendations for program improvement.
- ¹⁴ Information gained from monitoring of adherence to early learning standards provides feedback on types of professional development opportunities to offer school districts.

LOUISIANA – Nonpublic Schools Early Childhood Development Program (NSECD) 2005-2006

- ¹ In the wake of Hurricane Katrina, NSECD obtained state permission to serve evacuee and at-risk children anywhere in the state. The program now provides services statewide, a change from 2004-2005.
- ² The state considers the 10-hour standard program day to be extended, so children that stay the full day are the ones receiving extended-day services.
- ³ Vision and hearing screening and referral are a component of the services offered directly by the NSECD program. In addition, all NSECD participants are offered health screening and referral through KidMed, a service of the state's Medicaid agency.
- ⁴ The program began requiring 18 hours of in-service annually in 2004-2005.
- ⁵ \$8,500,000 was allocated for the NSECD program for 2005-2006, but due to Hurricane Katrina's impact on pre-K in the New Orleans area after August of 2005, the actual spending was lower.
- ⁶ Seven-point scales were developed for Space and Facilities, Curriculum, Activity Plans, and Portfolio Assessment. Overall scores are discussed in an exit conference with the principal and teachers. Technical assistance is also provided to support teachers in attaining higher scores. Schools must attain a minimum score of five points to meet state requirements.

MAINE – Two-Year Kindergarten Program 2005-2006

- ¹ Out of the 127 children, 64 are served in an adult education learning center and 63 in a school-owned building that houses only the 4-year-old program. Some children counted as served in public school settings are attending a school-based child care program that integrates a 4-year-old program into its day or a Head Start partnership program located in the public school.
- ² Many programs operate 2.5 hours per day. A program must operate a minimum of 10 hours per week to receive a per-pupil subsidy. Programs are expected to operate for 34 weeks per year. A school subsidy formula is used to determine funding.
- ³ If a program provides wrap-around extended-day services, the program must meet child care licensing requirements. The majority of school-based programs have an “exempt school-based program” status in terms of child care licensing.
- ⁴ The Maine statute pertaining to Basic School Approval and addressing “classroom student-teacher ratios” is intended to guide classroom size. The majority of programs operate with a teacher and educational technician, reducing the ratio to 1:8 or 1:10.
- ⁵ If there are a significant number of families for whom English is not the primary language, the school is obligated to provide a translator for parents.
- ⁶ These are estimates based on the percentages of teachers with these degrees in the 2003-2004 program year.
- ⁷ If a program is located in a public school and the teacher is employed by the public school, then the teacher must be paid according to the public school salary scale. If the program is operated by an outside agency, the teachers do not have to be paid on the public school scale.
- ⁸ The Maine Roads Scholarship gives money to help pay the costs of earning a CDA or college degree at any level from AA to doctorate. Any Maine resident who is employed in a licensed or certified early childhood program or licensed-exempt school-based program is eligible to apply.
- ⁹ In addition to the \$7,243,131 allocated to 4-year old programs, Maine delivered \$19,898,400 in targeted funds to grades K-2 (including the 4-year-olds in the Two-Year Kindergarten program) as part of Maine’s essential programs and services model. It is not possible to estimate the percentage of these funds that are used for serving 4-year-old children. Of these targeted funds, \$10,286,122 came from state sources and \$9,610,278 was the local share.
- ¹⁰ There were 21 Head Start/Public School partnership programs in 2005-2006, providing services to 4-year-old children.
- ¹¹ State funds can be blended with both Head Start and/or Child Development Services funds and/or Title I, Title V, IDEA Part B, Section 611.611 (f) or section 619 funds to provide special education or enhanced support services.
- ¹² The subcontract must be approved at the state DOE. Teachers in a subcontracted agency must be certified through the Department of Education.
- ¹³ Programs operated by a subcontracted community provider or located outside of a public school building must meet child care licensing rules, which include a yearly site visit. Programs offered directly by the public school must comply with all basic school approval components, including a Comprehensive Education Plan which specifies how school and student assessment data are used to evaluate, develop and improve curriculum, instruction and assessment.
- ¹⁴ As part of their Comprehensive Education Plan, each school administrative unit must have a “process for staff evaluation and supervision that includes professional support for teachers and administrators.” Each school administrative unit shall have one Comprehensive Education Plan, to be based on an assessment of needs conducted at least every 5 years, as well as ongoing collection and analysis of data related to indicators of student performance and development. The CEP shall address student services, identifying children at risk, school organization, development and review of curriculum aligned with the Maine Learning Results, a local assessment system, personnel areas, staff evaluation and development, technology use, and school facilities needs. While not specific to 4-year-old programs, there is an overall framework of accountability for school districts that can act as a framework for development of monitoring specific to 4-year-old programs.

MARYLAND – Prekindergarten Program 2005-2006

- ¹ Programs in centers supported by Judith P. Hoyer funds must operate full-day, full-year in collaboration with child care centers.
- ² The income requirement applies to all children, but if any vacancies remain after all eligible applicants are served, 4 year-olds may enroll who are not economically disadvantaged but represent a student population that exhibits a lack of readiness in personal and social development, language and literacy, mathematical and scientific thinking, social studies, the arts, or physical development or health.
- ³ By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 24 and a staff-to-child ratio of 1:10.
- ⁴ Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department. These services are not all required by the pre-K program, but they are required under Title I, which applies to all children enrolled.
- ⁵ Programs are required to offer parent involvement activities as specified under NCLB. The statute defines parental involvement as the participation of parents in regular and meaningful communication involving student academic learning and other school activities.
- ⁶ Standards for Implementing Quality Early Learning Programs and the Maryland Model for School Readiness (MMSR) Framework and Standards incorporates Maryland’s Content Standards and was available in draft form in 2004, awaiting approval by the State Board of Education. The state also has a program guidance document that can be found at, http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/24/1e/4c.pdf.
- ⁷ All pre-K programs are required to either adopt or align local school system curriculum with Maryland Content Standards, which are part of the state’s Voluntary State Curriculum (VSC) for Reading/Language Arts, Mathematics, Science, Social Studies, the Arts, and Physical and Health Education. The MMSR Framework and Standards includes the above and provides standards, indicators, and objectives for Personal and Social Development.
- ⁸ Some in-service requirements may be imposed locally. Schools involved in the pre-K Program have adopted the Maryland Model for School Readiness, which is aligned with Maryland Teacher Professional Development Standards. The model entails 5 days of training in teachers’ first year, 4 days in their second, and 2-day institutes in a school-system-selected focus area for subsequent years. New professional development standards went into effect in 2003-2004. In addition, teachers must meet the requirements for “highly qualified” teachers under NCLB.
- ⁹ Scholarship programs are available through the Maryland Higher Education Commission. Mentors and literacy coaches are supplied by school systems.
- ¹⁰ Funding figures are estimates. The state funding figure includes the \$19,262,500 dedicated amount for the Extended Elementary Education Program in addition to other unspecified state sources spent on the program.
- ¹¹ The state does not monitor prekindergarten programs with the exception of programmatic audits affecting all grades. Monitoring and program evaluation activities are the responsibility of the local education agencies per the Bridge to Excellence master plan process. The Maryland State Department of Education does provide some mentoring and professional support through professional development and technical assistance, but mentoring is mainly a local responsibility.

MASSACHUSETTS – Community Partnerships for Children (CPC) 2005-2006

- ¹ Community Partnerships for Children (CPC) is a funding stream, not a program. During the 2005-2006 program year, 17,350 children funded by the Department of Early Education and Care were in classrooms that met the CPC standard.
- ² Programs operate 2.5 to 10 hours per day, 2 to 5 days per week, 9 to 12 months a year, depending on families' needs and preferences. At least one-third of children served statewide must be served in full-day, full-year programs.
- ³ Funding per child is based on the number of hours per day. Generally, fees depend on whether programs operate on half-day or full-day schedules.
- ⁴ CPC funding may be used to provide "wrap-around/extended-day services" at Head Start or public school programs.
- ⁵ The income requirement does not apply to children in legal custody of grandparents or other family members, foster children, and children served with the portion of funding targeted to at-risk families.
- ⁶ In 2005-2006, risk factors included family income below 50% SMI, premature birth, low birth weight, emotional or physical abuse, low maternal education, having a single parent, parental substance abuse, homelessness, and others. Consistent statewide priority and at-risk categories have been developed and will be implemented in the 2006-2007 program year.
- ⁷ The sliding fee does not apply to children in legal custody of grandparents or other family members, foster children, or children served with the portion of funding targeted to at-risk families.
- ⁸ The proportion of children with IEPs must be less than 50%. If class size exceeds 15, the maximum number of children with IEPs is five.
- ⁹ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide 2 meals and 2 snacks. Programs or parents may provide snacks.
- ¹⁰ CPC Program Standards require programs to have a plan for referring families to dental, vision and hearing screenings, public school preschool screening, and mental health, educational and medical services but are not required to provide them directly. However, all LEAs are required to provide screenings under "child first" and evaluations upon referral for all 3-, 4-, and 5-year-olds.
- ¹¹ Standards are defined in the document "Early Childhood Program Standards" and define what programs are required to do. The "Guidelines for Preschool Learning Experiences" provide the content for curriculum and instruction aligned with Massachusetts Curriculum Frameworks (pre-K-12). Currently, only programs that receive CPC funds are required to follow the Standards and Guidelines. New regulations are currently under development but not yet promulgated. Massachusetts also has a program guidance document that can be found at <http://www.eec.state.ms.us/docs/taearlychildhoodprogramstandards.pdf>.
- ¹² Nonpublic school teachers must be certified by the Department of Early Education and Care. Teachers must either be 21 years old or have a high school diploma, and must complete a 3-credit college course in child growth and development. Family child care providers receiving CPC funds must have or acquire a CDA, AA, BA, or NAFCC accreditation. Nonpublic teachers in CPC-funded classrooms must hold an AA degree by 2010 and a BA by 2017.
- ¹³ Some communities pay for courses for teachers working in CPC-funded programs. The Legislature provided a new \$1 million program beginning in 2005-2006 called the Early Childhood Educators Scholarship Program, jointly administered by EEC and the Board of Higher Education. The program provides financial assistance for currently employed early childhood educators and providers (working with children birth through school-age) who enroll in an associate or bachelor's degree program in Early Childhood Education or related programs.
- ¹⁴ The Massachusetts Department of Early Education and Care administers approximately \$10 million in federal special education funding with 76%, or \$7,516,100, awarded in formula grants to school districts and charter schools. In some communities, these funds are combined with CPC funding to serve children with special needs and/or to fund inclusive settings.
- ¹⁵ In FY 2006, CPC funding was distributed through grants to local community lead agencies. Those local entities provide funding to individual programs. EEC conducts regular monitoring of fiscal and programmatic practices at the lead agency level. These activities include monthly data reports and an extensive annual grant review process. Individual program monitoring is handled at the local level, although all CPC-funded programs that are licensed receive regular licensing monitoring visits from EEC.

MICHIGAN – Michigan School Readiness Program 2005-2006

- ¹ Programs are required to offer a minimum of 300 instructional hours per year for a “part-day program.” Most programs offer 4 half days per week, but some operate for 2 full days and are considered part-day (part-time). Programs may charge tuition if offering a fifth day of class each week, full-day classes, or summer programs. “School-day” programs are only required to operate 4 days per week as well; many do operate 5 days.
- ² Part-day programs receive \$3,300/slot; school-day programs receive \$6,600/slot. If offering a school-day program, all children in each school-day classroom must be enrolled for the school day; mixing part-day and school-day children in the same classroom is not allowed. In FY 2006, the full-day option was only available for school district programs, and the enabling legislation was passed after many programs had enrolled for the year. In 2007, the option will be available to all providers.
- ³ Local programs use additional funding streams such as tuition, child care subsidy reimbursement, Title I, or local funds to operate more hours or days and to transport children. In both the school district and agency programs, priority in funding is given to programs that provide (or coordinate with other providers to help families with) extended hours needed for child care. This is seen as an access issue.
- ⁴ The income requirement changed from 185% FPL effective with the 2005-2006 school year.
- ⁵ A qualified teacher and an associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult (who does not have to meet any specified qualifications) must be present.
- ⁶ Part-day programs must provide at least a snack, and they are encouraged to provide breakfast or lunch in lieu of or in addition to a snack, but to extend the day to 3 hours if providing a full meal. School-day programs must provide lunch and two snacks or breakfast, lunch and one snack.
- ⁷ Programs must make referrals but are not required to conduct screenings. Programs that choose to use funds for the Parent Involvement and Education initiative must provide health, vision, hearing, and developmental screenings to all children in their areas.
- ⁸ Programs are required to assess children’s development according to the “Early Learning Expectations” in the Standards.
- ⁹ Until the 2005-2006 school year, the teacher degree requirement in nonpublic settings was an AA degree plus a CDA.
- ¹⁰ The elementary teaching certificate covers kindergarten to grade 5, plus grades 6-8 in academic majors and minors. An early childhood education endorsement is also required in public schools. Teachers in nonpublic settings are not required to be certified if their degree program had a concentration specifically focused on preschool teaching.
- ¹¹ Assistant teachers are given 2 years to meet this requirement but must have one course in child development to start working. An AA is preferred.
- ¹² Beginning December 2007, all classroom personnel will be required to complete 10 hours of professional development in-service annually.
- ¹³ This figure reflects the funding allocation, although actual spending may have been somewhat lower based on slots not filled.
- ¹⁴ State rules do not allow special education funds to be used to cover the per child allotment for a child with special needs who is enrolled in MSRP, but a child can be funded with MSRP dollars. Special education funds may be used to fund other services, such as speech therapy, occupational therapy, and physical therapy, while the child is in MSRP.
- ¹⁵ The MSRP office protocol includes site visits to programs, but the visits are not written into state policy requirements. State administrators estimate that site visits occur for competitive grantee agencies once during each 3-year funding cycle, and that about 2% of school district programs are visited each year.
- ¹⁶ Each program annually submits information, using data from the self-assessment of the Program Quality Assessment to develop an annual plan. Programs submit an implementation plan at the beginning of the year and a summary of the program progress at the end of the year. The scores from the self-assessment are submitted on each classroom. Data on each enrolled child is also submitted electronically.
- ¹⁷ Classroom observations occur during site visits to inform funding decisions; about 33 percent of competitive grantee agencies and about 2 percent of school district programs have observations each year.

MINNESOTA – State-Funded Head Start Model 2005-2006

- ¹ State Head Start funding is allocated by statute to all federally designated Head Start grantees in Minnesota. In previous years, recipients of state funding had to be federal Head Start grantees prior to 1989, but this clause was removed for 2005-2006. Grant recipients include 1 school district, 7 tribal governments, and 28 private nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- ² The approved funded enrollment figure is 2,641, and includes 356 children in Early Head Start and 2,285 in Head Start. The actual enrollment figure of 3,090 is a total count of all children and pregnant women served over the course of the year, rather than the number of slots available through state funding. The counts of children in each age group are from the actual count, which also includes 360 children under age 3 and 25 pregnant women.
- ³ Schedules are determined locally but must be in compliance with federal Head Start regulations.
- ⁴ Grantees may obtain state approval to use Head Start funds to offer wrap-around/extended-day services, but the extended hours are primarily supported with non-Head Start funds such as child care subsidies and parent fees. Extended hours are available in many locations, primarily in partnership with child care providers.
- ⁵ In 2005-2006, as in previous years, children could meet the income requirement either by demonstrating family income below 100% FPL or through receipt of TANF (which may be provided to families with income above 100% FPL). Programs reported in the 2005-2006 Head Start Program Information Report that 27% of low-income enrollment was based on TANF receipt rather than proof of low income, although some of these families had incomes below 100% FPL as well.
- ⁶ Federal Head Start Performance Standards require part-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch), and full-day programs to provide one-half to two-thirds of their daily nutritional needs.
- ⁷ A translator is required at all times if at least 50% of children in the class speak a language other than English.
- ⁸ Programs must comply with the Head Start Act, which requires that at least 50% of all Head Start teachers nationwide in center-based programs have at least an AA in a field related to ECE, with experience in teaching preschoolers. The majority of teachers employed in Minnesota Head Start programs have at least an AA and a certificate/license/endorsement in preschool education.
- ⁹ Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience.
- ¹⁰ Non-degreed staff are required to complete 2% of their total working hours for in-service training (full-time employment requires 40 hours of in-service), and degreed staff are required to complete 1.5% of total working hours for in-service training.
- ¹¹ Technical assistance is used to disseminate information about effective systems and best practices.

MISSOURI – Missouri Preschool Project (MPP) 2005-2006

- ¹ In addition to the 140 school districts, programs are also offered by 52 private providers and 13 non-profit programs.
- ² This number reflects only those children enrolled in a Missouri Preschool Project classroom and does not include Early Childhood Special Education participants enrolled in other preschool programs.
- ³ Programs apply as either a full-day or half-day program. Programs awarded in 1998-1999 had the option of operating 4 days per week with the fifth day for home visiting, but this practice is being phased out. Programs are required to operate for a minimum of 9 months, but may choose to operate year-round.
- ⁴ Funding is less for half-day programs and programs operating fewer than 12 months per year.
- ⁵ Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.
- ⁶ Sliding payment scales are determined locally and may be based on Department of Social Services eligibility criteria for child care assistance, free or reduced-price lunch eligibility, or other locally developed eligibility requirements.
- ⁷ Child care licensing requires full-day programs to offer lunch and two snacks and half-day programs to offer morning and afternoon snacks.
- ⁸ The Parents as Teachers program provides screening services in all LEAs. All MPP programs may access this service.
- ⁹ Development of the pre-K standards began in 2001. Specific domains were phased into implementation over a 3-year period beginning in 2002. Standards for literacy and social/emotional development were adopted in 2002; math in 2003; and science and physical development as well as health and safety in 2004.
- ¹⁰ Effective with the 2005-2006 school year, newly hired teachers in nonpublic settings must have the same qualifications as teachers in public school settings. The previous requirement was a CDA.
- ¹¹ Teachers are also required to attend at least two full-day training programs and receive on-site technical assistance.
- ¹² Certified teachers in nonpublic school settings must be paid at a rate comparable to the local public school salary scale.
- ¹³ Moving on Together (MoT) technical assistance involves three to 12 onsite visits based on goals set from ECERS-R and ECERS-E.

NEBRASKA – Early Childhood Grant Program 2005-2006

- ¹ This number includes 123 children younger than age 3.
- ² Grants are competitive, with priority given to districts with large populations of English Language Learners or low-income families. Programs must designate at least 70% of their funding to serve children who are eligible for free or reduced-price lunch, were born prematurely or with low birth weight, have teen parents who have not completed high school, or are English Language Learners. Among the 1,483 children served in 2005-2006, 726 qualified for free lunch, 222 qualified for reduced-price lunch, 79 were born prematurely, 168 had a parent age 18 or younger, 344 were English Language Learners, and 251 were in special education.
- ³ A translator is required if more than half of the children in a class speak a language other than English.
- ⁴ NAEYC accreditation is highly recommended but no longer required as it was in previous years. Financial assistance is available to programs to cover a large portion of the accreditation fees.
- ⁵ Local and federal figures are estimates based on a 100% required local match and a total reported budget of approximately \$11,000,000.
- ⁶ Grant programs are required to be inclusive of children with disabilities, and special education funds are used to support special education services in grant programs.
- ⁷ The 100% local match requirement can be met using funds from special education, Title I, Head Start, Even Start, HHS Child Care Subsidy, local district funds, private grants and gifts, and parent fees on a sliding fee scale determined locally.

NEVADA – Nevada Early Childhood Education Comprehensive Plan and Classroom on Wheels (COW) program 2005-2006

- ¹ The counts of children in each age group are from a duplicated count of all children served during the year and do not total the December 15 enrollment figure of 973.
- ² Most programs operate 2.5 hours per day, 4 days per week for the academic year.
- ³ There are some state-funded pre-K programs that collaborate with other entities to provide wrap-around services (child care subsidies, Head Start, etc.), but those services are paid for by the collaborating agency, not state pre-K.
- ⁴ Nothing in the legislation prevents programs from offering home-based services but no programs currently do so.
- ⁵ Although there is no income requirement, all programs give priority to children from low-income families. Homelessness is a federal/state-specified risk factor, while limited English proficiency is a locally determined risk factor. Programs specify detailed eligibility criteria based on local needs.
- ⁶ As of 2005-2006, all classrooms were required to have two adults, with a maximum class size of 16 for 3-year-olds, 20 for 4-year-olds, and 25 for 5-year-olds.
- ⁷ Each program is required to have a parenting component, which typically results in multiple contacts with parents. It is not specified how programs structure/administer their parenting program, just that they must have a parenting program which includes home visits, classroom volunteering, literacy nights, parenting classes, workshops, ESL classes, and parent conferences.
- ⁸ COW teachers already employed as of 2003-2004 were grandfathered in and do not have to meet these requirements currently but are expected to work toward meeting them. Most COW classrooms now have a credentialed teacher.
- ⁹ State pre-K collaborates with early childhood special education services. If a child has an IEP and is enrolled in the state funded pre-K program, it is likely that the classroom teacher collaborates with the special education teacher in order to provide appropriate services. Some pre-K programs collaborate with Early Childhood Special Education classrooms where they plan together and mingle their classrooms throughout the day.
- ¹⁰ This estimate is based on 973 children who were enrolled in the program on December 15, 2005.
- ¹¹ Information and data on programs are used to create improvement plans. Technical assistance is provided to programs based on the data and what needs are indicated.

NEW JERSEY – Abbott Preschool Program 2005-2006

- ¹ Only designated Abbott districts receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.
- ² Funds from the Department of Human Services (DHS) are combined with DOE funds to operate programs for 10 hours per day and 245 days per year.
- ³ Per pupil amounts vary due to the factors unique to each district but are not specific to length of program.
- ⁴ All 3- and 4-year-olds who reside within an Abbott district are eligible to participate. Districts are designated for Abbott if at least 40 percent of children qualify for free or reduced-price lunch.
- ⁵ These services are required in code for all public school children.
- ⁶ Transportation is provided only when requested and is only partially funded through the preschool budget. Additional funding may come from the K-12 portion of the district budget. Mandatory transportation for children with IEPs is supplied through special education funding rather than through Abbott funds.
- ⁷ Teachers who worked in center-based programs before the degree requirement was implemented had until September 2006 to meet the requirement. By 2005, almost all teachers met the degree requirement.
- ⁸ DOE liaisons visit every district every year to assist districts with the Self-Assessment Validation System (SAVS). The SAVS process requires a review of district records on finances, professional development, curriculum, administration, community collaboration, and several other program areas.
- ⁹ Feedback is provided via classroom visits, modeling within the classroom, teacher focus groups, conferences, and professional development seminars. New teachers are also mentored through a state mentoring process.
- ¹⁰ The DOE's Offices of Compliance Investigation and Internal Audit review the financial records of roughly 85 private preschool providers each year. Feedback is provided through a formal report. In addition, the Early Learning Assessment System (ELAS) is conducted by all preschool teachers every year. Teachers monitor the progress of each student throughout the year. Resulting child outcome data are used at both the district and state levels.
- ¹¹ Sites found to have financial difficulties may receive technical assistance from the district and/or the DOE to resolve their issues.

NEW JERSEY – Non-Abbott Early Childhood Program Aid (ECPA) 2005-2006

- ¹ Only districts where 20% to 40% of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children and either half- or full-day preschool to all 4-year-olds.
- ² State regulations currently require the ECPA teacher-child ratio to be that of kindergarten, 1:25, as in previous years. As of July 2008, the ratio requirements will be 2:18.
- ³ Meals are required in full-day programs.
- ⁴ A school district may "subcontract" with another school district via a send-receive agreement, but they need a waiver in order to do this.

NEW JERSEY – Early Launch to Learning Initiative (ELLI) 2005-2006

- ¹ Special circumstances may be considered beyond income, such as parental health or the number of children in a household under the age of 5.
- ² A sliding fee scale is locally determined in those districts that charge tuition. A few districts charge tuition for children not funded by ELLI or special education.
- ³ Full-day programs must offer breakfast and lunch.
- ⁴ Technical assistance includes helping districts revise their plan for approval.

NEW MEXICO – Child Development Program 2005-2006

- ¹ Most programs are full-day, full-week, although two school-based rural programs operate 4 days per week. School-based programs operate during the academic year, while community-based programs typically operate year-round.
- ² Funding from the same source also allowed 1,189 newborns to receive follow-up services after being discharged from the neonatal intensive care unit.
- ³ There are no standard eligibility criteria. Individual programs set their own enrollment priorities. A major goal of Child Development programs is to meet the needs of children who are not eligible for programs such as Head Start or subsidized child care.
- ⁴ Maximum class size is determined by the size of the classroom, although the 1:12 staff-child ratio must be maintained. This requirement reflects child care licensing standards.
- ⁵ At least one meal and a snack are required for center-based programs that meet for at least a half-day session. This applies to all of the Child Development programs that serve 3- and 4-year-olds.
- ⁶ A translator is recommended but not required. All programs serving children who speak Navajo or Spanish have adults employed who speak these languages.
- ⁷ New Mexico introduced comprehensive early learning standards in 2005, which are available at <https://www.newmexicoprek.org/show.cfm?fileID=204>. The comprehensive standards are used by the New Mexico Pre-K initiative but not by the Child Development Program. The Child Development Program is contractually obligated to use New Mexico's Best Practices: Essential Elements of Quality as guidance. However, this 1999 document does not contain early learning standards.
- ⁸ This figure represents an estimate of funding for center-based programs only, some of which served children younger than age 3.
- ⁹ The TANF MOE (maintenance of effort) provision requires states to contribute matching dollars at a specified percentage of their AFDC spending in 1994.
- ¹⁰ All quarterly reports are reviewed by the state. Records reviewed at the time of an on-site visit include: enrollment/attendance, parent involvement documentation, numbers of referrals made to families for other services, professional development plans for staff, board meeting minutes, children's portfolios, and evidence of health screenings within HIPAA guidelines as to what can be viewed.
- ¹¹ An early childhood consultant provides mentoring for using the Focused Portfolios assessment system, and the observations/portfolio samples are submitted to the consultant in the fall and spring. Mentoring for other areas of the program is left to each program's discretion.
- ¹² Training and technical assistance is available for using the Focused Portfolios system and for other specific program issues.

NEW MEXICO – New Mexico Pre-K 2005-2006

- ¹ These 23 children received low-level services that were not paid for by Pre-K funds. Children needing any significant special education services or with IEPs are transferred out of the program, often into the 3- and 4-year-old programs for children with delays or disabilities.
- ² Schedules are determined locally but the majority of programs operate 2.5 to 3 hours daily for 5 days per week. Public school programs operate with the public school calendar of 9 to 10 months. The two family child care programs and some private providers operate year round but are Pre-K-funded for 9 months only.
- ³ These services are not supported by Pre-K funds. They are available through private pay, subsidy (child care vouchers), or other supports (such as United Way).
- ⁴ Programs must have 66% of the children participating living within the attendance zone of a Title I elementary school. Priority in funding is given to programs feeding into schools that are failing to meet the No Child Left Behind Adequate Yearly Progress proficiency requirements in math and reading.
- ⁵ All programs must offer a snack. If operating more than 3.5 hours per day, programs must also offer a meal. In practice most programs provide either breakfast or lunch in addition to a snack.
- ⁶ It is strongly recommended, but not required, to have a translator. All programs serving Navajo-speaking or Spanish-speaking children have adults employed who speak these languages.
- ⁷ Additionally, two parent group meetings are required for interaction, information and transition activities.
- ⁸ A recommended quality indicator is to initiate approved national accreditation specific to early childhood education within 3 years. Once received, site programs will renew accreditation as required.
- ⁹ For each classroom, the lead teacher must hold a New Mexico Early Childhood Teacher License: Birth through Third Grade within 5 years. Although programs must meet this standard or show progress toward meeting it, the current minimum requirement for new hires is a high school diploma.
- ¹⁰ In-service requirements vary by teacher qualification levels. Teachers without an Early Childhood license are generally required to have 24 clock hours per year of in-service, while teachers with an Early Childhood license must attend the Pre-K Institute and other trainings. Teachers in the T.E.A.C.H. scholarship program are required to complete 9 credit hours per year.
- ¹¹ Funding includes \$1,749,978 for the Children, Youth and Families Department and \$1,754,529 for the Public Education Department. Additional funds not counted in these funding figures include \$188,972 for a statewide evaluation; and \$1,000,005 for Professional Development, including training and technical assistance, T.E.A.C.H. scholarships, and a statewide Institute. This results in approximately \$210,000 for administration per agency.
- ¹² In the Public Education Department, building principals and/or program supervisors perform teacher evaluations and provide feedback by written documentation. In the Children, Youth and Families Department, the program director or supervisor performs teacher evaluations, and provides oral and written feedback as part of the professional development plan.
- ¹³ Technical assistance is available to help programs meet program standards, program-wide goals, and teacher-identified areas of improvement.

NEW YORK – New York State Targeted Prekindergarten (TPK) 2005-2006

- ¹ Programs are required to provide a minimum of 12 hours per week and 4 days per week during the academic year, although 5 days per week is recommended. The length of the program day is determined locally. Typically, programs operate 2.5 hours per day and 5 days per week.
- ² Children are usually eligible to participate in the TPK program during the year before their kindergarten eligibility year. Local districts may choose a kindergarten cutoff date between December 1 and December 31, so TPK program eligibility varies according to this district decision.
- ³ Most children enter at age 4 and only participate in the program for 1 year. When all low-income 4-year-olds have been served, the program may be offered to 3-year-olds if space allows.
- ⁴ Economically disadvantaged children are those from families eligible for some form of assistance such as TANF, free or reduced-price lunch, food stamps, Medicaid, or unemployment or disability compensation.
- ⁵ Programs must have an available staff person or volunteer who speaks the native language of the children and/or the parents.
- ⁶ Specific parent involvement activities are determined locally but may include workshops, ESL classes, opportunities to volunteer in the classroom, newsletters, advisory committees, or field trips.
- ⁷ The standards are adopted by the State Board of Regents, which carries the weight of regulation. School districts must demonstrate alignment with New York State Learning Standards as part of the application process for TPK and UPK.
- ⁸ The literacy standards are specific to preschool-age children; other content areas are not specified by individual grade level.
- ⁹ New teacher certification requires a bachelor's degree, and a master's degree must be obtained within 3 years of procuring the initial certificate.
- ¹⁰ New teachers must receive mentoring in their first year of teaching. The state Office of Children and Family Services uses federal child care funds to support the Education Incentive Program (EIP). This program enables those working in licensed early childhood programs to enroll in credit-bearing courses and participate in early childhood education training that does not issue credit.
- ¹¹ Technical assistance is technology based. Other uses of this information include field memos, presentations at conferences, regional meetings, conference calls, face to face technical assistance, and site visits.
- ¹² Districts may use this information for a variety of other purposes such as personnel supervision, tenure decision, and guidance.

NEW YORK – New York State Universal Prekindergarten (UPK) 2005-2006

- ¹ Children are usually eligible to participate in the UPK program during the year before their kindergarten eligibility year. Local districts may choose a kindergarten cutoff date between December 1 and December 31, so UPK program eligibility varies according to this district decision.
- ² Programs operating less than 3 hours must provide a nutritional meal or snack. Programs operating more than 3 hours must provide appropriate meals and snacks to ensure that nutritional needs of children are met.
- ³ Physical exams must be conducted by a pediatrician within one year of enrollment. All children are considered new district entrants and must have comprehensive screenings.
- ⁴ UPK regulations require all teachers to possess a teaching license, including a bilingual certification extension when instruction is provided to students with limited English proficiency.
- ⁵ Specific parent involvement activities are determined locally but may include workshops, ESL classes, opportunities to volunteer in the classroom, newsletters, advisory committees, or field trips.
- ⁶ The standards are adopted by the State Board of Regents, which carries the weight of regulation. School districts must demonstrate alignment with New York State Learning Standards as part of the application process for TPK and UPK.
- ⁷ The literacy standards are specific to preschool-age children; other content areas are not specified by individual grade level.
- ⁸ Since 2004, programs in nonpublic school settings have been required to meet the same certification requirements as those in public settings. However, a legislative amendment allows certain community-based organizations to be exempted from this requirement until at least 2008, as long as uncertified teachers receive on-site supervision by certified teachers.
- ⁹ In February 2004, the required certification changed to cover Birth-Grade 2. Teachers in community based organizations are currently exempt from certification if they have on-site supervision by a certified teacher.
- ¹⁰ Effective February 2004, assistant teachers must have a Level I certification, which requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. Level I certification is valid for 3 years, with the possibility of renewal for 3 additional years to meet the experience requirement for the Level II teaching assistant certificate.
- ¹¹ New teachers must receive mentoring in their first year of teaching. The state Office of Children and Family Services uses federal child care funds to support the Education Incentive Program (EIP). This program enables those working in licensed early childhood programs to enroll in credit-bearing courses and participate in early childhood education training that does not issue credit.
- ¹² Technical assistance is technology based. Other uses of this information include field memos, presentations at conferences, regional meetings, conference calls, face to face technical assistance, and site visits.
- ¹³ Districts may use this information for a variety of other purposes such as personnel supervision, tenure decision, and guidance.

NORTH CAROLINA – More at Four 2005-2006

- ¹ Wrap-around services, including transportation, may be offered at pre-K sites and paid for with other funds (e.g., subsidy funds, grants, parent fees).
- ² Though income is considered the primary risk factor, children who do not meet the income criteria may still be served if they are deemed at risk due to other factors such as disability, limited English proficiency, a chronic health condition, or developmental/educational need.
- ³ Parent conferences and home visits are recommended but are not required.
- ⁴ The early learning standards define reasonable expectations about what children should know and be able to do during the preschool years. Ongoing assessment is required to gather information on how children are progressing and to inform planning, in an effort to meet the individual needs of children.
- ⁵ Providers are given 4 years to phase in the degree requirement after being recognized as a *More at Four* Program. In some circumstances, exceptions to this timeline may be granted if the provider appears to be working in good faith to reach this level of credential.
- ⁶ All licensed teachers have a continuing education requirement to renew their license every 5 years. Teachers must either hold or be working toward a Birth-K license at a minimum rate of 6 semester hours per year.
- ⁷ NCLB generally requires assistant teachers to have a 2-year degree. *More at Four* requires assistant teachers who meet NCLB requirements but do not hold a CDA to have 6 semester hours of early childhood coursework or 2 years experience in an early childhood classroom. An AA is strongly encouraged.
- ⁸ A new *More at Four* teacher credentialing program will be established, to facilitate the licensure process for *More at Four* teachers with BS/BA degrees in nonpublic school settings.
- ⁹ Blending of resources at the local level includes Title I Pre-K, Preschool Exceptional Children, Even Start Family Literacy, Head Start, child care subsidy, T.E.A.C.H. program reimbursements (teacher scholarships/health insurance reimbursements to local subcontractors), and other local city/county resources to support class operations, teacher salaries, materials, and supplies.
- ¹⁰ Head Start centers may be under the auspice of public schools or private nonprofit community action agencies. Faith-based centers may operate *More at Four* programs if they do not expose the children to religious instruction for the state-funded pre-K portion of the day.
- ¹¹ State personnel monitor program progress through site visits and the use of enhancement and intervention plans.
- ¹² Program staff use the MAFPLAN and MAFKids databases to monitor components of *More at Four*. MAFPLAN has data on teacher education and credentials, including progress towards degrees; program licensing status (including abuse/neglect reports); and related program requirements. MAFKids has data for fiscal and budget monitoring, including data on child eligibility; attendance (for reimbursement purposes); and reporting of other resources as required by legislation.

OHIO – Public School Preschool Program 2005-2006

- ¹ This enrollment figure includes children that are partially funded through sliding scale tuition or local funding. In 2005-2006, 3,734 children had family income at or below 100% FPL and attended without paying tuition. A total of 4,368 children, from families with income between 101 and 200% FPL, paid partial tuition on the sliding scale. An additional 810 children came from families with income above 200% FPL and paid full tuition; these children were not counted in the enrollment total.
- ² Operating schedules are determined locally, but most programs operate between 3 and 3.5 hours per day, 4 days per week.
- ³ Lunch must be provided for children in attendance for the entire period between 11:00 am and 1:30 pm. Snack is provided for children attending 4 hours or longer.
- ⁴ A change in state policy for 2005-2006 reinstated a previous requirement for vision, hearing, and health screening and referral services.
- ⁵ Technical assistance is provided by the state for programs interested in NAEYC accreditation.
- ⁶ In addition to its Early Learning Content Standards, Ohio also has Program Guidelines that address child health and development, but these have not been adopted by the State Board of Education.
- ⁷ The English Language Arts Content standards are linked to a standardized screening that addresses only those essential elements that are correlated to reading success. Some indicators in the content standards are not evaluated.
- ⁸ Teachers in nonpublic schools must be working toward their AA and are required to attain this degree by 2007.
- ⁹ Teachers may also qualify with a BA that includes 20 credits in early childhood plus a supervised practicum.
- ¹⁰ New requirements related to the early learning standards require at least 20 hours per year of in-service.

OKLAHOMA – Early Childhood Four-Year-Old Program 2005-2006

- ¹ In some rare instances, children who attend the program at age 4 may attend for a second year if necessary, based on a local district's determination of their needs and abilities. The State Department of Education supports placing children where it is most developmentally appropriate.
- ² The State Department of Education encourages a ratio of 1:8 for districts in at-risk settings.
- ³ At least one meal is provided through the Federal Child Nutrition Program. The Early Childhood Four-Year-Old Program does not provide snacks for 4-year-olds in public schools, so snacks are determined locally.
- ⁴ New regulations for 2005-2006 require these services in prekindergarten programs.
- ⁵ State law requires public schools to encourage at least two parent conferences per year, or one per semester. Most programs conduct three or four conferences per year.
- ⁶ Some districts provide incentives for teachers to enhance skills and knowledge; this is determined locally.
- ⁷ This figure is a fixed per-child amount spent on all children in the Early Childhood Four-Year-Old Program. The state has an equity funding formula, so the per-child rate does not vary, only the local and state shares of this fixed figure may vary.

OREGON – Oregon Head Start Prekindergarten 2005-2006

- ¹ All programs must operate a minimum of 32 weeks and 474 hours per year, and most operate 3 or 4 days per week. Days, weeks, and numbers of home visits vary depending on program model. The Center Based Models are required to operate 128 days per year, Home Based Models are required to have 16 socializations and 32 home visits per year, and Combination Models are required to combine Home Based and Center Based Model requirements.
- ² Programs are required to offer meals and snacks that provide at least one-third of a child's daily nutritional needs. Programs offer breakfast to all children who want it and also provide lunch for morning classes. For afternoon classes, programs provide lunch and snack.
- ³ If at least 50 percent of children in the class speak a language other than English, a translator is required.
- ⁴ Programs are required to support families in obtaining transportation. Most programs provide bus transportation to enrolled children.
- ⁵ In addition to the federal Head Start Child Outcomes Framework currently being used, Oregon is adopting the Early Childhood Foundations for the 2006-2007 academic year. The standards apply specifically to preschool children, address all NEGP domains, and are offered as guidance but not required. An early childhood assessment based on the standards is being piloted.
- ⁶ Requirements for public school teachers do not apply to classrooms run by agencies other than public schools, even if located in public schools. In nonpublic school grantee settings, half of grantee teachers must have at least an AA or higher degree in early childhood education or a related degree with a minimum of 15 early childhood education college credits.
- ⁷ Assistant teachers paid with Title I funds must meet Title I paraprofessional requirements, which include an AA degree or local district qualifying procedures.
- ⁸ Federal Head Start Performance Standards require in-service professional development, but do not specify the number of clock or credit hours.
- ⁹ Programs are required to allocate 2.5% of their budget funding for training to attain credentials or enhance skills. Scholarships and mentors are allowable expenses.
- ¹⁰ Technical assistance is provided in areas of non-compliance and systemic concerns. Quality improvement funds are available as needed.

PENNSYLVANIA – Education Accountability Block Grant (EABG) – Prekindergarten Component 2005-2006

- ¹ State guidance for programs recommends a minimum schedule of 2.5 hours/day, 5 days/week, for the duration of the school year (180 days), but programs are not currently required to meet this minimum schedule. By January 2007, the State Board of Education expects to finalize new regulations requiring prekindergarten programs in all districts to meet this minimum schedule. This will include the programs funded through EABG as well as any programs that districts start using local money or Title I funds.
- ² Children are eligible for pre-K 2 years prior to kindergarten entry. The age of kindergarten is locally determined.
- ³ The eligibility requirements are locally determined, but most districts focus on children who are at risk academically or economically. State guidance specifies that these programs should target children who are at risk.
- ⁴ Beginning December 2006, programs are required to limit class size to 20 and maintain a staff-child ratio of 1:10 or better.
- ⁵ The new State Board of Education regulations require nutritional referrals, but not meals.
- ⁶ Districts that contract with child care programs for services are encouraged to use the Keystone STARS quality improvement system in participating sites. Districts that contract with Head Start must comply with the federal Head Start Performance Standards.
- ⁷ Standards have been linked to commonly used assessments for districts' review, and state guidance encourages a link between assessment, curriculum and standards.
- ⁸ Teachers in community settings will be required to obtain certification over a specified phase-in period, but in 2005-2006 there was no degree requirement for teachers outside of the public school settings.
- ⁹ Site visits are to be conducted during 2006-2007.

PENNSYLVANIA – Head Start Supplemental Assistance Program (HSSAP) 2005-2006

- ¹ The number of students in each setting is unknown, but these data are collected at the classroom level: school districts, 134 classrooms; Head Start, 243 classrooms; private child care, 142 classrooms.
- ² Local programs must meet the minimum number of hours specified in the federal Head Start Performance Standards: 3.5 hours per day, 128 days per year. Programs vary in their hours of service and some offer extended care for as long as 10 to 12 hours per day.
- ³ Funding is based on the number of hours children are served.
- ⁴ Individual programs determine age requirements within the parameters set by federal Head Start Performance Standards. Children must turn 3 years old as of 2 years before the local kindergarten eligibility cutoff.
- ⁵ Lunch is required plus either breakfast or snack, depending on the time of day the program is offered and as per federal Head Start Performance Standards.
- ⁶ State-funded Head Start programs that collaborate with child care programs are required to use certified child care sites that participate in Pennsylvania's Keystone STARS quality improvement system. Beginning in 2006-2007, state-funded Head Start sites will participate in Keystone Stars as well.
- ⁷ The grantees may contract with public schools or with certified and regulated child care programs, which can include private, faith-based, and family child care.
- ⁸ Regional coordinators conducted site visits in 2005-2006, but the visits were not a state requirement. For 2006-2007, site visits were written into the grantee letters of agreement, and the regional coordinators will visit all grantees to ensure compliance with state regulations.
- ⁹ Regional coordinators work with grantees to identify perceived areas where technical assistance might be needed and make referrals. They are the first line of support for Head Start grantees as they begin the Keystone STARS process, the Pennsylvania quality improvement system for child care.

PENNSYLVANIA – Kindergarten for Four-Year-Olds (K4) 2005-2006

- ¹ New regulations require programs to limit class size to 20 and maintain a staff-child ratio of 1:10 or better.
- ² The new State Board of Education regulations require nutritional referrals, but not meals.
- ³ Currently, screening and referral services are determined locally. However, the pre-K program administrators have requested that the state health department, which has jurisdiction on these issues, amend its regulations to include the school-sponsored pre-K programs. If this occurs, state law would then require these services.
- ⁴ Assistant teachers are not required in K4 classrooms. Regulations finalized in December 2006 require two adults per 20 children in each classroom.

SOUTH CAROLINA – Half-Day Child Development Program (4K) 2005-2006

- ¹ For the 123 children enrolled in First Steps, the First Steps state funds are used to support full-day services in the same center where the children are funded for half-day 4K.
- ² State law allows districts to provide for the education of 3- and 4-year-old children who are likely to have significant school readiness deficiencies. The law requires that each district offer at least a half-day early childhood development program for 4-year-olds, and districts have the option of also serving 3-year-olds with significant readiness deficiencies.
- ³ State-specified risk factors include having a single parent; having a parent who has not graduated from high school or has a low literacy level; having an identified developmental problem; being homeless; qualifying for Even Start or a state-funded family literacy program; or being a foster child. Districts develop ranking systems to prioritize children for enrollment based on these risk factors and also conduct screenings to determine which children are most in need.
- ⁴ Half-day programs must provide breakfast or lunch plus a snack; full-day programs must provide breakfast and lunch plus a snack.
- ⁵ Transportation is the responsibility of the state school bus system. State pre-K funds are rarely used to support transportation.
- ⁶ Programs must be certified through the state Office of Early Childhood Education. Primary schools with pre-K programs must be monitored using the ECERS program quality assessment tool.
- ⁷ Assistant teachers in Title I schools must either hold an AA degree or pass a state test. It is recommended that all assistant teachers complete an early childhood class within one year of their hiring date.
- ⁸ All teachers in 4K are paid on the public school salary scale, but teachers in First Steps programs operating outside of public schools are not.
- ⁹ State spending, allocated through the Education Improvement Act, has not increased much in recent years. However, school districts have significantly increased local funds to provide more 4K classes.
- ¹⁰ Technical assistance is provided to any classroom that is in program improvement.

TENNESSEE – Early Childhood Education Pilot Project (ECE) and Voluntary Pre-K Initiative (VPK) 2005-2006

- ¹ This percentage includes both the ECE pilot programs and the 300 new pre-K programs that began in 2005-2006 under the Voluntary Pre-K for All state statute.
- ² The number of children served by age and by program setting is based on a duplicated count of all children served over the course of the year, totaling 9,214, rather than reflecting the number served at a specific point in time. Three-year-olds are only served in the ECE pilot programs, not in VPK. The December 15 enrollment figure is used because new grants were awarded for 300 new classes with an October 1, 2005 opening date, so a fall enrollment number would not accurately reflect the number of children served in 2005-2006.
- ³ This number may not correctly reflect the total number of children with IEPs served in pre-K programs because some school systems do not report students with IEPs with dual enrollment in pre-K and special education.
- ⁴ Three-year-olds and children with an IEP may attend for 2 years if deemed appropriate.
- ⁵ State-specified risk factors include risk of abuse or neglect, having an IEP, or being in state custody. Locally determined risk factors include low scores on developmental screenings, having a parent on active military duty, having a teen parent, or having a parent with a high school diploma or less.
- ⁶ Although accreditation is not required, NAEYC accreditation is encouraged and is necessary for a program to receive a 3-star quality rating.
- ⁷ Requirements are the same for teacher degrees in both the ECE pilot program and the statewide expansion of this program, called VPK. However, assistant teacher degree requirements are different between these two programs. In the ECE pilot, all assistant teachers are required to have a CDA. Through VPK, the LEA is required to hire an assistant teacher with a CDA if one is available, but if not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs. For both programs, the teacher and assistant teacher degree requirements are the same in both public and nonpublic settings.
- ⁸ Teachers hired by public schools are paid on the public school salary scale regardless of where the classroom is located, but teachers in nonpublic programs do not have to be paid on this scale.
- ⁹ Local agencies may use pre-K grant funding and school districts may use professional development Title II funds (federal Academic Improvement and Teacher Quality formula grants administered by the state) to support teacher professional development. A week-long Praxis seminar for early childhood education was held in summer 2006 to assist teachers with adding a pre-K endorsement to existing kindergarten endorsement licensure. A week-long professional development institute was also held in the summer, and teachers could apply for 3 hours of graduate credit and renew their teaching license through completion of the course.
- ¹⁰ A total of \$1 million was for administrative costs for the newly formed Office of Early Learning.
- ¹¹ The state pays an average of 75%, or \$3,793. The exact amount is determined by each school system's Basic Education Plan (BEP) funding formula. The remaining average of 25%, or \$1,264, is paid through local funds.
- ¹² New programs funded through the Voluntary Pre-K for All state statute, beginning in the 2005-2006 school year, must contract directly with the local school systems. However, previously-existing pilot programs continue to receive direct funding through the agencies in which they are located.
- ¹³ The annual year-end reports document programs' compliance with the Scope of Services. Programs must also submit a Plan of Action for improvement based on a self-study evaluation using the ELLCO and ECERS-R, or submit a summary of improvements made based on the previous year's Plan of Action.
- ¹⁴ Education consultants review programs' adherence with activities listed and provide training and technical assistance as needed.

TEXAS – Public School Prekindergarten 2005-2006

- ¹ Although all programs are administered by the public schools, some children are served in Head Start or child care sites. Specific numbers of children in each type of setting are unknown.
- ² Programs may operate 6 hours per day if the district or campus is approved for Prekindergarten Expansion Grant Program funding.
- ³ Districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only.
- ⁴ Children may be served for 2 years if they started the program at 3 years of age.
- ⁵ Risk factors include homelessness or inability to speak and comprehend English. Beginning with the 2006-2007 school year, children of active duty members of the armed forces of the United States and children of members of the armed forces who were injured or killed while serving on active duty will be eligible for enrollment in pre-K.
- ⁶ School districts are not required to serve meals to pre-K students. However, most school districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.
- ⁷ Each school district with an enrollment of 20 or more students of limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program.
- ⁸ The state no longer issues an Early Childhood or Kindergarten endorsement. Prekindergarten teachers are required to pass the Texas Examinations of Educator Standards for the Generalist Teaching Certification.
- ⁹ All classroom teachers holding a Standard Certificate with an effective date of September 1, 1999 or later are required to complete at least 150 clock hours of Continuing Professional Education during each 5-year renewal period.
- ¹⁰ TxBESS is a systematic initiative to support beginning teachers that includes standards-based trainings involving mentoring, professional development, and formative assessment.
- ¹¹ State funding under the Foundation School Program (FSP) is distributed on the basis of aggregated average daily attendance (ADA), not by grade level. The FSP funding is limited to a half-day, but some districts operate pre-K programs on a full-day basis through local funding resources, tuition, or funding received under the Prekindergarten Expansion Grant Program. School districts are also authorized to serve children who do not meet the FSP eligibility requirements in half-day or full-day programs on a tuition basis.
- ¹² Total state spending includes \$399,642,449 attributable to pre-K ADA within the Foundation School Program and \$84,066,883 from the Prekindergarten Expansion Grant Program.
- ¹³ Children receiving special education services in pre-K generate additional funding on the same basis as children receiving special education services in other grade levels.
- ¹⁴ FSP funding is limited by statute to half-day ADA for pre-K. The total cost per child cannot be determined exactly due to the flexibility districts have in using supplemental local and tuition-based resources, and to the fact that school district expenditures cannot be disaggregated by grade level.
- ¹⁵ The Foundation School Program has a local fund assignment that is a function of the district's tax base valuation.

VERMONT – Vermont Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM) 2005-2006

- ¹ This figure is an estimate, and has been adjusted to reflect a full-time equivalent ADM figure.
- ² Funding is based on the traditional school year calendar. Some children pay tuition to have full year services.
- ³ Snack is required for programs operating for less than 4 hours. For longer programs lunch is required in addition to the snack.
- ⁴ Standards are not linked to specific assessments, but programs are required to assess children. VELs aligns with the Work Sampling System, Creative Curriculum and others.
- ⁵ The state expects programs to follow the NCLB requirements for assistant teachers (CDA or AA) but does not require it.

VERMONT – Early Education Initiative (EEI) 2005-2006

- ¹ Programs average 12.25 hours per week. Public schools and Head Start programs generally follow the academic year, while programs in child care centers usually operate throughout the calendar year.
- ² Risk factors include: economically disadvantaged, developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence or substance abuse, social isolation, and low educational attainment by parents.
- ³ Three-hour programs provide a snack and programs of at least 4 hours provide a meal and a snack.
- ⁴ District-wide screenings for all 3- to 5-year-olds are conducted and referrals for services are provided to children whether or not they are EEI eligible.
- ⁵ Parent involvement activities include: parent education, program decision-making, and participation in program activities with children.
- ⁶ Assessment must correlate with Vermont Early Learning Standards learning domains, but does not have to match each indicator.
- ⁷ State policy does not explicitly require teachers in nonpublic settings to hold a BA, but this standard is enforced as a mandatory component of the grant review process.
- ⁸ To ensure inclusive programs, some children participate in programs when they are originally identified as being “at-risk” and later found to be eligible for IDEA-Part B services. EEI funds may supplement Part B funds to provide additional layers of services.

VIRGINIA – Virginia Preschool Initiative 2005-2006

- ¹ Most children are served in a public school setting.
- ² Risk factors include poverty, homelessness, limited English proficiency, educational disadvantage, and low educational attainment by parents.
- ³ In addition to breakfast and snacks, lunch is served to all children attending a full-day program. Most half-day programs provide children with lunch as well.
- ⁴ Standards are linked to local child assessments. The choice of curriculum and assessment tools is a local decision, but they must be aligned with Virginia’s Foundation Blocks for Early Learning.
- ⁵ All staff must have some training in early childhood development.
- ⁶ The location of the program is the decision of the local superintendent of schools and the city/county manager.
- ⁷ Programs receive technical assistance related to fiscal accountability and program implementation.

WASHINGTON – Early Childhood Education and Assistance Program (ECEAP) 2005-2006

- ¹ Enrollment numbers are based on children actively served on December 15, 2005. ECEAP cumulatively served 6,942 children throughout the 2005-2006 program year. Funded enrollment was 5,796.
- ² Additional children receive IEPs and special education as is deemed necessary during the school year.
- ³ Most programs operate 3 or 4 days/week.
- ⁴ Children who enter the program at age 3 typically stay for 2 years.
- ⁵ Statewide, up to 10% of funded slots may be filled with children from families who are not income-eligible. The children from over-income families must be impacted either by developmental factors, such as developmental delay or disability, or environmental factors, such as domestic violence, chemical dependency, child protective services involvement, or other factors affecting school success.
- ⁶ Beginning July 2006, the maximum class size is 20.
- ⁷ In classes of 18 students, the staff-child ratio must be 1:9, and in classes of 24, the staff-child ratio must be 1:6.
- ⁸ Programs of less than 4 hours must offer meals and snacks that meet one-third of a child’s daily nutritional needs. For programs of more than 4 hours, one-half to two-thirds of a child’s daily nutritional needs must be met. The average program offers one meal and one snack during a half-day class.
- ⁹ Although not required, providing a translator is encouraged and common practice. Many sites have teachers, aides, and community volunteers that assist with translation for the families.
- ¹⁰ Parent involvement activities include opportunities to serve on the policy council and as classroom volunteers.
- ¹¹ ECEAP provides transportation for 34 sites (14%), school districts provide transportation for 104 sites (44%), and 96 sites (40%) have other means of transportation.
- ¹² The state is working on revising the state’s draft Early Learning Benchmarks, which have yet to be implemented. The draft is available at: <http://www.k12.wa.us/EarlyLearning/Benchmarks.aspx>.
- ¹³ Professional development hours are required, but the number is not specified. Beginning July 2006, 15 hours are required.
- ¹⁴ State spending includes \$28,499,495 in state provision funds, \$5,095,635 in DSHS/CTED Interagency Agreement State Funds for CCDF/MOE, and \$599,822 in unidentified state funds reported by grantees (the actual amount may be larger because not all grantees reported this figure).
- ¹⁵ Federal and local spending are reported by ECEAP contractors, and numbers are under-reported because not all contractors provided this information. Additional in-kind resources have a value of \$5,864,380.
- ¹⁶ ECEAP program contractors include organizations that also provide Head Start services, but ECEAP funding does not support Head Start classrooms.
- ¹⁷ Specialists assist with early childhood education, family support, and technology.

WEST VIRGINIA – Public School Early Childhood Education 2005-2006

- ¹ As of July 2004, 3-year-olds are eligible to participate in the program if they have an IEP. Also, eligibility ends at the age of kindergarten eligibility (5 by September 1) unless the parent and teacher decide that preschool placement is a better option. Children typically attend for 1 year but may attend for 2 if there is a documentation of need.
- ² Meals must be offered if the program operates for more than 4 hours per day.
- ³ If the classroom is in a community collaborative (a classroom supported by two or more funding sources and located in a public school or community-based setting), the teacher may be on permit, with a minimum of an AA in an approved field and working toward certification. Teachers may be on permit for up to 5 years.
- ⁴ A change in state policy, starting in August 2005, reduced required annual in-service hours from 18 hours per year to 15.
- ⁵ This is a funding allocation rather than actual spending. Currently, once counties receive the allocation, the money may be used for any public school service. Beginning in 2012, the entire allocation will have to be used exclusively for prekindergarten.
- ⁶ Review of programs' records will become mandatory in 2012-2013, or when pre-K becomes available to all children in the state. Counties will submit a summary of West Virginia pre-K services provided, the number of West Virginia pre-K children with IEPs, staff development information, and the number of children who transitioned to kindergarten.
- ⁷ The state employs three instructional coaches to provide county/classroom support. The state level collaborative technical assistance team (Department of Education, Department of Health and Human Resources, and Head Start Collaboration Direction) provides county/regional technical assistance.

WISCONSIN – Four-Year-Old Kindergarten (4K) 2005-2006

- ¹ The program is funded for a required minimum of 437 hours and 180 days per year. Although districts determine specific weeks and months of operation, most programs operate 2.5 hours per day and 5 days per week. Programs may add 87.5 hours per year for parent outreach.
- ² Districts claim .5 FTE membership aid when operating 5 days per week or 4 days per week plus 87.5 hours of parent outreach, and .6 FTE when operating 5 days per week plus parent outreach.
- ³ Typically children attend 5K when they are 5 by September 5. A local district may have a policy placing this as the limit on 4K eligibility.
- ⁴ Snack and/or lunch may be provided based on the length of day and requirements with other community programs.
- ⁵ Vision, hearing, immunization, and general health screenings are required at kindergarten entrance for all children. Typically, they are provided by family physicians or through the Women, Infants, and Children (WIC) program. LEAs follow up with children who do not receive these services. Referrals are not mandatory.
- ⁶ Parent involvement activities are required if the program provides parent outreach. Activities include, but are not limited to, parent/child activities, parent education, and governance activities.
- ⁷ Accreditation from NAEYC or the North Central Association Commission on Accreditation and School Improvement-Early Childhood Accreditation is considered best practice, but not required.
- ⁸ As of 2004, new teachers are required to have a professional development plan that moves them from an initial teacher level to a professional level within 3 to 5 years. Initial teachers receive support from a mentor and a professional development team.

WISCONSIN – State-Funded Head Start Model 2005-2006

- ¹ The enrollment figure, 1,391, is the same as in 2004-2005, but was misreported at that time as 1,319.
- ² All children are served through Head Start grantees, but data are not collected on the agency types (Head Start grantees include various agency types).
- ³ Depending on the length of the program day, programs may provide snack, lunch and/or breakfast.
- ⁴ Districts are required to provide transportation to 4K programs. When a 4K program partners with Head Start, the agencies determine who is responsible for transportation.
- ⁵ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. If Head Start is providing 4K programs in collaboration with public schools, a BA and appropriate licensure are also required.
- ⁶ School districts that are federal Head Start grantees may require an AA degree and assistant teacher license.
- ⁷ As of 2004, new teachers are required to have a professional development plan that moves them from an initial teacher level to a professional level within 3 to 5 years.
- ⁸ Wisconsin requires programs receiving state Head Start funding to participate in the federal Head Start monitoring system. The state itself does not conduct monitoring of these programs.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START		FEDERAL HEAD START						
	State funding (Fiscal Year 2006)	State enrollment: additional funded slots for 3- and 4-year-olds (2006) ¹	Federal funding (Fiscal Year 2005) ²	Federal enrollment by state (Program Year 2005-2006) ³		American Indian/ Alaska Native enrollment (Program Year 2005-2006) ³		Migrant enrollment (Program Year 2005-2006) ³	
				3-year-olds ⁴	4-year-olds ⁴	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$106,345,300	5,394	9,500	0	0	0	0
Alaska	\$6,080,300	525 ⁵	\$12,439,387	479	706	463	652	0	0
Arizona			\$103,225,141	3,206	7,977	1,944	3,193	221	309
Arkansas			\$64,354,806	3,889	5,333	0	0	84	71
California			\$829,439,955	31,670	54,567	238	304	1,259	1,317
Colorado			\$68,156,887	2,831	4,913	49	57	125	127
Connecticut	\$4,521,150	939 ⁶	\$51,760,059	2,669	3,276	0	0	0	0
Delaware	\$5,278,300	843	\$13,200,569	536	996	0	0	3	3
District of Columbia			\$25,040,757	1,477	1,577	0	0	0	0
Florida			\$262,433,345	11,491	19,382	6	14	887	729
Georgia			\$168,058,734	11,318	10,111	0	0	78	39
Hawaii	\$390,000	0 ⁷	\$22,825,080	967	1,511	0	0	0	0
Idaho	\$1,500,000	83	\$22,753,002	554	1,916	83	120	135	342
Illinois			\$270,041,013	14,005	18,860	0	0	89	81
Indiana			\$95,943,402	4,628	7,462	0	0	0	0
Iowa			\$51,412,029	2,475	3,803	0	0	0	0
Kansas			\$50,790,886	2,840	3,574	14	27	0	0
Kentucky			\$107,557,925	5,839	8,798	0	0	19	9
Louisiana			\$145,513,021	9,434	8,941	0	0	0	0
Maine	\$3,581,018 ⁸	461	\$27,537,146	1,191	1,631	31	29	0	0
Maryland	\$3,000,000 ⁹	338	\$77,826,021	4,344	4,830	0	0	0	0
Massachusetts	\$7,500,000	272 ¹⁰	\$108,060,960	4,774	5,773	0	0	9	11
Michigan			\$233,924,073	12,056	18,643	191	163	245	279
Minnesota	\$19,022,975	1,839	\$71,811,284	2,618	4,641	291	367	162	154
Mississippi			\$161,258,325	10,360	14,886	122	79	0	0
Missouri			\$118,674,224	6,007	8,019	0	0	0	0
Montana			\$20,893,223	1,016	1,547	644	722	0	0
Nebraska			\$35,962,321	1,614	2,283	103	120	15	11
Nevada			\$24,215,081	1,040	1,391	176	205	0	0
New Hampshire	\$241,337	0	\$13,350,255	516	779	0	0	0	0
New Jersey			\$128,669,007	5,174	7,234	0	0	30	25
New Mexico	\$1,541,000	298	\$52,160,073	2,512	4,072	584	708	0	0
New York			\$432,036,314	18,657	24,218	46	97	110	94
North Carolina			\$140,897,879	5,631	11,066	80	98	160	140
North Dakota			\$17,128,979	771	1,218	318	515	0	0
Ohio			\$246,237,400	13,396	18,691	0	0	0	0
Oklahoma	\$3,900,000 ¹¹	0	\$80,833,384	5,415	6,352	1,099	1,354	0	0
Oregon	\$27,650,000	3,486	\$59,310,519	2,091	3,869	152	137	462	531
Pennsylvania	\$30,000,000	4,051	\$227,563,294	10,253	15,891	0	0	89	77
Rhode Island	\$1,800,000	302	\$21,956,386	611	1,197	0	0	0	0
South Carolina			\$82,281,921	5,554	5,970	41	33	55	70
South Dakota			\$18,775,080	901	1,348	450	700	0	0
Tennessee			\$119,021,587	5,626	9,714	0	0	49	43
Texas			\$477,432,841	25,069	33,406	19	15	2,293	1,565
Utah			\$37,663,509	1,361	3,588	91	124	69	98
Vermont			\$13,523,137	555	607	0	0	0	0
Virginia			\$98,833,397	4,387	7,008	0	0	59	51
Washington			\$100,094,355	3,021	5,862	430	649	541	517
West Virginia			\$50,507,940	2,769	4,111	0	0	0	0
Wisconsin	\$7,212,500	1,196	\$90,635,323	5,754	5,977	369	351	100	93
Wyoming			\$12,338,291	525	820	80	73	38	35
50 States + DC ¹²	\$123,218,580	14,633	\$5,872,704,827 ¹³	281,271	409,845	8,114	10,906	7,386	6,821

STATE

AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (2005-2006)

	Percent of children enrolled full-day 5 days per week, all ages (Program Year 2005-2006)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	82%	\$19,431	\$17,289	\$19,220	\$23,112	\$23,370	\$13,918
Alaska	5%	\$24,229	\$24,025	\$26,473	\$26,533	\$29,450	\$17,138
Arizona	11%	\$24,491	\$22,975	\$23,985	\$25,777	\$24,743	\$15,878
Arkansas	85%	\$21,697	\$18,657	\$21,399	\$25,761	\$23,168	\$13,268
California	28%	\$28,751	\$26,151	\$28,062	\$31,893	\$38,107	\$19,001
Colorado	20%	\$23,747	\$21,219	\$22,156	\$25,054	\$33,696	\$15,413
Connecticut	62%	\$30,819	\$23,027	\$26,001	\$28,875	\$38,238	\$17,838
Delaware	30%	\$18,547	\$15,728	\$19,142	\$24,993	\$30,021	\$12,473
District of Columbia	86%	\$30,371	\$24,251	\$25,768	\$35,479	\$49,051	\$21,386
Florida	90%	\$23,707	\$20,398	\$22,532	\$28,140	\$36,240	\$17,016
Georgia	84%	\$22,690	\$18,690	\$22,128	\$26,113	\$33,836	\$16,301
Hawaii	39%	\$27,761	\$25,250	\$28,000	\$29,769	\$34,512	\$18,453
Idaho	24%	\$18,854	\$15,472	\$18,438	\$20,715	\$28,405	\$11,718
Illinois	40%	\$25,357	\$20,191	\$23,679	\$26,952	\$32,235	\$17,814
Indiana	18%	\$22,540	\$19,024	\$20,329	\$23,122	\$27,634	\$13,793
Iowa	37%	\$24,497	\$21,374	\$20,211	\$25,406	\$33,689	\$14,947
Kansas	22%	\$25,022	\$20,324	\$20,909	\$26,104	\$33,767	\$13,795
Kentucky	29%	\$23,095	\$18,196	\$20,449	\$26,133	\$33,377	\$13,161
Louisiana	78%	\$23,009	\$20,564	\$21,484	\$25,076	\$28,379	\$14,468
Maine	22%	\$23,987	\$22,060	\$22,778	\$24,053	\$27,359	\$16,446
Maryland	54%	\$27,614	\$21,924	\$22,850	\$29,901	\$35,138	\$16,189
Massachusetts	35%	\$23,889	\$22,220	\$23,519	\$25,590	\$29,437	\$15,838
Michigan	14%	\$28,240	\$22,419	\$23,735	\$28,952	\$38,141	\$15,925
Minnesota	18%	\$24,291	\$22,801	\$22,244	\$24,673	\$27,106	\$14,936
Mississippi	70%	\$18,607	\$17,138	\$18,310	\$20,179	\$19,206	\$13,353
Missouri	31%	\$20,594	\$18,194	\$20,347	\$22,878	\$26,632	\$14,546
Montana	27%	\$18,456	\$17,037	\$18,467	\$20,402	\$17,718	\$12,908
Nebraska	23%	\$22,613	\$20,641	\$19,998	\$23,221	\$41,732	\$13,679
Nevada	16%	\$22,402	\$22,000	\$23,540	\$24,772	\$28,080	\$19,332
New Hampshire	16%	\$20,618	\$18,191	\$18,946	\$21,968	\$27,029	\$14,054
New Jersey	87%	\$30,057	\$23,243	\$24,459	\$34,882	\$43,543	\$17,637
New Mexico	29%	\$23,500	\$20,719	\$23,108	\$28,796	\$31,369	\$15,289
New York	53%	\$31,589	\$22,282	\$25,496	\$30,138	\$37,406	\$20,049
North Carolina	77%	\$22,964	\$18,821	\$20,527	\$25,752	\$33,357	\$15,637
North Dakota	22%	\$23,983	\$20,827	\$21,587	\$26,091	\$36,706	\$14,263
Ohio	18%	\$22,047	\$19,906	\$21,460	\$22,629	\$27,311	\$14,594
Oklahoma	53%	\$22,658	\$19,655	\$21,698	\$26,414	\$29,981	\$15,064
Oregon	41%	\$25,673	\$22,185	\$24,163	\$26,298	\$27,735	\$16,714
Pennsylvania	45%	\$22,392	\$19,755	\$20,115	\$23,322	\$26,901	\$14,146
Rhode Island	28%	\$22,873	\$19,769	\$23,071	\$24,239	\$24,603	\$16,197
South Carolina	90%	\$18,419	\$15,144	\$17,911	\$20,081	\$23,442	\$13,150
South Dakota	24%	\$21,539	\$19,120	\$20,736	\$24,049	\$26,990	\$14,141
Tennessee	49%	\$22,674	\$18,096	\$21,333	\$25,121	\$32,012	\$14,281
Texas	75%	\$27,145	\$20,091	\$22,923	\$30,943	\$36,240	\$14,838
Utah	15%	\$18,172	\$15,707	\$17,569	\$19,582	\$20,053	\$12,308
Vermont	23%	\$21,952	\$21,348	\$21,507	\$22,244	\$22,311	\$14,328
Virginia	56%	\$27,624	\$22,503	\$23,189	\$29,637	\$36,182	\$16,325
Washington	30%	\$24,737	\$21,845	\$24,680	\$26,174	\$30,522	\$16,590
West Virginia	14%	\$24,203	\$15,729	\$17,601	\$24,489	\$34,953	\$14,375
Wisconsin	20%	\$25,949	\$20,868	\$22,050	\$27,750	\$35,678	\$15,219
Wyoming	17%	\$23,563	\$19,885	\$20,396	\$25,445	\$27,917	\$12,537
50 States + DC ¹²	47%	\$20,736	\$22,683	\$26,805	\$30,308	\$25,030	\$16,050

APPENDIX B: HEAD START DATA (continued)

SOURCE

Data from Head Start Program Information Reports (PIR) for 2005-2006, unless otherwise noted.

NOTES

- ¹ Several states providing Head Start supplements were not able to report the number of children served with these state funds. In some cases, this was because a portion of state funds were used to enhance services for federally funded Head Start participants rather than for separate, additional slots. For these states, enrollment was estimated based on non-ACYF funded enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2005-2006 Head Start PIR.
- ² These fiscal year 2005 data represent state funding allocations given in the 2006 Head Start Program Fact Sheet. Funding data are not yet available for fiscal year 2006.
- ³ Funded enrollment indicates the number of slots that are funded annually, which differs from the actual number of children served in a year (since, for example, a child may participate for only part of the year). In contrast, enrollment totals for American Indian and Migrant programs are the actual number of children served, and may count some children who participated for only a portion of the year. American Indian and Migrant enrollment are not included in the funded enrollment totals.
- ⁴ Funded enrollment was not available by single year of age. Data shown here are estimates, calculated based on the percentage of total actual enrollment represented by 3-year-olds and by 4-year-olds in the 2005-2006 program year and the total ACYF-funded enrollment by state as reported on the 2005-2006 Head Start PIR.
- ⁵ Alaska does not require a specific amount of slots to be offered using the state funds it provides to federal Head Start programs, although an estimated total of 525 additional children were served in 2005-2006.
- ⁶ This number includes extended-day slots; part-day, part-year slots; full-day, full-year slots; and quality enhancement slots. Due to cuts in funding, full-day programs need no longer operate 10 hours a day year-round, but can operate 6 hours per day for 180 days plus an optional continuation summer program of 3.5 hours per day during the summer months.
- ⁷ These figures are based on fiscal year 2003 data, but funding has remained flat, and Hawaii still does not fund additional slots with the state supplement.
- ⁸ This figure includes \$1,321,407 from the Fund for a Healthy Maine tobacco money, which is used to extend the program day and year.
- ⁹ Maryland's state Head Start funds were also used for professional development, parent education, mental health services, expanded transitional services, and literacy projects. In addition, funds were devoted to summer care and extended-day or extended-year services.
- ¹⁰ Most state funds in Massachusetts supported staff salaries and expansion. Massachusetts increased its state Head Start supplement by \$1,000,000 for fiscal year 2006. Funding is not allocated by slots.
- ¹¹ All funds are used to extend services, expand services or provide intervention.
- ¹² National salary averages include data from programs in the U.S. territories as well, including Puerto Rico.
- ¹³ This sum for federal Head Start funding only represents the portion of funding provided to states and does not include funding for programs in U.S. territories, Native American programs, Migrant programs, or support activities such as research, training and technical assistance, and monitoring. Total federal Head Start funding, including all of these components, was \$6,842,348,000 in FY 2005.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2006)		
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)
Alabama	\$20,916	\$1,743	46%
Alaska	\$42,192	\$3,516	79%
Arizona	\$26,556	\$2,213	54%
Arkansas	\$24,108	\$2,009	60%
California	\$35,100	\$2,925	75%
Colorado	\$34,344 ²	\$2,862 ²	61% ²
Connecticut	\$36,120	\$3,010	50%
Delaware	\$31,344	\$2,612	54%
Florida	\$32,184	\$2,682	67%
Georgia	\$25,740 ³	\$2,145 ³	49% ³
Hawaii	\$44,136 ²	\$3,678 ²	85% ²
Idaho	\$20,472	\$1,706	45%
Illinois	\$36,192	\$3,016	50%
Indiana	\$20,436	\$1,703	39%
Iowa	\$23,328	\$1,944	43%
Kansas	\$29,772	\$2,481	57%
Kentucky	\$24,144	\$2,012	54%
Louisiana	\$31,836	\$2,653	75%
Maine	\$42,552	\$3,546	85%
Maryland	\$29,988 ²	\$2,499 ²	50% ²
Massachusetts	\$28,968 ²	\$2,414 ²	50% ²
Michigan	\$23,880	\$1,990	41%
Minnesota	\$28,164 ³	\$2,347 ³	44% ³
Mississippi	\$30,156	\$2,917	85%
Missouri	\$18,216	\$1,518	34%
Montana	\$23,508	\$1,959	54%
Nebraska	\$19,308	\$1,609	36%
Nevada	\$39,696	\$3,308	75%
New Hampshire	\$28,884	\$2,629	48%
New Jersey	\$40,224	\$3,352	55%
New Mexico	\$24,132	\$2,011	58%
New York	\$32,184	\$2,682	59%
North Carolina	\$35,352 ²	\$2,946 ²	75% ²
North Dakota	\$29,556	\$2,463	62%
Ohio	\$29,772	\$2,481	54%
Oklahoma	\$33,900	\$3,025	83%
Oregon	\$24,132	\$2,011	47%
Pennsylvania	\$30,520	\$2,543	55%
Rhode Island	\$36,192	\$3,016	61%
South Carolina	\$22,896 ²	\$1,908 ²	48% ²
South Dakota	\$30,528 ²	\$2,544 ²	61% ²
Tennessee	\$27,924	\$2,327	60%
Texas	\$38,952	\$3,246	85%
Utah	\$26,928 ²	\$2,244 ²	56% ²
Vermont	\$31,032 ²	\$2,586 ²	83% ²
Virginia	\$24,144	\$2,012	40%
Washington	\$30,528	\$2,544	57%
West Virginia	\$21,228 ³	\$1,769 ³	55% ³
Wisconsin	\$29,772	\$2,481	53%
Wyoming	\$30,528 ²	\$2,544 ²	65% ²
Data sources	a	a	a

APPENDIX C: CHILD CARE DATA continued

STATE	FUNDING FOR CHILD CARE (FY 2005)						
	Child Care and Development Fund: Federal expenditures ¹	Child Care and Development Fund: State maintenance of effort	Child Care and Development Fund: State matching funds	Total CCDF funding (federal and state)	TANF transfers to the Child Care and Development Fund	Percent of total TANF transferred to CCDF	TANF direct spending on child care
Alabama	\$89,715,210	\$6,896,417	\$9,766,411	\$106,378,038	\$9,683,167	9%	\$14,399
Alaska	\$31,194,415	\$3,616,988	\$3,356,937	\$38,168,340	\$15,170,000	25%	\$3,257,279
Arizona	\$101,735,176	\$10,032,936	\$18,798,682	\$130,566,794	\$0	0%	\$0
Arkansas	\$56,687,277	\$1,886,543	\$5,545,296	\$64,119,116	\$7,500,000	11%	\$0
California	\$946,032,577	\$85,593,217	\$442,537,390	\$1,474,163,184	\$412,642,000	11%	\$147,960,026
Colorado	\$64,101,755	\$8,985,901	\$28,622,373	\$101,710,029	\$29,925,276	20%	\$0
Connecticut	\$51,176,013	\$63,773,835	\$18,909,338	\$133,859,186	\$0	0%	\$0
Delaware	\$13,227,063	-\$26,306,214	\$4,556,888	-\$8,522,263	\$0	0%	\$2,520,894
Florida	\$381,287,144	\$33,415,872	\$55,239,356	\$469,942,372	\$122,549,157	20%	\$14,110,681
Georgia	\$163,304,923	\$22,253,303	\$30,416,092	\$215,974,318	\$29,700,000	8%	\$0
Hawaii	\$29,957,946	\$4,971,639	\$5,246,363	\$40,175,948	\$10,300,000	10%	\$0
Idaho	\$33,149,229	\$1,175,822	\$3,135,087	\$37,460,138	\$8,731,981	26%	\$0
Illinois	\$202,505,218	\$56,873,824	\$67,355,059	\$326,734,101	\$0	0%	\$0
Indiana	\$114,602,706	\$15,356,946	\$19,421,489	\$149,381,141	\$5,000,000	2%	\$0
Iowa	\$80,813,727	\$5,078,586	\$10,569,214	\$96,461,527	\$25,332,746	18%	\$0
Kansas	\$64,271,682	\$11,254,197	\$8,955,477	\$84,481,356	\$21,417,142	21%	\$0
Kentucky	\$69,040,117	\$7,274,537	\$7,825,166	\$84,139,820	\$54,386,300	30%	\$13,504,516
Louisiana	\$138,533,740	\$5,219,488	\$9,347,835	\$153,101,063	\$19,985,835	11%	\$0
Maine	\$26,681,183	\$2,851,684	\$3,148,634	\$32,681,501	\$8,905,654	11%	\$3,263,054
Maryland	\$72,943,725	\$23,301,407	\$29,484,650	\$125,729,782	\$0	0%	\$0
Massachusetts	\$182,010,462	\$44,973,383	\$26,922,770	\$253,906,615	\$91,874,224	20%	\$7,691,728
Michigan	\$272,392,978	\$24,411,364	\$39,503,619	\$336,307,961	\$130,938,063	17%	\$33,632,458
Minnesota	\$122,290,787	\$19,690,299	\$25,362,811	\$167,343,897	\$22,619,000	8%	\$0
Mississippi	\$61,597,528	\$1,715,430	\$4,184,574	\$67,497,532	\$19,524,027	20%	\$2,465
Missouri	\$124,040,969	\$16,548,755	\$17,943,134	\$158,532,858	\$27,354,439	12%	\$0
Montana	\$21,649,861	\$1,313,990	\$2,036,052	\$24,999,903	\$1,864,574	4%	\$0
Nebraska	\$38,624,690	\$16,738,340	\$6,010,616	\$61,373,646	\$9,000,000	16%	\$0
Nevada	\$22,406,636	\$2,580,321	\$6,999,804	\$31,986,761	\$0	0%	\$0
New Hampshire	\$18,324,810	\$4,581,874	\$6,122,743	\$29,029,427	\$5,505,081	14%	\$0
New Jersey	\$114,319,423	\$26,374,178	\$44,015,359	\$184,708,960	\$0	0%	\$0
New Mexico	\$75,057,561	\$2,895,259	\$3,490,272	\$81,443,092	\$30,976,339	27%	\$0
New York	\$827,449,012	\$101,983,998	\$94,783,793	\$1,024,216,803	\$381,791,205	17%	\$0
North Carolina	\$271,170,622	\$37,927,282	\$24,606,831	\$333,704,735	\$86,028,417	25%	\$0
North Dakota	\$8,138,587	\$1,017,036	\$1,065,249	\$10,220,872	\$0	0%	\$372,105
Ohio	\$199,204,287	\$52,213,951	\$39,358,903	\$290,777,141	\$0	0%	\$0
Oklahoma	\$105,219,163	\$10,630,233	\$7,553,681	\$123,403,077	\$30,759,395	20%	\$32,963,925
Oregon	\$63,442,215	\$11,714,966	\$13,168,589	\$88,325,770	\$0	0%	\$2,974,465
Pennsylvania	\$333,684,008	\$46,629,051	\$50,943,006	\$431,256,065	\$116,754,000	16%	\$0
Rhode Island	\$26,000,236	\$5,321,126	\$3,912,479	\$35,233,841	\$8,772,795	9%	\$0
South Carolina	\$66,688,640	\$4,085,269	\$8,445,751	\$79,219,660	\$0	0%	\$0
South Dakota	\$14,440,293	\$802,914	\$1,997,266	\$17,240,473	\$0	0%	\$0
Tennessee	\$164,132,780	\$18,975,782	\$15,260,683	\$198,369,245	\$57,698,996	22%	\$0
Texas	\$472,951,483	\$34,681,431	\$99,403,927	\$607,036,841	\$0	0%	\$0
Utah	\$40,107,976	\$4,474,923	\$2,779,552	\$47,362,451	\$0	0%	\$5,000,000
Vermont	\$18,862,022	\$7,062,107	\$1,791,311	\$27,715,440	\$9,224,074	19%	\$0
Virginia	\$143,334,258	\$21,328,766	\$53,247,562	\$217,910,586	\$3,000,000	10%	\$0
Washington	\$199,408,486	\$38,707,605	\$30,531,146	\$268,647,237	\$103,035,919	26%	\$0
West Virginia	\$31,056,815	\$2,971,392	\$2,642,168	\$36,670,375	\$0	0%	\$1,508,392
Wisconsin	\$163,485,078	\$16,449,406	\$14,265,119	\$194,199,603	\$64,183,023	20%	\$0
Wyoming	\$12,828,441	\$1,553,707	\$1,877,959	\$16,260,107	\$3,700,106	19%	\$0
Data sources	b	b	b	b	b	b	b

STATE

MAXIMUM CHILD:STAFF RATIOS
IN CHILD CARE CENTERS (APRIL 2005)MAXIMUM GROUP SIZE
IN CHILD CARE CENTERS (APRIL 2005)

	For 3-year-olds	For 4-year-olds	For 3-year-olds	For 4-year-olds
Alabama	10:1	16:1	NR	NR
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	24	30
California	12:1	12:1	NR	NR
Colorado	10:1	12:1	20	24
Connecticut	10:1	10:1	20	20
Delaware	12:1	15:1	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	12:1	12:1	NR	NR
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	20	24
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	14:1	16:1	NR	NR
Maine	10:1 ⁴	10:1	30	30
Maryland	10:1	10:1	20	20
Massachusetts	10:1	10:1	20	20
Michigan	10:1	12:1	NR	NR
Minnesota	10:1	10:1	20	20
Mississippi	14:1	16:1	14	20
Missouri	10:1	10:1	NR	NR
Montana	8:1	10:1	NR	NR
Nebraska	10:1	12:1	NR	NR
Nevada	13:1	13:1	NR	NR
New Hampshire	8:1	12:1	24	24
New Jersey	10:1	12:1	20	20
New Mexico	12:1	12:1	NR	NR
New York	7:1	8:1	18	21
North Carolina	15:1	20:1	25	25
North Dakota	7:1	10:1	14	20
Ohio	12:1	14:1	24	28
Oklahoma	12:1	15:1	24	30
Oregon	10:1	10:1	20	20
Pennsylvania	10:1	10:1	20	20
Rhode Island	9:1	10:1	18	20
South Carolina	13:1	18:1	NR	NR
South Dakota	10:1	10:1	20	20
Tennessee	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	12:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30
Data sources	c	c	c	c

APPENDIX C: CHILD CARE DATA continued

STATE	Child care center teachers: education/training requirements	Child care center teachers: experience required?	Child care center directors: education/training requirements	Child care directors: experience required?	Average annual child care worker salary (May 2005)
Alabama	None	N	124 hrs CC training	Y (1 year)	\$14,460
Alaska	None	N	CDA	N	\$20,960
Arizona	None	N	60 hrs ECE/CD training	Y (2 years)	\$16,130
Arkansas	None	N	None	N	\$14,050
California	CC certificate/95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$20,970
Colorado	None	N	18 ECE credits	Y (2 years)	\$19,250
Connecticut	None	N	CDA	Y (1,080 hrs)	\$21,970
Delaware	Vocational CC program	Y (6 months)	CDA	Y (2 years)	\$18,840
Florida	None	N	State Director's credential	N	\$17,300
Georgia	None	N	None	N	\$15,520
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$16,110
Idaho	None	N	None	N	\$17,050
Illinois	CDA or CCP certification	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$19,740
Indiana	None	N	AA in ECE	Y (3 years)	\$17,000
Iowa	None	N	75 hrs CD training	Y (> 1 year)	\$16,110
Kansas	None	N	CDA	Y (1 year)	\$16,470
Kentucky	None	N	None	N	\$15,510
Louisiana	None	N	Vocational CC program	Y (1 year)	\$14,460
Maine	None	N	135 hrs training	Y (5 years)	\$19,590
Maryland	90 hrs ECD training	Y (1 year)	90 hrs ECD training	N	\$19,870
Massachusetts	2 yr CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$21,890
Michigan	None	N	CDA + 12 child-related credits	N	\$19,840
Minnesota	CDA	Y (1,560 hrs)	90 hrs CD or Human Relations	Y (1,040 hrs)	\$17,830
Mississippi	None	N	CDA or CCP credential	Y (2 years)	\$14,590
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$16,830
Montana	None	N	None	N	\$16,240
Nebraska	None	N	None	N	\$16,150
Nevada	None	N	CDA	N	\$16,230
New Hampshire	2 yr CC course	N	CDA	Y (4,000 hrs)	\$18,470
New Jersey	CDA or CCP certification	Y (1 year)	BA	Y (1 year)	\$18,890
New Mexico	None	N	1-year vocational certificate	Y (2 years)	\$15,640
New York	None	N	CDA	Y (4 years)	\$21,850
North Carolina	None	N	None	N	\$17,910
North Dakota	None	N	CDA	Y (1 year)	\$16,800
Ohio	None	N	CDA	Y (2 years)	\$17,790
Oklahoma	None	N	Director's Credential, Bronze Level	N	\$14,670
Oregon	None	N	None	N	\$18,420
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$17,630
Rhode Island	None	Y (3 years)	CDA + 4 ECE/CD college courses	Y (3 years)	\$20,350
South Carolina	None	N	None	N	\$14,960
South Dakota	None	N	None	N	\$15,220
Tennessee	None	N	TECTA certificate	N	\$15,780
Texas	None	N	CDA	Y (2 years)	\$15,090
Utah	None	N	CDA, CCP, or NAC credential	N	\$15,820
Vermont	CDA	N	CDA	Y (2 years)	\$20,740
Virginia	None	N	120 hrs training	Y (3 years)	\$17,700
Washington	None	N	CDA	Y (2 years)	\$18,900
West Virginia	None	N	None	N	\$14,520
Wisconsin	2 non-credit ECE courses	Y (80 days)	2 ECE courses	Y (80 days)	\$18,590
Wyoming	None	N	100 hrs training	Y (1 year)	\$15,970
Data sources	d	d	d	d	e

DATA SOURCES

- a Unless otherwise noted, all information was compiled from state CCDF plans, FY 2006-2007. Some state reports were still in draft form. Retrieved from: <http://nccic.org/pubs/stateplan/state-urls.html>
- b Data were retrieved from the U. S. Department of Health and Human Services web site at <http://www.acf.dhhs.gov>
- c LeMoine, S. (2005, April). Center child care licensing regulations: Compiled from licensing regulations posted on the National Resource Center for Health and Safety in Child Care web site: <http://nrc.uchsc.edu>.
- d LeMoine, S. & Azer, S. (2005). Compiled from licensing regulations posted on the National Resource Center for Health and Safety in Child Care web site: <http://nrc.uchsc.edu>
- e U.S. Department of Labor, Bureau of Labor Statistics (2005). Available at <http://www.bls.gov>

NOTES

- ¹ These data represent the sums of mandatory, discretionary, and federal shares of the matching funds.
- ² The FY 2006 maximum income eligibility and percent of SMI were not available in the most recent compilation of state CCDF plans. This figure represents income eligibility as of the FY 2004 report.
- ³ This figure represents the entry-level maximum income limit and may vary from ongoing or exit income limits.
- ⁴ As of September 15, 2006, the child: staff ratio for 3- to not yet school-age 5 years is 8:1 with a maximum group size of 24 or 10:1 with a maximum group size of 20.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2005		
	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	57,944	60,243	118,187
Alaska	9,983	10,081	20,064
Arizona	90,618	92,029	182,647
Arkansas	36,708	37,262	73,970
California	532,014	535,716	1,067,730
Colorado	68,352	69,125	137,477
Connecticut	42,397	42,823	85,220
Delaware	10,967	10,850	21,817
Florida	220,724	227,561	448,285
Georgia	136,231	139,181	275,412
Hawaii	17,761	17,651	35,412
Idaho	20,501	20,656	41,157
Illinois	177,584	180,715	358,299
Indiana	84,734	87,802	172,536
Iowa	35,350	35,196	70,546
Kansas	37,025	37,021	74,046
Kentucky	52,643	53,632	106,275
Louisiana	62,867	63,844	126,711
Maine	13,333	13,454	26,787
Maryland	75,493	76,477	151,970
Massachusetts	79,210	79,952	159,162
Michigan	129,396	132,816	262,212
Minnesota	65,350	65,136	130,486
Mississippi	40,889	41,809	82,698
Missouri	73,351	73,791	147,142
Montana	10,491	10,362	20,853
Nebraska	24,075	23,755	47,830
Nevada	34,718	35,337	70,055
New Hampshire	14,854	15,113	29,967
New Jersey	116,529	116,443	232,972
New Mexico	26,520	26,557	53,077
New York	247,487	249,468	496,955
North Carolina	120,286	124,589	244,875
North Dakota	7,041	6,871	13,912
Ohio	144,013	147,467	291,480
Oklahoma	47,780	47,615	95,395
Oregon	44,936	45,797	90,733
Pennsylvania	142,676	144,192	286,868
Rhode Island	12,507	12,475	24,982
South Carolina	55,787	57,256	113,043
South Dakota	10,057	9,993	20,050
Tennessee	75,806	77,126	152,932
Texas	369,131	372,837	741,968
Utah	46,064	45,731	91,795
Vermont	6,291	6,314	12,605
Virginia	100,589	102,048	202,637
Washington	77,493	78,769	156,262
West Virginia	19,972	20,173	40,145
Wisconsin	67,175	67,667	134,842
Wyoming	6,033	5,838	11,871
50 states	3,999,736	4,054,616	8,054,352

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