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NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

The
State of
Preschool
2008

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research
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Graduate School of Education

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THE STATE OF PRESCHOOL 2008

STATE PRESCHOOL YEARBOOK

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Table of Contents

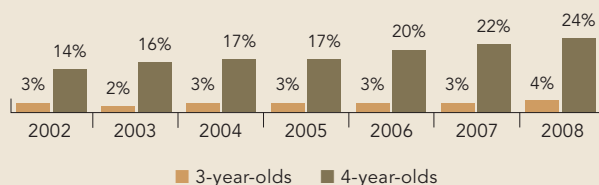
National Profile.....	4
Executive Summary	7
Access	10
Quality Standards	11
Resources	13
What Qualifies as a State Preschool Program?	21
Roadmap to the State Profile Pages	22
Glossary of Abbreviations	28
State Profiles	29
Alabama	30
Alaska	32
Arizona	34
Arkansas	36
California	38
Colorado	40
Connecticut	42
Delaware	44
Florida	46
Georgia	48
Hawaii	50
Idaho	52
Illinois	54
Indiana.....	56
Iowa.....	58
Kansas	62
Kentucky	64
Louisiana	66
Maine	72
Maryland	74
Massachusetts	76
Michigan	78
Minnesota	80
Mississippi	82
Missouri	84
Montana	86

Nebraska	88
Nevada	90
New Hampshire	92
New Jersey	94
New Mexico	100
New York	102
North Carolina	104
North Dakota	106
Ohio	108
Oklahoma	112
Oregon	114
Pennsylvania	116
Rhode Island	122
South Carolina	124
South Dakota	128
Tennessee	130
Texas	132
Utah	134
Vermont	136
Virginia	140
Washington	142
West Virginia	144
Wisconsin	146
Wyoming	150
Methodology	152
Appendices Table of Contents	155

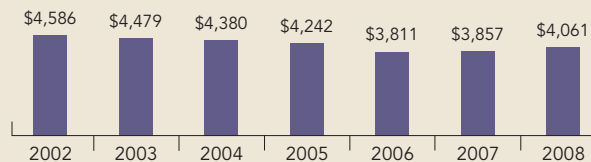
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United States

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



The 2007-2008 year was one of impressive progress for state-funded preschool education. Overall, state programs made major progress in expanding enrollment and continued to raise quality standards. For the second year running per-child funding increased, reversing the prior downward trend in expenditures. However, despite the modest upward trend in spending overall, fewer states were confirmed as providing sufficient funding per child to meet our benchmarks for quality standards. In current economic circumstances, this shortfall is especially worrisome.

In the United States today, more than 80 percent of all 4-year-olds attend some kind of preschool program. About half of those (39 percent of all 4-year-olds) are enrolled in some kind of public program (state pre-K, Head Start or special education), with the other half enrolled in a private program. Most of the 4-year-olds in public programs attend state pre-K, which enrolls almost a quarter of the population at age 4. Unfortunately, these numbers vary tremendously by state. In Oklahoma nearly 90 percent of the 4-year-olds receive a free public education. At the other extreme, as few as 10 percent are enrolled in public programs in some states. Private enrollment does not make up the differences in enrollment between these extremes.

Pre-K enrollment at age 3 is much more limited, primarily because public provision is so much lower. Enrollment in private programs is very similar at ages 3 and 4. Only 14 percent of 3-year-olds attend some type of public program, with barely 4 percent of 3-year-olds attending a state-funded pre-K program. Enrollment also varies dramatically by state, but most states serve less than 1 or 2 percent of their 3-year-olds outside of special education and Head Start.

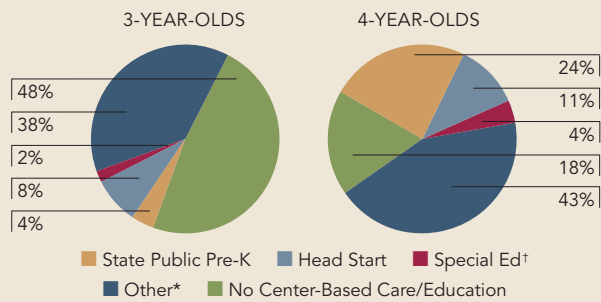
WHAT'S NEW?

- Enrollment increased by more than 108,000 children. More than 1.1 million children attended state-funded preschool education, 973,178 at age 4 alone.
- States' pre-K enrollment of 3- and 4-year-olds approaches 1.4 million in both general and special education.
- Thirty-three of the 38 states with programs increased enrollment.
- When general and special education enrollments are combined, 28 percent of 4-year-olds and 6.3 percent of 3-year-olds are served nationally.
- Twelve states improved on NIEER's Quality Standards Checklist. Only two states fell back.
- State pre-K spending per child rose to \$4,061; spending from all reported sources rose to \$4,609 per child.
- Total state funding for pre-K rose to almost \$4.6 billion. Funding from all reported sources exceeded \$5.2 billion, an increase of nearly \$1 billion (23 percent) over last year.
- In most states the level of funding per child reported from all sources appears to be too low for programs to meet all 10 benchmarks for quality standards.

NATIONAL ACCESS

Total state program enrollment, all ages	1,134,687
States that fund preschool	38 states
Income requirement	31 state programs have an income requirement
Hours of operation	10 full-day, 10 half-day, 30 determined locally
Operating schedule	37 academic year, 13 determined locally
Special education enrollment, ages 3 & 4.....	408,426
Federal Head Start enrollment, ages 3 & 4.....	752,023 ¹
Total federal Head Start and	906,992 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4.....	18,122 ²

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

*This includes local public education as well as private child care and other center-based programs.

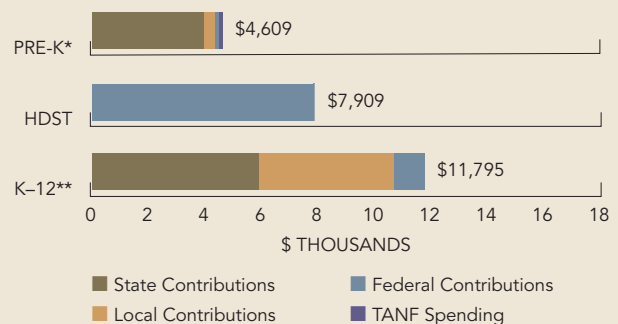
NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 50 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	46
Teacher degree	BA	27
Teacher specialized training	Specializing in pre-K	40
Assistant teacher degree.....	CDA or equivalent.....	12
Teacher in-service	At least 15 hours/year	43
Maximum class size	20 or lower.....	44
3-year-olds		
4-year-olds		
Staff-child ratio	1:10 or better.....	45
3-year-olds		
4-year-olds		
Screening/referral	Vision, hearing, health; and	36
and support services	at least 1 support service	
Meals.....	At least 1/day	21
Monitoring.....	Site visits	38

NATIONAL RESOURCES

Total state preschool spending	\$4,596,040,309 ³
Local match required?	12 state programs require a local match
State Head Start spending	\$151,679,773
State spending per child enrolled	\$4,061 ³
All reported spending per child enrolled*	\$4,609

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 '07-'08 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 DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs.

² This figure includes 14,602 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.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	36	None Served	14	21	10
Arizona	34	None Served	35	37	4
Arkansas	14	2	11	6	9
California	26	9	20	26	4
Colorado	23	12	36	29	6
Connecticut	22	11	5	2	6
Delaware	30	None Served	7	12	8
Florida	2	None Served	34	36	4
Georgia	3	None Served	15	22	8
Illinois	11	1	24	28	9
Iowa	20	20	29	18	6.7
Kansas	21	None Served	31	34	7
Kentucky	13	6	23	19	8
Louisiana	12	None Served	9	15	7.9
Maine	18	None Served	38	31	5
Maryland	9	19	19	3	9
Massachusetts	27	5	30	25	5
Michigan	19	None Served	16	23	8
Minnesota	38	21	3	5	9
Missouri	35	18	33	35	7
Nebraska	33	16	32	13	8
Nevada	37	24	27	32	7
New Jersey	15	4	1	1	8.5
New Mexico	25	None Served	28	33	9
New York	8	25	18	24	6
North Carolina	16	None Served	10	11	10
Ohio	29	15	4	9	4.3
Oklahoma	1	None Served	17	8	9
Oregon	31	14	2	4	8
Pennsylvania	28	8	8	14	6.2
South Carolina	10	13	37	38	8
Tennessee	17	22	13	17	9
Texas	5	10	21	27	4
Vermont	4	3	25	30	6.8
Virginia	24	None Served	22	16	7
Washington	32	17	6	10	9
West Virginia	6	7	12	7	7
Wisconsin	7	23	26	20	5.1
Alaska	No Program	No Program	No Program	No Program	No Program
Hawaii	No Program	No Program	No Program	No Program	No Program
Idaho	No Program	No Program	No Program	No Program	No Program
Indiana	No Program	No Program	No Program	No Program	No Program
Mississippi	No Program	No Program	No Program	No Program	No Program
Montana	No Program	No Program	No Program	No Program	No Program
New Hampshire	No Program	No Program	No Program	No Program	No Program
North Dakota	No Program	No Program	No Program	No Program	No Program
Rhode Island	No Program	No Program	No Program	No Program	No Program
South Dakota	No Program	No Program	No Program	No Program	No Program
Utah	No Program	No Program	No Program	No Program	No Program
Wyoming	No Program	No Program	No Program	No Program	No Program

Executive Summary

STATE-FUNDED PRESCHOOL EDUCATION: PAST, PRESENT, AND FUTURE

The 2007-2008 year was one of impressive progress for state-funded preschool education. Overall, state programs made major progress in expanding enrollment and continued to raise quality standards. For the second year running per-child funding increased, reversing the prior downward trend in expenditures. However, despite the modest upward trend in spending overall, fewer states were confirmed as providing sufficient funding per child to meet our benchmarks for quality standards. In current economic circumstances, this shortfall is especially worrisome. As the dark clouds and storms of a troubled economy worsen, we recall the words of Ebenezer Scrooge in Charles Dickens' *A Christmas Carol*: "Are these the shadows of the things that Will be, or are they shadows of things that May be, only?" We do not yet know, but the decisions of state and federal policymakers over the next several months, and next year, are likely to answer that question and could profoundly affect the future of early education in the United States.

WHAT'S NEW?

- Enrollment increased by more than 108,000 children. More than 1.1 million children attended state-funded preschool education, 973,178 at age 4 alone.
- States' pre-K enrollment of 3- and 4-year-olds approaches 1.4 million in both general and special education.
- Thirty-three of the 38 states with programs increased enrollment.
- When general and special education enrollments are combined, 28 percent of 4-year-olds and 6.3 percent of 3-year-olds are served nationally.
- Twelve states improved on NIEER's Quality Standards Checklist. Only two states fell back.
- State pre-K spending per child rose to \$4,061; spending from all reported sources rose to \$4,609 per child.
- Total state funding for pre-K rose to almost \$4.6 billion. Funding from all reported sources exceeded \$5.2 billion, an increase of nearly \$1 billion (23 percent) over last year.
- In most states the level of funding per child reported from all sources appears to be too low for programs to meet all 10 benchmarks for quality standards.

GROWING DISPARITIES

As some states move forward rapidly, others fall further behind. Oklahoma remains the only state where virtually every child can start school at age 4, but other states are approaching that goal. In at least eight other states, more than half of 4-year-olds attend a public preschool program of some kind. At the other end of the spectrum, 12 states have no regular state preschool education program. In eight states, less than one in five children are enrolled in a public preschool program at age 4 even taking into account preschool special education and Head Start.

Top 10 States Serving 4-Year-Olds			
State	Percent of 4-Year-Olds Served		
	State Pre-K	State Pre-K and Special Education	State Pre-K, Special Education, and Head Start
Oklahoma	71	72	88
Florida	61	65	74
Georgia	53	54	61
Vermont	50	56	65
Texas	45	46	55
West Virginia	43	44	65
Wisconsin	40	42	51
New York	39	44	54
Maryland	37	42	49
South Carolina	35	40	50

No-Program States
Alaska
Hawaii
Idaho
Indiana
Mississippi
Montana
New Hampshire
North Dakota
Rhode Island
South Dakota
Utah
Wyoming

Other important disparities across the states include:

- State pre-K spending ranges from zero in 12 states to more than \$10,000 per child.
- In five states, combined state and local spending exceeds \$8,000 per pupil, while in five others it falls below \$3,000 per pupil.
- Most states meet a majority of the benchmarks for program quality standards, but 5 states meet less than half. These states include three of the four states with the largest populations and numbers of children in pre-K—California, Texas and Florida.
- There are no maximum class sizes or limits on staff-child ratios in Texas, the only state that fails to set either. California and Maine have limits on staff-child ratios but no class size limit. Most other states limit classes to 20 or fewer children with a teacher and an assistant.

GAINS FOR 3-YEAR-OLDS

Enrollment of 3-year-olds continued to rise, though in smaller numbers than at age 4. This year the national, combined general and special education enrollment was comparable to Head Start enrollments at age 3. This is an important development. Nevertheless, enrollment at age 3 remains far below enrollment at age 4, even though the effects of inadequate educational opportunities are clearly evident by age 3 for many children. Only a handful of states make substantial efforts to serve 3-year-olds without disabilities. The leader in serving 3-year-olds in state pre-K is Illinois, which is the only state committed to serving all 3-year-olds, but it is closely followed by Arkansas. Four states, Illinois, Arkansas, Vermont and New Jersey serve at least 20 percent of children at age 3 in general and special education programs.

Top 5 States Serving 3-Year-Olds			
State	Percent of 3-Year-Olds Served		
	State Pre-K	State Pre-K and Special Education	State Pre-K, Special Education, and Head Start
Illinois	20	24	32
Arkansas	18	21	32
Vermont	16	20	29
New Jersey	16	20	24
Massachusetts	10	14	21

QUALITY IMPROVES

The growing enrollment in state pre-K, documented by NIEER, is valuable to children and the nation only if program quality is high enough to produce meaningful gains in learning and development. Thus, it is notable that states have continued their progress toward higher quality standards. In 2007-2008, improvements in program standards enabled 12 states (including three with new programs) to meet more benchmarks on NIEER's Quality Standards Checklist, while only two states moved backwards.



SHADOWS OF THINGS THAT MAY BE

As states consider their fiscal year 2010 budgets, the nation may be experiencing its worst economic downturn since the Great Depression. In the fourth quarter of 2008, the gross domestic product declined by nearly 4 percent, unemployment reached a 15-year high, and state tax revenues fell dramatically. Many states are anticipating their worst budget deficits in a generation. Local government revenues are falling as well. This economic decline will deepen before it improves.

All of this may produce dire consequences for state pre-K programs. In most states, expenditures on pre-K are entirely discretionary and therefore easier to cut than expenditures for some other program. Even states that have not announced cuts to pre-K are considering contingency plans for enrollment cuts, reductions in program standards, and postponing plans for expansion. What eventually happens will depend on the extent to which the federal government provides states with temporary financial assistance, states' commitments to use their own funds, and any new federal funds to maintain and even expand pre-K.

As important as a response to the current economic crisis seems now, the long-term response of the federal government to the educational needs of young children is even more important. High-quality pre-K can help improve the educational success of all children and by doing so, decrease school failure and dropout, and crime and delinquency. In addition, high-quality preschool education has been found to improve economic productivity and health. The bulk of federal early education funding now goes to Head Start and to the Child Care Block Grant, which provides child care subsidies for poor families. As these programs are not designed to serve all young children, a new federal initiative is needed to support early learning and development more broadly.

At the most favorable growth rate that could be expected based on past experience (about 100,000 children per year), it will take another 20 years for the United States to achieve universal access for 4-year-olds. At current growth rates it will take 150 years for the United States to achieve universal access for 3-year-olds. If the nation's political leaders are serious about providing every American 4-year-old with access to a quality preschool education without another generation passing by, it will require a major commitment from the states *and* the federal government. Similarly, no living American is likely to see access guaranteed to all 3-year-olds without increased state and federal commitment.

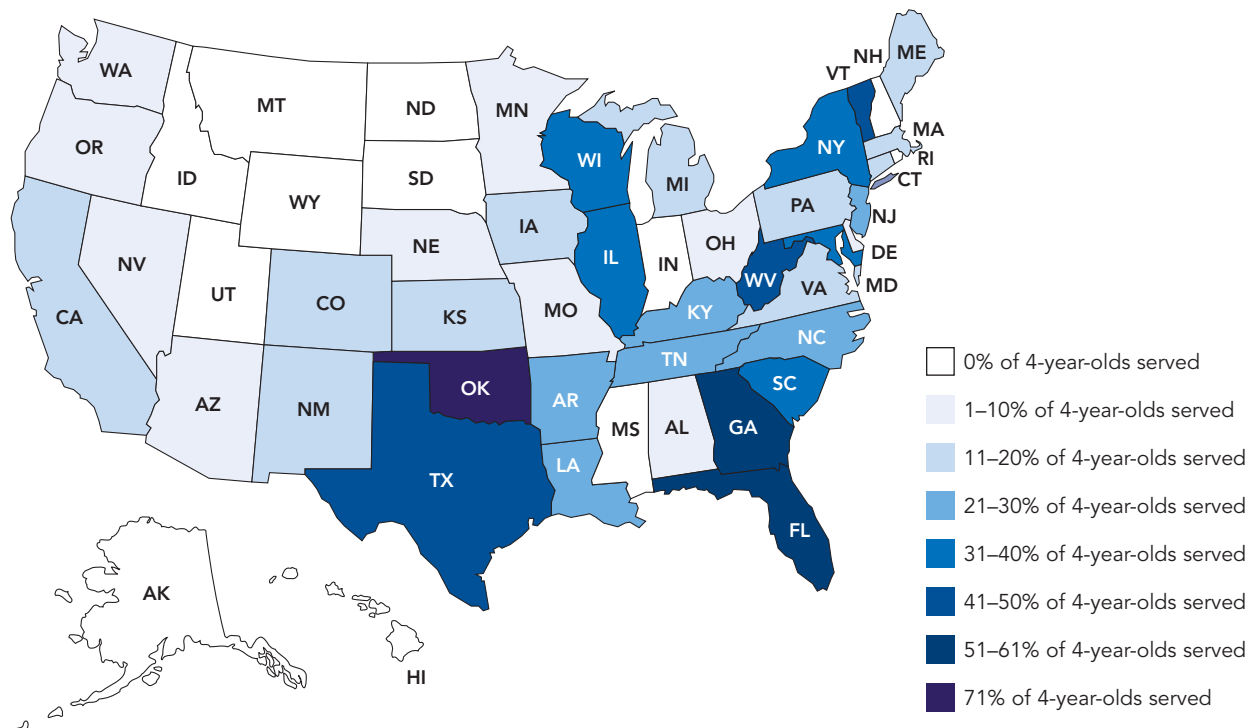
We propose that the federal government commit to doubling the rate of growth in state pre-K while raising quality standards in the states so that by the year 2020 all 4-year-olds in America will have access to a good education. To do this, the federal government should match state spending with up to \$2,500 for every additional child enrolled in state pre-K programs meeting basic quality standards. These should at least include teacher qualifications, class size and ratio, and some system for continuous improvement of teaching and learning. In addition, the federal government should facilitate increased integration of child care, Head Start, and state pre-K. If the federal government adopts such a course, *all* of our children will have a brighter future. If it does not, disparities in early education and school readiness will continue to increase, and another generation will pass without the benefits of quality pre-K for all.

ACCESS: A TALE OF TWO TRENDS

Enrollment in state-funded prekindergarten continued to increase during the 2007-2008 school year, serving 1,134,687 children in 38 states, including 1,122,478 3- and 4-year-olds. Access to state pre-K programs expanded due to the development of new initiatives in three states (Pennsylvania, Iowa, and Ohio) and increased capacity in 30 other states. As a result, enrollment increased by more than 100,000 children compared to the 2006-2007 year. Enrollment in pre-K by state is reported in Tables 2 and 3, and Head Start and special education enrollment are reported in Table 4. For the first time, in this *Yearbook* we calculated an unduplicated percentage of children enrolled in special education, separate from those enrolled in state pre-K and Head Start. Some of the key findings on state pre-K from the 2007-2008 school year include:

- Approximately 24 percent of 4-year-olds and 4 percent of 3-year-olds were served across the country.
- During the 2007-2008 school year, 32 states increased their enrollment of 4-year-olds, compared to 2006-2007 when 30 states increased enrollment. Several states made huge gains in enrollment. Alabama more than doubled its enrollment of 4-year-olds, and with the additions of new programs, Iowa increased enrollment by 348 percent and Ohio by 184 percent.
- Only four states decreased enrollment of 4-year-olds, most by less than 5 percent.
- Overall, enrollment for 4-year-olds increased by 11 percent and enrollment for 3-year-olds increased by 14 percent from the previous year. Since the 2001-2002 school year, enrollment for 4-year-olds has increased by 73 percent while 3-year-old enrollment has increased by 45 percent.
- Oklahoma continues to serve the largest percentage of 4-year-olds at 71 percent, followed by Florida (61 percent) and Georgia (53 percent). These three states with pre-K for all continue to be the only states to serve more than half of their 4-year-olds in state pre-K.
- Although the percent of 3-year-olds in state pre-K continued to climb slowly, approaching 4 percent for the first time during 2007-2008, access to state pre-K for 3-year-olds continues to lag behind. As in the previous year, only five states served more than 10 percent of their 3-year-olds outside of preschool special education. Illinois, Arkansas, Vermont, and New Jersey are the only states to serve more than 15 percent of 3-year-olds in state pre-K programs.

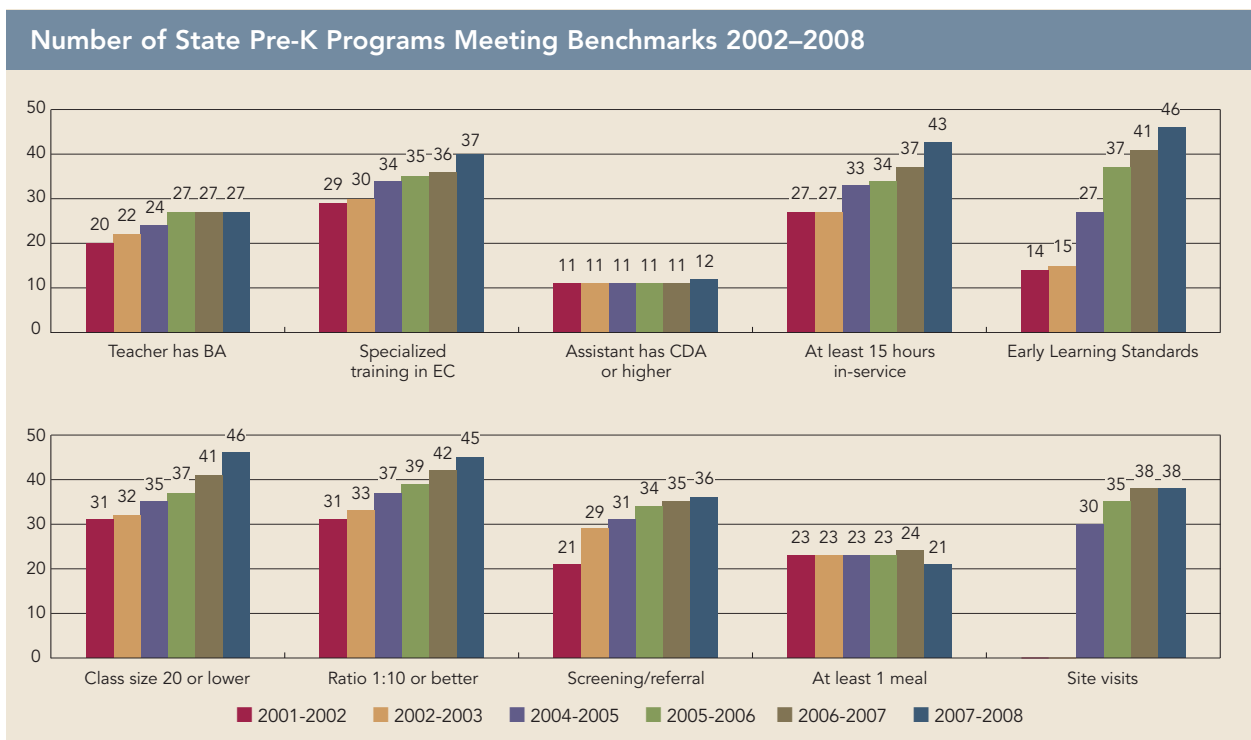
FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



QUALITY STANDARDS: MEETING GREAT EXPECTATIONS

The quality of a preschool program determines how effective it is in helping children learn and develop, with consequences for later success in school and economic benefits to its community. Nevertheless, there are still many preschool education programs across the country that are of poor or mediocre quality. The establishment of specific quality standards in state-level policy helps to ensure that programs can reach higher levels of quality. Each state-funded prekindergarten program has its own quality standards and requirements in place for its classrooms. A research-based checklist of 10 quality benchmarks is used in the *Yearbook* to compare quality standards across the states and their prekindergarten programs.

The tables below show the total number of quality benchmarks met by state pre-K programs from 2001-2002 to 2007-2008. As depicted, state pre-K programs have increased the number of quality benchmarks met over the years. A list of the benchmarks and summary of the supporting research is provided beginning on page 24.



It is important to note that while each benchmark is important in defining quality, they are not all equally important, and not every aspect of quality is encapsulated in these 10 benchmarks. Instead, the benchmarks are preconditions for quality, and attention should be paid to the specific benchmarks met and not just the total number. The quality benchmarks offer evidence of a state’s commitment to provide every child enrolled in a state-funded preschool program with an effective educational experience. Lastly, it is important to acknowledge that the benchmarks focus on policy requirements of the prekindergarten program rather than actual practice. Therefore some classrooms may exceed state-level policy requirements (as they represent minimum standards) or fail to meet state-level policy (if programs do not adhere to requirements).

Overall, states increased the number of benchmarks met, indicating an improvement in program quality standards. For the 38 states with prekindergarten programs, the average number of benchmarks rose to 7.2 out of 10, compared to 6.8 the previous year. Twelve states (including three with new programs) increased the number of benchmarks met, while only two states decreased in the number of benchmarks. Other key findings for the 2007-2008 school year include:

- North Carolina and Alabama remain the only two states to meet all 10 benchmarks. Louisiana NSECD, Maryland Prekindergarten Program, and Minnesota Head Start increased their quality standards and met nine out of 10 benchmarks for the first time. Seven other states continued to fund programs that met nine out of 10 benchmarks—Arkansas, Illinois, New Jersey, New Mexico, Oklahoma, Tennessee and Washington.
- Kansas greatly improved the quality of its prekindergarten program and now meets four more benchmarks, raising its total met from three to seven. For the 2007-2008 school year, there were only five states that continued to meet fewer than half of the 10 benchmarks.
- Only two benchmarks are met by fewer than half of all programs: just 12 programs require assistant teachers to have at least a CDA credential (or equivalent) and only 21 require at least one meal to be offered to children.
- There are no limits on maximum class sizes or staff-child ratios in Texas, the only state that fails to set either. California and Maine have limits on staff-child ratios but no class size limits. Most other states limit class sizes to 20 or fewer children with a teacher and an assistant.

Despite continued progress, state standards continue to vary a great deal. Children in Georgia or Alabama will have access to a program that meets eight or 10 of the NIEER quality benchmarks, respectively, whereas programs in neighboring Florida are required to meet only four of the benchmarks. For a complete summary of the benchmarks met by each state pre-K initiative during the 2007-2008 school year, see Table 5 on page 18.





RESOURCES: HARD TIMES AHEAD?

During the 2007-2008 school year, states increased spending for prekindergarten, enough to support both increases in enrollment *and* improvements in quality standards. Adequate funding is one key to providing children with a high-quality education. Unfortunately, securing adequate funding for pre-K may become even more challenging in the next few years as the country struggles to cope with a tough economic climate. Some states provide enough funding to provide a high-quality education in their state pre-K programs using only state dollars. Other states rely on a combination of state, local, and federal dollars to adequately fund their state pre-K programs. And still other states do not appear to adequately fund their state pre-K programs based on the figures reported to NIEER. However, since not all states are able to report all of the federal and local dollars that are spent on their programs there is uncertainty in some states about the adequacy of funding levels.

- In 2007-2008, states spent \$4.6 billion on state preschool initiatives, an increase of \$872 million (without adjusting for inflation), or 23.4 percent, from the previous year. State pre-K spending ranged from \$3.25 million in Nevada, a state with about 75,400 3- and 4-year-olds, to more than \$694 million in Texas, which has about 784,000 3- and 4-year-olds.
- Three states, Iowa, Ohio and Pennsylvania, contributed slightly more than \$200 million to new state pre-K initiatives during the 2007-2008 school year.
- Average state spending per child enrolled increased for the second consecutive year and reached \$4,061. This is an increase of \$419 per child without adjusting for inflation (an increase of \$204 when adjusted for inflation).
- States varied greatly in their per-child spending. New Jersey was the top ranked state, spending \$10,989 per child. Three states, New Jersey, Oregon and Minnesota, spent more than twice the national average. Two states, Maine and South Carolina, spent less than \$2,000 per child. Twelve states continued to spend nothing on state pre-K, and on average, states still spent much less per child on a year of pre-K education than on a year of K–12 education.
- All reported spending for state pre-K programs exceeded \$5.2 billion dollars, an increase of \$989 million (without adjusting for inflation), or 23.4 percent, from the previous year. The majority of this increase is accounted for by the increase in state spending.
- The national average of per-child spending was \$4,609 when combining state, local, and locally allocated federal funds, despite incomplete data. This is an increase of \$475 per child without adjusting for inflation (and an increase of \$232 adjusted for inflation). The majority of this increase is accounted for by the increase in state spending. Despite incomplete data for some states, we estimate that at least 17 of 38 states spend enough money to meet all 10 of NIEER's quality benchmarks.

- More than 60 percent of 3- and 4-year-olds in state pre-K were served in six states—Texas, Florida, New York, California, Illinois, and Georgia—none of which reported enough per-child funding from all sources to adequately fund a high-quality preschool program.

Inflation-adjusted spending per child enrolled increased for the second time in *Yearbook* history and for the second year in a row. However, increases over the past two years do not entirely offset previous declines, and inflation-adjusted per-child state spending is still down more than \$500 from 2001-2002. Spending per child enrolled increased in more than half of the states offering state pre-K programs compared to the previous year. Since 2001-2002, while only five states have decreased nominal per-child spending, a total of 22 states have failed to keep up with inflation. Table 6 on page 19 provides more detailed information on spending.

For the second year, the *Yearbook* includes two resource rankings for state preschool programs. States are ranked based on (1) the amount of funds states spent for each child enrolled and (2) all reported funds spent for each child enrolled. This second resource ranking was added because some states rely on local dollars and locally allocated federal dollars, in addition to state dollars, to completely fund their state pre-K initiatives. Not all states are able to fully report on the non-state resources used to fund their state pre-K initiatives, and therefore this second ranking may underestimate spending for some states. There are a few states with large differences in their positions on the two resource rankings, including Nebraska, Iowa and Maryland, where local and federal dollars make up a large percentage of total reported spending on pre-K in the state. As a result, each of these states earns a higher ranking once spending from all reported sources is considered. The national average of per-child spending from all reported sources was \$4,609, though this figure surely underestimates the true national average if all spending could be identified. Tables 6 and 7 (page 20) show the per-child spending in each state, using all known sources.

Also for the second time, the *Yearbook* includes an analysis of which states funded their prekindergarten initiatives sufficiently to be able to meet the NIEER quality benchmarks. This year, fewer than half of states had pre-K programs that could be determined to be sufficiently funded to meet all 10 benchmarks. Of the 17 states that were determined to sufficiently fund their pre-K program, six met seven or fewer of the NIEER benchmarks. These states, we would suggest, could reasonably raise standards without increasing funding per child. Six of the programs that did not sufficiently fund their state pre-K programs (as judged by all reported spending), met eight or more NIEER benchmarks. These include Alabama and North Carolina, the two states that meet all 10 NIEER benchmarks. Both states provided sufficient funding to meet all 10 NIEER benchmarks last year. We are concerned that unless funding per child increases in North Carolina, programs will be forced to undercut quality in some other ways (with unreasonably low teacher pay for their qualifications, for example). Alabama may actually be adequately funded as discussed below. However, Alabama was unable to report its local funding this year and also had the highest increase in percentage of 3- and 4-year-olds served of any state, with the exception of Iowa and Ohio, which both added new programs.

Some of the 21 states that could not be confirmed as adequately funding their state preschool initiatives based on all reported spending were not able to provide complete spending information beyond state spending. These states may actually adequately fund or come close to adequately funding their preschool programs, depending on the extent of the additional local and/or federal sources that could not be identified. Alabama is an example of such a state. For 2007-2008, Alabama was only able to report state spending, although it also requires a local match. Our calculations suggest that a full-day pre-K program in Alabama should cost \$6,971 per child, but the state only spent \$4,415 per child. It is likely that with the addition of Alabama's local match the state is able to adequately fund the program. Florida on the other hand does not appear to sufficiently fund its preschool program, and it is unclear whether the state uses anything but state dollars to fund the program. Florida would need to spend \$4,023 per child to adequately fund its program but currently only spends \$2,500 per child. Most preschool providers in Florida are in the private sector and therefore may find it difficult to come up with additional funding.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2007-2008)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2007-2008)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Oklahoma	71.0%	0.0%	35.2%	35,231	0	35,231
2	Florida	61.3%	0.0%	30.4%	134,583	0	134,583
3	Georgia	53.4%	0.0%	26.4%	76,491	0	76,491
4	Vermont	49.6%	16.5%	33.0%	3,327	1,096	4,423
5	Texas	44.9%	4.5%	24.7%	175,468	17,895	193,363
6	West Virginia	42.6%	6.2%	24.4%	9,095	1,331	10,426
7	Wisconsin	40.1%	0.7%	20.4%	28,471	517	28,988
8	New York	38.9%	0.1%	19.4%	91,202	315	91,517
9	Maryland	36.7%	1.2%	18.8%	26,827	892	27,719
10	South Carolina	35.4%	3.7%	19.4%	20,394	2,196	22,590
11	Illinois	31.1%	19.8%	25.4%	54,756	35,355	90,111
12	Louisiana	29.9%	0.0%	14.7%	17,788	0	17,788
13	Kentucky	28.4%	10.1%	19.3%	15,800	5,685	21,485
14	Arkansas	28.1%	17.6%	22.9%	10,880	6,896	17,776
15	New Jersey	25.7%	15.8%	20.7%	29,035	17,969	47,004
16	North Carolina	22.5%	0.0%	11.2%	27,788	0	27,788
17	Tennessee	21.1%	1.0%	11.0%	17,014	791	17,805
18	Maine	18.5%	0.0%	9.3%	2,675	0	2,675
19	Michigan	18.2%	0.0%	9.0%	23,134	0	23,134
20	Iowa	17.4%	1.1%	9.3%	6,787	438	7,225
21	Kansas	16.1%	0.0%	8.1%	6,281	0	6,281
22	Connecticut	16.0%	4.2%	10.1%	6,907	1,792	8,699
23	Colorado	15.6%	4.0%	9.8%	10,752	2,721	13,473
24	Virginia	13.0%	0.0%	6.4%	13,125	0	13,125
25	New Mexico	12.8%	0.0%	6.3%	3,570	0	3,570
26	California	12.4%	5.2%	8.8%	63,758	27,035	90,793
27	Massachusetts	11.4%	10.2%	10.8%	8,666	7,703	16,369
28	Pennsylvania	10.8%	5.5%	8.1%	15,910	8,027	23,937
29	Ohio	9.6%	2.8%	6.2%	14,136	4,141	18,277
30	Delaware	7.3%	0.0%	3.7%	843	0	843
31	Oregon	6.9%	3.6%	5.3%	3,217	1,667	4,884
32	Washington	6.3%	2.0%	4.1%	5,117	1,684	6,801
33	Nebraska	5.7%	2.4%	4.1%	1,468	642	2,110
34	Arizona	5.6%	0.0%	2.8%	5,401	0	5,401
35	Missouri	4.0%	2.0%	3.0%	3,088	1,552	4,640
36	Alabama	3.7%	0.0%	1.9%	2,265	0	2,265
37	Nevada	2.2%	0.5%	1.4%	829	193	1,022
38	Minnesota	1.6%	1.1%	1.3%	1,099	767	1,866
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 States Population		24.0%	3.6%	13.8%	973,178	149,300	1,122,478 ¹

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

¹ Nationwide, an additional 12,209 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,134,687.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2007-2008				ENROLLMENT CHANGES FROM 2006-2007 TO 2007-2008			
	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	1,509	199.6%	0	NA	1,203	113.3%
Alaska	0	NA	0	NA	0	NA	0	NA
Arizona	0	NA	1,124	26.3%	0	NA	325	6.4%
Arkansas	5,954	632.1%	8,656	389.2%	2,828	69.5%	2,732	33.5%
California	16,111	147.5%	19,224	43.2%	717	2.7%	7,504	13.3%
Colorado	1,991	272.7%	2,432	29.2%	637	30.6%	968	9.9%
Connecticut*	257	16.7%	2,490	56.4%	-115	-6.0%	282	4.3%
Delaware	0	NA	0	0.0%	0	NA	0	0.0%
Florida	0	NA	134,583	NA	0	NA	10,193	8.2%
Georgia	0	NA	12,878	20.2%	0	NA	2,336	3.2%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	21,257	150.8%	15,854	40.8%	2,644	8.1%	7,648	16.2%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	-73	-14.3%	5,231	336.2%	-80	-15.4%	5,272	348.0%
Kansas	0	NA	4,051	181.7%	0	NA	310	5.2%
Kentucky	813	16.7%	2,983	23.3%	-130	-2.2%	-8	-0.1%
Louisiana	0	NA	10,269	136.6%	0	NA	3,245	22.3%
Maine	0	NA	1,235	85.8%	0	NA	412	18.2%
Maryland	-516	-36.6%	8,453	46.0%	43	5.1%	2,002	8.1%
Massachusetts*	-1,729	-18.3%	-766	-8.1%	550	7.7%	619	7.7%
Michigan	0	NA	-3,343	-12.6%	0	NA	1,333	6.1%
Minnesota	-48	-5.9%	-171	-13.5%	-97	-11.2%	-146	-11.7%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-994	-39.0%	-598	-16.2%	-158	-9.2%	-174	-5.3%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	518	418.5%	1,112	312.2%	146	29.4%	491	50.3%
Nevada	82	73.9%	508	158.3%	53	37.9%	30	3.8%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	5,184	40.5%	5,154	21.6%	710	4.1%	795	2.8%
New Mexico	-470	-100.0%	3,200	864.9%	-242	-100.0%	1,073	43.0%
New York	-5,520	-94.6%	27,703	43.6%	-840	-72.7%	7,697	9.2%
North Carolina	0	NA	26,548	2141.0%	0	NA	9,827	54.7%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio*	-5,573	-57.4%	251	1.8%	2,271	121.4%	9,157	183.9%
Oklahoma	0	NA	9,352	36.1%	0	NA	856	2.5%
Oregon	558	50.3%	628	24.3%	464	38.6%	982	43.9%
Pennsylvania*	8,027	NA	13,360	523.9%	4,772	146.6%	5,581	54.0%
Rhode Island	0	NA	0	NA	0	NA	0	NA
South Carolina	1,846	527.4%	4,744	30.3%	1,847	529.2%	-973	-4.6%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-51	-6.1%	15,256	867.8%	38	5.0%	4,721	38.4%
Texas	-1,846	-9.4%	47,885	37.5%	970	5.7%	5,155	3.0%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	727	197.0%	2,707	436.6%	68	6.6%	419	14.4%
Virginia	0	NA	7,247	123.3%	0	NA	624	5.0%
Washington	535	46.6%	332	6.9%	521	44.8%	446	9.5%
West Virginia	-437	-24.7%	4,010	78.9%	258	24.0%	-491	-5.1%
Wisconsin*	-171	-24.9%	14,967	110.8%	-33	-6.0%	3,593	14.4%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 states	46,432	45.1%	411,058	73.1%	17,842	13.6%	96,039	10.9%

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

TABLE 4: 2007-2008 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND HEAD START

STATE	Pre-K + Pre-K Special Education				Pre-K + Pre-K Special Education + Head Start			
	3-year-olds		4-year-olds		3-year-olds		4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama*	607	1.0%	3,489	5.8%	6,716	10.9%	12,781	21.1%
Alaska	286	2.9%	356	3.8%	1,453	14.7%	1,903	20.2%
Arizona	2,690	2.7%	9,050	9.4%	8,341	8.5%	20,518	21.3%
Arkansas	8,071	20.6%	13,248	34.2%	12,642	32.3%	18,515	47.9%
California	37,040	7.1%	78,297	15.2%	71,249	13.7%	135,559	26.3%
Colorado	4,599	6.7%	13,768	20.0%	8,031	11.7%	19,122	27.7%
Connecticut	3,312	7.7%	9,130	21.1%	6,232	14.6%	12,891	29.8%
Delaware	429	3.7%	1,485	12.8%	1,133	9.9%	2,420	20.9%
Florida*	4,985	2.2%	143,214	65.2%	18,101	8.1%	163,568	74.4%
Georgia	1,776	1.2%	77,875	54.3%	14,173	9.7%	87,401	61.0%
Hawaii	506	3.1%	626	4.2%	1,544	9.5%	2,255	15.2%
Idaho	871	3.7%	754	3.3%	1,837	7.8%	3,156	13.7%
Illinois	42,337	23.7%	65,640	37.2%	57,388	32.1%	84,767	48.1%
Indiana	3,723	4.2%	4,906	5.6%	8,288	9.4%	12,212	14.0%
Iowa	1,334	3.4%	8,122	20.8%	3,836	9.9%	11,603	29.7%
Kansas	1,492	3.9%	8,862	22.7%	4,518	11.7%	12,338	31.6%
Kentucky	6,431	11.4%	17,095	30.8%	12,313	22.0%	25,987	46.8%
Louisiana	433	0.7%	20,054	33.7%	11,235	18.3%	29,454	49.5%
Maine*	537	3.7%	3,514	24.5%	2,026	14.1%	5,591	38.6%
Maryland	3,143	4.2%	30,247	41.5%	8,341	11.2%	35,757	49.0%
Massachusetts*	10,820	14.3%	13,335	17.4%	15,835	20.9%	19,667	25.4%
Michigan	3,874	3.0%	27,382	21.4%	16,714	13.0%	47,370	37.2%
Minnesota	3,102	4.4%	4,552	6.6%	6,977	9.9%	10,152	14.7%
Mississippi	223	0.5%	603	1.4%	10,642	24.6%	15,536	36.9%
Missouri	3,625	4.6%	7,393	9.6%	9,989	12.8%	15,775	20.5%
Montana	101	0.9%	229	2.0%	1,699	14.7%	2,549	22.1%
Nebraska	1,674	6.4%	2,706	10.6%	3,439	13.3%	5,267	20.6%
Nevada*	1,270	3.5%	2,748	7.4%	2,386	6.5%	4,400	11.8%
New Hampshire	321	2.1%	810	5.3%	891	5.9%	1,615	10.4%
New Jersey	22,273	19.6%	34,911	30.9%	27,502	24.2%	41,911	37.1%
New Mexico	1,030	3.6%	5,135	18.4%	3,388	12.0%	9,535	34.2%
New York	14,962	6.3%	103,069	43.9%	33,804	14.2%	127,543	54.4%
North Carolina	2,844	2.3%	30,994	25.0%	9,386	7.4%	42,017	33.9%
North Dakota	147	1.9%	191	2.5%	1,293	16.6%	1,915	25.5%
Ohio	7,743	5.2%	20,096	13.6%	22,138	14.9%	38,352	26.0%
Oklahoma	263	0.5%	35,646	71.9%	7,244	14.5%	43,686	88.1%
Oregon	2,905	6.5%	4,694	10.1%	6,908	15.0%	11,081	23.8%
Pennsylvania	13,164	8.9%	22,142	15.1%	25,993	17.6%	40,849	27.8%
Rhode Island	463	3.7%	739	6.1%	1,540	12.2%	2,449	20.2%
South Carolina*	3,388	5.8%	23,072	40.1%	9,215	15.7%	28,925	50.3%
South Dakota	268	2.4%	476	4.5%	1,694	15.1%	2,646	24.9%
Tennessee	2,129	2.6%	18,101	22.4%	8,016	9.8%	27,682	34.3%
Texas	21,148	5.5%	177,470	45.5%	51,293	13.0%	212,943	54.5%
Utah	1,777	3.5%	2,188	4.4%	3,462	6.8%	5,964	12.0%
Vermont	1,360	20.5%	3,736	55.7%	1,929	28.9%	4,372	65.1%
Virginia*	2,801	2.7%	17,891	17.7%	7,986	7.7%	25,027	24.7%
Washington	3,961	4.7%	8,137	10.0%	8,410	10.1%	15,189	18.6%
West Virginia	1,512	7.0%	9,431	44.2%	4,077	19.0%	13,895	65.1%
Wisconsin	2,531	3.5%	29,857	42.1%	9,064	12.7%	36,237	51.1%
Wyoming	500	7.2%	820	11.7%	1,157	16.6%	1,773	25.2%
50 States	256,780	6.3%	1,118,284	27.6%	573,471	14.0%	1,554,116	38.3%

* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count; the unduplicated percentage served could be less. For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.

TABLE 5: 2007-2008 STATE PRE-K QUALITY STANDARDS

STATE	Comprehensive early learning standards	Teacher has BA	Specialized training in pre-K	Assistant teacher has CDA or equiv.	At least 15 hrs/yr in-service	Class size 20 or lower	Staff-child ratio 1:10 or better	Vision, hearing, health, and one support service	At least one meal	Site visits	Quality Standards Checklist Sum 2007-2008
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓	✓			✓	4
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓	✓			✓	4
Georgia	✓		✓		✓	✓	✓	✓	✓	✓	8
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓		✓	✓	✓	✓			7
Kansas	✓	✓		✓	✓	✓	✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana (8g)	✓	✓			✓	✓	✓		✓	✓	7
Louisiana (LA4)	✓	✓			✓	✓	✓	✓	✓	✓	8
Louisiana (NSECD)	✓	✓		✓	✓	✓	✓	✓	✓	✓	9
Maine	✓	✓	✓	✓	✓						5
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓			5
Michigan	✓	✓	✓	✓	✓	✓	✓	✓			8
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓		✓	✓	✓			✓	7
Nebraska	✓	✓	✓	✓	✓	✓	✓			✓	8
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓			✓		✓	6
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
New York			✓		✓	✓	✓	✓		✓	6
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio (ECE)			✓					✓		✓	3
Ohio (ELI)			✓			✓	✓	✓		✓	5
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓				✓	✓	✓			✓	5
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4)	✓	✓			✓	✓	✓				5
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
South Carolina (4K)	✓	✓	✓		✓	✓	✓	✓		✓	8
South Carolina (CDEPP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓	✓	✓		✓	✓	✓	✓			7
Vermont (EEI)	✓	✓	✓			✓	✓	✓			6
Virginia	✓				✓	✓	✓	✓	✓	✓	7
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓		✓	7
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	46	27	40	12	43	44	45	36	21	38	

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.

Check marks in green show new policy changes effective with the 2007-2008 school year. For more details about quality standards and benchmarks, see Roadmap to the State Profile Pages.

TABLE 6: RANKINGS OF PRE-K RESOURCES PER CHILD ENROLLED BY STATE

STATE	Resource rank based on state spending	State \$ per child enrolled in pre-K	Change in state per child spending from 2006-2007 to 2007-2008 Adjusted dollars	Total state preschool spending in 2007-2008	Resource rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$10,989	-\$124	\$516,541,421	1	\$10,989
Oregon	2	\$8,337	\$20	\$42,500,000	4	\$8,337
Minnesota	3	\$8,310	\$631	\$19,520,751	5	\$8,310
Ohio	4	\$7,260	\$4,597	\$139,509,323	9	\$7,260
Connecticut	5	\$7,181	-\$981	\$62,465,669	2	\$9,393
Washington	6	\$7,046	\$681	\$47,919,000	10	\$7,046
Delaware	7	\$6,795	-\$348	\$5,727,800	12	\$6,795
Pennsylvania*	8	\$6,252	\$408	\$130,548,078	14	\$6,252
Louisiana	9	\$5,885	\$444	\$104,674,104	15	\$5,997
North Carolina	10	\$5,061	\$71	\$140,635,709	11	\$6,954
Arkansas	11	\$4,923	\$352	\$92,895,744	6	\$7,979
West Virginia	12	\$4,793	\$90	\$59,452,747	7	\$7,778
Tennessee	13	\$4,465	\$52	\$80,000,000	17	\$5,578
Alabama	14	\$4,415	-\$940	\$10,000,000	21	\$4,415
Georgia	15	\$4,249	-\$105	\$325,000,000	22	\$4,249
Michigan	16	\$4,230	-\$183	\$97,850,000	23	\$4,230
Oklahoma	17	\$3,966	\$331	\$139,735,130	8	\$7,484
New York	18	\$3,948	\$290	\$361,293,769	24	\$3,948
Maryland	19	\$3,770	\$680	\$104,509,466	3	\$8,558
California	20	\$3,607	-\$84	\$333,507,727	26	\$3,607
Texas	21	\$3,581	\$577	\$694,211,195	27	\$3,581
Virginia	22	\$3,575	-\$213	\$46,916,828	16	\$5,639
Kentucky	23	\$3,497	-\$183	\$75,127,000	19	\$4,860
Illinois	24	\$3,372	-\$146	\$309,596,682	28	\$3,372
Vermont	25	\$3,290	\$561	\$14,602,206	30	\$3,290
Wisconsin	26	\$3,161	-\$205	\$92,212,500	20	\$4,737
Nevada	27	\$3,130	-\$388	\$3,251,671	32	\$3,130
New Mexico	28	\$3,056	-\$95	\$10,909,000	33	\$3,056
Iowa	29	\$3,039	-\$102	\$22,391,481	18	\$4,932
Massachusetts	30	\$2,853	-\$1,045	\$54,940,492	25	\$3,811
Kansas	31	\$2,843	\$94	\$17,857,511	34	\$2,843
Nebraska	32	\$2,792	\$385	\$6,200,647	13	\$6,748
Missouri	33	\$2,757	\$67	\$12,794,517	35	\$2,757
Florida	34	\$2,500	\$28	\$336,469,116	36	\$2,500
Arizona	35	\$2,316	-\$204	\$12,507,717	37	\$2,316
Colorado	36	\$2,085	-\$83	\$28,433,185	29	\$3,353
South Carolina	37	\$1,719	\$24	\$38,821,515	38	\$2,134
Maine	38	\$1,686	-\$302	\$4,510,608	31	\$3,281
Alaska	No Program	\$0	\$0	\$0	No Program	\$0
Hawaii	No Program	\$0	\$0	\$0	No Program	\$0
Idaho	No Program	\$0	\$0	\$0	No Program	\$0
Indiana	No Program	\$0	\$0	\$0	No Program	\$0
Mississippi	No Program	\$0	\$0	\$0	No Program	\$0
Montana	No Program	\$0	\$0	\$0	No Program	\$0
New Hampshire	No Program	\$0	\$0	\$0	No Program	\$0
North Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Rhode Island	No Program	\$0	\$0	\$0	No Program	\$0
South Dakota	No Program	\$0	\$0	\$0	No Program	\$0
Utah	No Program	\$0	\$0	\$0	No Program	\$0
Wyoming	No Program	\$0	\$0	\$0	No Program	\$0
50 States		\$4,061	\$204	\$4,596,040,309		\$4,609

* Calculations of per-child spending in Pennsylvania include the EABG, HSSAP, and Pre-K Counts programs only, because the K4 program did not provide information on spending. For details about how these figures were calculated, see the Methodology section and the Roadmap to the State Profile Pages.

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resource rank based on all reported spending	State	All reported \$ per child enrolled in pre-K	Estimate of per child spending*	Is the reported funding sufficient to meet the NIEER benchmarks?	Additional per child funding needed	Quality benchmark total
1	New Jersey	\$10,989	\$8,988 F	Yes	\$0	8.5
2	Connecticut	\$9,393	\$8,751 F	Yes	\$0	6
3	Maryland	\$8,558	\$4,699 H	Yes	\$0	9
4	Oregon	\$8,337	\$3,971 H	Yes	\$0	8
5	Minnesota	\$8,310	\$4,200 H	Yes	\$0	9
6	Arkansas	\$7,979	\$6,549 F	Yes	\$0	9
7	West Virginia	\$7,778	\$3,679 H	Yes	\$0	7
8	Oklahoma	\$7,484	\$3,654 H	Yes	\$0	9
9	Ohio	\$7,260	\$4,162 H	Yes	\$0	4.3
10	Washington	\$7,046	\$4,513 H	Yes	\$0	9
11	North Carolina	\$6,954	\$7,510 F	No	\$556	10
12	Delaware	\$6,795	\$4,419 H	Yes	\$0	8
13	Nebraska	\$6,748	\$3,675 H	Yes	\$0	8
14	Pennsylvania	\$6,252	\$4,141 H	Yes	\$0	6.2
15	Louisiana	\$5,997	\$6,899 F	No	\$902	7.9
16	Virginia	\$5,639	\$8,613 F	No	\$2,974	7
17	Tennessee	\$5,578	\$7,313 F	No	\$1,735	9
18	Iowa	\$4,932	\$3,639 H	Yes	\$0	6.7
19	Kentucky	\$4,860	\$3,839 H	Yes	\$0	8
20	Wisconsin	\$4,737	\$4,124 H	Yes	\$0	5.1
21	Alabama	\$4,415	\$6,971 F	No	\$2,556	10
22	Georgia	\$4,249	\$7,812 F	No	\$3,563	8
23	Michigan	\$4,230	\$4,243 H	Yes	\$0	8
24	New York	\$3,948	\$4,861 H	No	\$913	6
25	Massachusetts	\$3,811	\$4,729 H	No	\$918	5
26	California	\$3,607	\$4,764 H	No	\$1,157	4
27	Texas	\$3,581	\$4,299 H	No	\$718	4
28	Illinois	\$3,372	\$4,485 H	No	\$1,113	9
29	Colorado	\$3,353	\$4,168 H	No	\$815	6
30	Vermont	\$3,290	\$3,675 H	No	\$385	6.8
31	Maine	\$3,281	\$3,628 H	No	\$347	5
32	Nevada	\$3,130	\$4,323 H	No	\$1,193	7
33	New Mexico	\$3,056	\$3,811 H	No	\$755	9
34	Kansas	\$2,843	\$3,677 H	No	\$834	7
35	Missouri	\$2,757	\$3,931 H	No	\$1,174	7
36	Florida	\$2,500	\$4,023 H	No	\$1,523	4
37	Arizona	\$2,316	\$3,981 H	No	\$1,665	4
38	South Carolina	\$2,134	\$3,917 H	No	\$1,783	8
No Program	Alaska	\$0	\$4,125 H	No	\$4,125	NA
No Program	Hawaii	\$0	\$4,116 H	No	\$4,116	NA
No Program	Idaho	\$0	\$3,499 H	No	\$3,499	NA
No Program	Indiana	\$0	\$3,859 H	No	\$3,859	NA
No Program	Mississippi	\$0	\$3,609 H	No	\$3,609	NA
No Program	Montana	\$0	\$3,215 H	No	\$3,215	NA
No Program	New Hampshire	\$0	\$4,044 H	No	\$4,044	NA
No Program	North Dakota	\$0	\$3,484 H	No	\$3,484	NA
No Program	Rhode Island	\$0	\$4,391 H	No	\$4,391	NA
No Program	South Dakota	\$0	\$3,305 H	No	\$3,305	NA
No Program	Utah	\$0	\$3,981 H	No	\$3,981	NA
No Program	Wyoming	\$0	\$3,518 H	No	\$3,518	NA

* For each state, a full-day (F) or half-day estimate (H) of per-child spending was used, based on the operating schedule of the state pre-K program. For states that operated both full- and half-day programs, a half-day estimate was generally used. State estimates were constructed from a national estimate adjusted for state cost of education differences. The national estimate was obtained from Gault, B., Mitchell, A., & Williams, E. (2008). *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*. Washington, DC: Institute for Women's Policy Research. The state cost index was obtained from: Taylor, L. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington DC: IES, US Department of Education.

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

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *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 preschool 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. Programs that focus on parent work status or programs where child eligibility is tied to work status are also excluded.
- 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 services may be offered to 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 assumes some administrative responsibility for the program. State supplements to fund quality improvements, extended days, or other program enhancements or to fund expanded enrollment only minimally are not considered equivalent to a state preschool program.

While ideally this report would identify all preschool education 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, preschool 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 preschool education. 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. 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 2007-2008 school year are those who were eligible to enter kindergarten two years later, during the 2009-2010 school year. Children considered to be 4 years old during the 2007-2008 school year were eligible to enter kindergarten one year later, during the 2008-2009 school year. Children considered to be 5 year olds during the 2007-2008 school year were already eligible for kindergarten at the beginning of the 2007-2008 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles:

For each state that has a preschool education 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 preschool 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 2008 (the 2007-2008 school year). Most of the 2002-2007 data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2008 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(s), with details such as the initiative's origins, the types of settings in which state-funded preschool can be offered, and eligibility criteria for children. The narrative also notes unique or particularly interesting aspects of the state initiatives that may not be highlighted elsewhere in the report, along with relevant new developments. 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 four numbers showing the 38 states with prekindergarten ranking 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-State Spending);
- And, all reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Ranking-All Reported Spending).

This last measure, Resources Ranking-All Reported Spending, is used for the second time by NIEER and provides a more complete picture of spending in states employing local and federal funding sources than Resources Ranking-State Spending alone. However, because states vary in their ability to report spending from these other sources, the new ranking is imperfect and sometimes underestimates total spending.

For states with more than one prekindergarten initiative, information is presented slightly differently, as is explained on the individual profiles for these states. Iowa, Louisiana, New Jersey, Ohio, Pennsylvania, South Carolina, Vermont, and Wisconsin each have more than one distinct initiative.

The 12 states not funding state prekindergarten initiatives in the 2007-2008 school year 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 enrollment for special education, federally funded Head Start, and state-funded Head Start. Data on spending for K-12 and federal Head Start are also provided. In addition, state Head Start spending is reported when applicable.

The sections below provide an overview of information contained in the data tables on the state profile pages and explain why these elements are important. Data in the tables are for the 2007-2008 program year except where 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, communities or parishes) offering state preschool 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 additional measures of access because working parents 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 a preschool program also matters for other reasons, such as influencing the program's effects on children's development and learning.

The Access data table also shows enrollment of 3- and 4-year-old children in two federally funded programs besides the state prekindergarten initiative: preschool special education and Head Start. The Head Start enrollment total includes children in the American Indian/Alaskan Native and migrant regions. The final item in the table reports how many children are participating in state-funded Head Start.

Two Access pie charts illustrate the percentages of 3-year-olds and 4-year-olds in the state enrolled in the state-funded preschool initiative(s), 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 2008 *Yearbook*, we calculated an unduplicated count for special education enrollment in order to more accurately represent the number of children served in the state. The special education percentage represents children who are in special education but not enrolled in Head Start or state pre-K. All other special education children are included in the Head Start and state pre-K enrollment percentages. The Head Start percentage also includes any children supported by state contributions to Head Start.



QUALITY STANDARDS CHECKLIST

State 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. The Quality Standards Checklist represents a set of minimum criteria needed to ensure effective preschool education programs, especially when serving children at-risk for school failure. However, the checklist is not intended as an exhaustive catalog of all features of a high-quality program and meeting all 10 standards does not necessarily guarantee high quality. On the other hand, each of these standards is essential, and no state's preschool education policies should be considered satisfactory unless all 10 benchmarks are met.

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 Costs of many preschool programs are currently 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 in rigorous studies to have weak effects.²

Four of the items we use to gauge the quality of state prekindergarten programs involve teacher credentials and training. State preschool policies are evaluated based on whether programs require teachers to have a bachelor's degree;³ whether they require teachers to have specialization in preschool education;³ whether they require assistant teachers to have at least a Child Development Associate (CDA) or equivalent credential;⁴ and whether they require teachers to have at least 15 hours of annual in-service training.⁵ Teacher qualifications receive this emphasis in our checklist because research shows this area to be crucial in determining program quality. Better education and training for teachers can improve the interaction between children and teachers, which in turn affects children's learning.

Class size and staff-child ratios are also emphasized in the Quality Standards Checklist, with the expectation that states will limit class sizes to 20 at the most⁶ and 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, resulting in a higher quality program.

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, 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 on 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.). (1998). *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.). (1998). *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.). (2002). *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).



Early learning standards are also critical to quality,⁸ as they 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 state requirements or actively promoted for use in state-funded preschool education classrooms and should be specifically tailored to the learning of preschool-age children so that it is appropriate for their level of development.

The Quality Standards Checklist also addresses the comprehensive services that preschool programs should be expected to offer. Programs should provide at least one meal;¹⁰ vision, hearing, and health screenings and referrals;¹¹ and additional parent involvement opportunities, such as parent conferences, or support services, such as parent education.¹² These items are included because children's overall wellbeing and success in school involves not only their cognitive development but also their physical and social/emotional health.

It should be noted that the Quality Standards Checklist focuses on state prekindergarten policy requirements rather than 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. While evaluating implementation of standards is outside the scope of this report, the checklist does include an indicator of whether states are taking steps to monitor programs' implementation of the quality standards. Policies requiring strong state quality standards are essential, but it is also necessary to have a means of ascertaining that programs meet those standards.¹³ Through the examination of program practices, monitoring helps to enforce the standards and ensure high-quality education.

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 contributes to 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.). (2000). *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).



RESOURCES

A table in the Resources section offers the following information: total state spending for the prekindergarten initiative; whether a local match is required; amount of state Head Start spending (if applicable); state spending per child enrolled in the program; and all reported (local, state and federal) spending per child enrolled in the program. These measures show various views of the resources allocated to prekindergarten, which allows for a more complete picture of a state's commitment to preschool education. For example, total spending by a state may appear low, but may prove to be fairly high relative to the number of children enrolled. On the other hand, a state with a high total funding level may have a low per-pupil spending level if it enrolls a large number of children. In some states, local communities contribute substantial additional funds to state pre-K. In such cases, the figure that includes all reported spending is the best gauge of the level of available resources, to the extent that information about local spending is available.

A bar chart in the resources section compares preschool spending to federal Head Start and K-12 spending. Different colors indicate the different funding sources (local, state 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. Data on the amounts of local and federal pre-K funds used are included in the bar chart when available.

ACCESS

Total state program enrollment	Number of children in state pre-K 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 state learning standards for preschool-age children must be comprehensive
Teacher degree	Lead teacher must have a BA, at minimum
Teacher specialized training	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree	Assistant teacher must have a CDA or equivalent, at minimum
Teacher in-service	Teacher must receive at least 15 hours/year of in-service professional development and training
Maximum class size	Maximum number of children per classroom must be 20 or lower
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) must be 1:10 or better
3-year-olds	
4-year-olds	
Screening/referral and support services.....	Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families
Meals.....	At least one meal must be required daily
Monitoring	Site visits must be 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 match
State Head Start spending (when applicable).....	Total state funds spent to supplement federal Head Start program
State spending per child enrolled	Amount of state funds spent per child participating in pre-K program
All reported spending per child enrolled	Amount of all reported funds spent per child participating in pre-K program

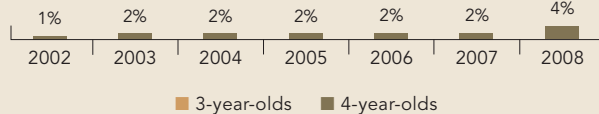
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	HdSt	Head Start
ACF	Administration for Children and Families	HSD	High School Diploma
AEPS	Assessment, Evaluation, and Programming System	IDEA	Individuals with Disabilities Education Act
AYP	Adequate Yearly Progress (No Child Left Behind)	IEP	Individualized Education Plan
BA	Bachelor of Arts	IFSP	Individualized Family Service Plan
BRI	Basic Reading Inventory	IGDI	Individual Growth and Development Indicators
BS	Bachelor of Science	K	Kindergarten
CC	Child Care	LEA	Local Education Agency
CCDF	Child Care and Development Fund	MA	Master of Arts
CD	Child Development	MOE	Maintenance of Effort
CDA	Child Development Associate credential	MOU	Memorandum of Understanding
COR	Child Observation Record	N-	Denotes that the age range covered by a teaching license begins at nursery (e.g., N-4 = nursery–grade 4)
DIAL	Developmental Indicators for the Assessment of Learning	NA	Not Applicable
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NAEYC	National Association for the Education of Young Children
DOE	Department of Education	NCLB	No Child Left Behind
DRA	Developmental Reading Assessment	NEGP	National Education Goals Panel
DRDP	Desired Results Developmental Profile	PALS	Phonological Awareness Literacy Screening
DSC	Developing Skills Checklist	P-	Denotes that the age range covered by a teaching license begins at preschool (e.g., P-4 = preschool–grade 4)
EC	Early Childhood	PD	Professional Development
ECE	Early Childhood Education	PIR	Program Information Report (Head Start)
ECERS(-R)	Early Childhood Environment Rating Scale (-Revised)	Pre-K	Prekindergarten
ECSE	Early Childhood Special Education	QRIS/QRS	Quality Rating & Improvement Systems/ Quality Rating Systems
EE	Elementary Education	SMI	State Median Income
ELL	English Language Learner	SpEd	Special Education
ELLCO	Early Language and Literacy Classroom Observation	TA	Technical Assistance
ELS	Early Learning Standards	TANF	Temporary Assistance to Needy Families
ESL	English as a Second Language	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
FPL	Federal Poverty Level	USDA	United States Department of Agriculture
FTE	Full-time Equivalent		
FY	Fiscal Year		
GED	General Equivalency Diploma		

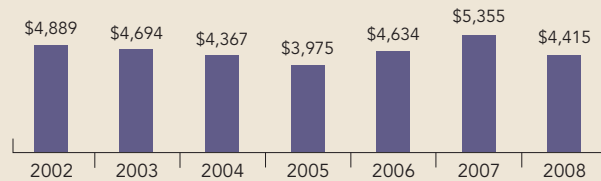
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 2000, Alabama began offering state-funded preschool education for 4-year-olds through the Alabama Pre-Kindergarten Program. There are no specific requirements for eligibility beyond meeting the age criteria and being a resident of Alabama. Limited resources for the program have kept statewide enrollment numbers low.

Sites for the Alabama Pre-Kindergarten Program are selected through a competitive grant process. Grantees must provide a local match that represents 50 percent of their grant award. Classroom settings are varied and include public schools, private child care centers, Head Start centers, faith-based centers, and colleges and universities. The state's goal is to have at least one classroom per county and classrooms are currently offered by grantees in all but one county.

The Alabama Pre-Kindergarten Program revised its teacher certification standards to require new hires to have specialized training in early childhood education beginning in the 2005-2006 school year. This change in requirements resulted in the initiative meeting all 10 of the NIEER quality benchmarks. Initially, the state exempted teachers hired under a previous set of requirements, which allowed for a degree in elementary, rather than preschool, education. However, effective in 2009, all teachers in the program will be required to earn a preschool-third grade add-on to their degree or complete additional early childhood education coursework.

In 2007-2008, an increase in state funding enabled the state to provide pre-K to more children, and more technical assistance will be available to programs during the 2008-2009 academic year. In addition, the increase in funding will enable the state, for the first time, to provide scholarships for potential preschool teachers to work toward their degrees.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	None Served

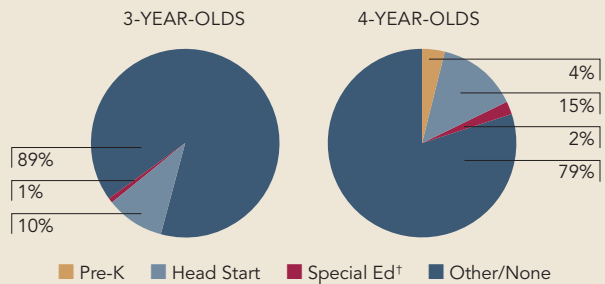
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	21

ALABAMA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	2,265
School districts that offer state program	99% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	3,407
Federally funded Head Start enrollment	15,400
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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 CD or ECE ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA	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	Vision, hearing, health, 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"/>

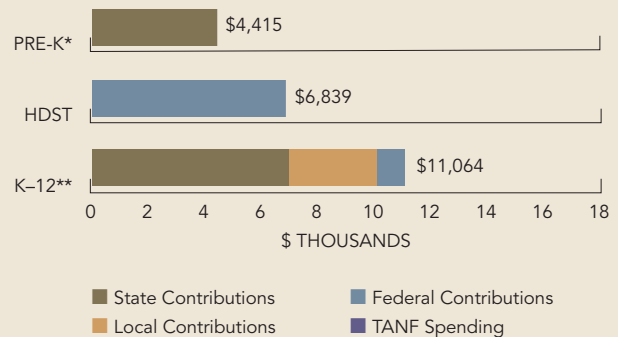
TOTAL BENCHMARK MET

10

RESOURCES

Total state pre-K spending	\$10,000,000
Local match required?	Yes, 50% of grant amount
State spending per child enrolled	\$4,415
All reported spending per child enrolled*	\$4,415

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 '07-'08 school year, unless otherwise noted.

¹ Any preschool teachers with degrees in elementary education who were hired before May 2006 must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2009.

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

Alaska has provided a supplement to federal Head Start programs since the 1980s, but does not have a state-funded preschool education initiative. State funds for the Head Start program are targeted toward school readiness activities and professional development, both in the interest of improving the program's quality. In addition, funds are used to provide access to more children and families whenever possible. State funding through Alaska's Head Start supplement totaled \$6,077,200 during the 2007-2008 school year and was available to any federally recognized Head Start program operating in the state. In the 2007-2008 school year, 490 additional children and families were served in Head Start and Early Head Start settings.

For fiscal year 2010, the governor has proposed \$800,000 more for Head Start funding and \$2 million for a pilot prekindergarten program.

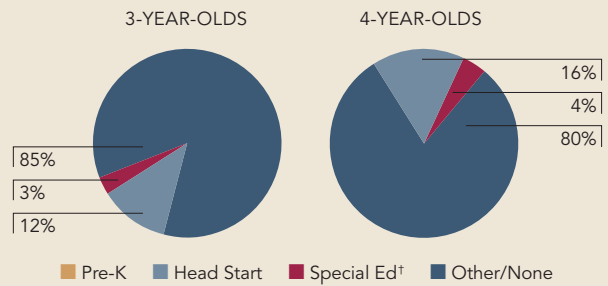
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,100
Federally funded Head Start enrollment.....	2,340
State-funded Head Start enrollment	374 ¹

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



[†] This number represents children in special education who are not enrolled in Head Start.

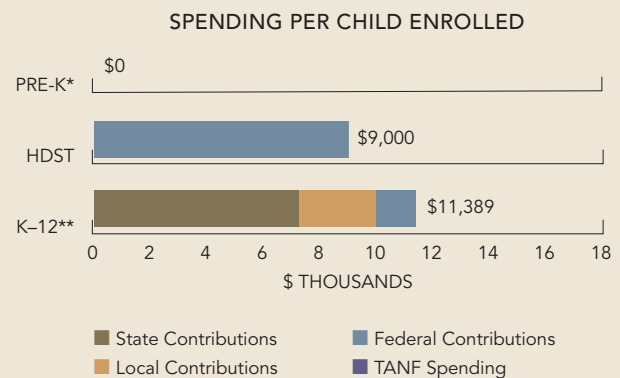
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$6,077,200
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0



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

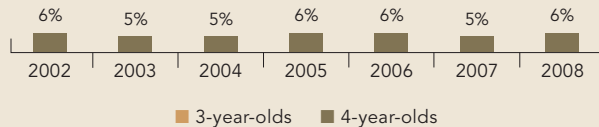
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

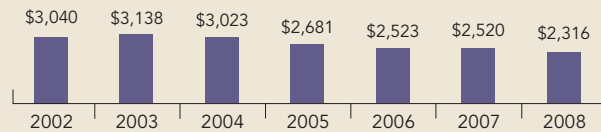
¹ Alaska does not require a specific amount of slots to be offered using the state funds it provides to federal Head Start programs, although an estimated 374 additional 3- and 4-year-olds were served in 2007-2008. This figure is based on the total number of non-ACF-funded children served and the percentage of 3- and 4-year-olds as reported in the 2007-2008 Head Start PIR.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Arizona began funding state preschool education programs in 1991. In 1996, the state began using the Arizona Early Childhood Block Grant (ECBG) to fund prekindergarten. The ECBG additionally funds supplemental services for full-day kindergarten and first through third grades. To be eligible for an ECBG prekindergarten program, children must be 4 years old by September 1 and must be from a family with an income at or below 185 percent of the federal poverty level. ECBG funds for preschool education are distributed to school districts, which can then provide funding to Head Start or private child care providers if parents prefer those settings for their children. Preschool programs receiving ECBG funding are required to be accredited by organizations approved by the state, such as the National Association for the Education of Young Children.

ECBG prekindergarten teachers are currently required to have only a high school diploma or GED. However, effective July 1, 2009, all new pre-K teachers will be required to have an Arizona Early Childhood Certification, which requires a BA degree and passing a written assessment of early childhood subject knowledge. The Arizona Early Childhood Certification became available for the first time in 2005, but was not required.

A formal evaluation was conducted over a three-year time period and completed in July 2008. It included a review of financial accounting practices, distribution of grant monies, expenditures, and the department's monitoring of preschool providers.

In an effort to further support developmental and health initiatives for young children, in 2006 Arizona established First Things First (FTF), a state agency designed to support local and state level programs to provide high-quality early education services for children from birth through age 5. Working with the Arizona Department of Education, in 2009 FTF plans to allocate \$90 million through statewide and regional initiatives to provide information and education to families and to the Early Childhood Education field through quality improvement incentives, a statewide quality rating system, T.E.A.C.H. scholarships, home visiting, mental and dental health services, kith and kin training, and numerous other projects to expand and enhance access to high-quality early childhood services throughout the state.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	None Served

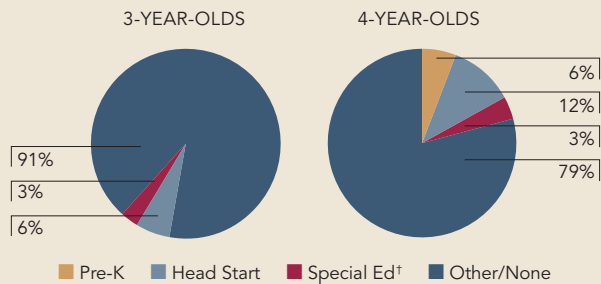
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	37

ARIZONA EARLY CHILDHOOD BLOCK GRANT – PREKINDERGARTEN COMPONENT

ACCESS

Total state program enrollment	5,401
School districts that offer state program	17%
Income requirement	185% FPL
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	8,463
Federally funded Head Start enrollment	17,119
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ²	BA	<input type="checkbox"/>
Teacher specialized training	None ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD ³	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	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	Determined locally	Vision, hearing, health; and at least 1 support service	<input 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"/>

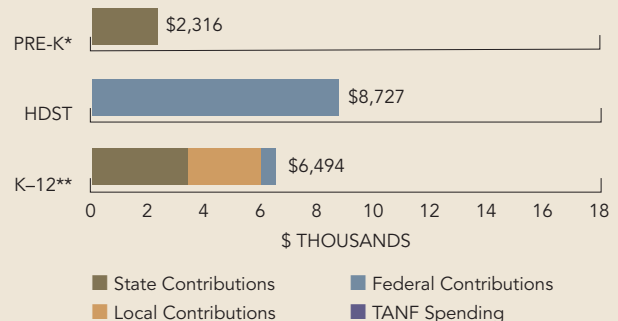
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$12,507,717
Local match required?	No
State spending per child enrolled	\$2,316
All reported spending per child enrolled*	\$2,316

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 '07-'08 school year, unless otherwise noted.

¹ Most ECBG programs operate 4 hours per day, 3-5 days per week for the academic year. It is recommended that programs operate at least 12 hours per week.

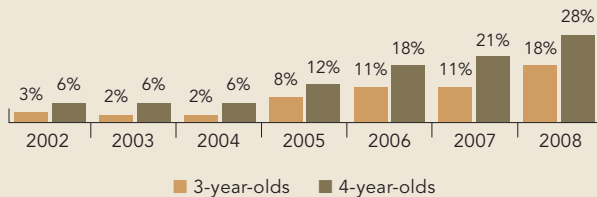
² As of July 1, 2009, all pre-K teachers in settings funded by ECBG must hold an early childhood certification, which requires a bachelor's degree. Since 2005, most programs have hired new staff who have or are eligible for the EC certification or endorsement. The Arizona Department of Education is working closely with the community colleges and universities to offer scholarships and onsite classes to allow current teachers to work toward a BA in ECE.

³ Assistant teachers must have at least a high school diploma. The exception is for assistants in Title I schools, who must have an AA per NCLB requirements.

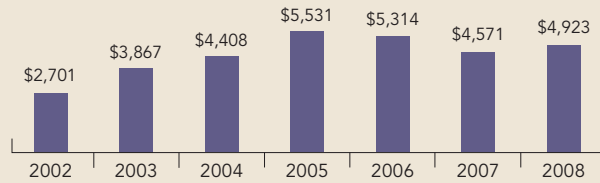
⁴ The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and the time of day a child attends. A child present at or before 8 am must be served breakfast; a child present between 11 am and 1 pm must be served lunch; and a child present at or after 5 pm must be served dinner. Children present between 2 and 4 hours must be served at least one snack; if present between 4 and 8 hours, one meal and at least one snack; and if present for 9 or more hours, at least one meal and two snacks.

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1991, the Arkansas Better Chance (ABC) program began as part of a state education reform initiative. Since its inception, ABC has been funded through a dedicated sales tax. Beginning in 2001, the program has been partially funded by an excise tax on package beer. Additionally, ABC receives some federal funding, although local contributions must cover at least 40 percent of the total program funding.

The program provides services for children from low-income families from birth to age 5. Additional risk factors for determining eligibility for the ABC program include having a teen parent, developmental delay, low birth weight, limited English proficiency, being in foster care, having a parent on active military duty, and family violence. Arkansas has a diverse pre-K delivery system with about half of all providers being public schools or education cooperatives. The state also permits and funds programs operating through Head Start and private organizations, which comprise the other half.

ABC provides financial resources to its programs for teacher professional development, including college degrees. State legislators have commissioned an interim study to examine the possibility of instituting a birth–5 teaching license that would be required for state pre-K teachers in public schools, including those in multi-classroom sites. The study will be discussed more in depth during the 2009 state legislative session.

In recent years, state funding for prekindergarten has increased steadily, resulting in greater access to the program. In the 2004–2005 program year, the Arkansas Better Chance for School Success (ABCSS) program was established using new state funds. ABCSS and ABC have the same quality standards, but ABCSS is targeted to 3- and 4-year-old children in families below 200 percent of the federal poverty level and who live 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 math and literacy. This report combines enrollment and spending figures for the ABC and ABCSS programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	2

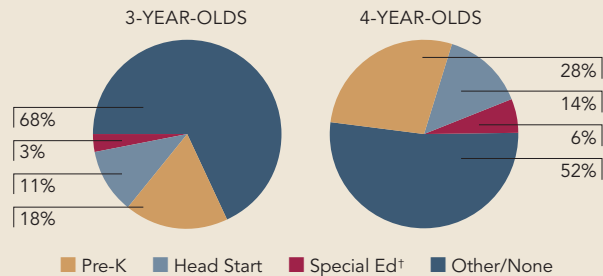
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	6

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	18,870 ¹
School districts that offer state program	94%
Income requirement	200% FPL
Hours of operation	7 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	8,109
Federally funded Head Start enrollment	9,838
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

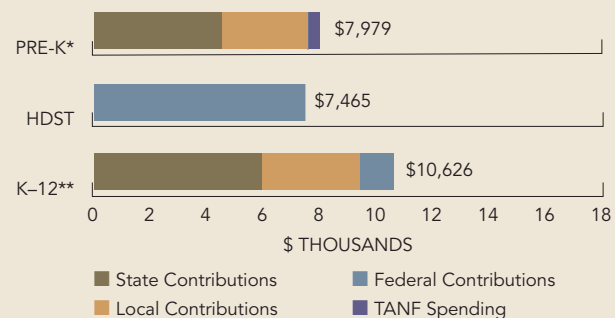
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<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/BS (single classroom sites); AA/AS (multiple classroom sites) ²	BA	<input type="checkbox"/>	
Teacher specialized training	Degree in EC with P-4 license (public single classroom sites); Degree in EC (nonpublic single classroom sites & 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, dental, 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"/>	

RESOURCES

Total state pre-K spending	\$92,895,744 ^{4,5}
Local match required?	Yes, 40% of total funding
State spending per child enrolled	\$4,923 ⁵
All reported spending per child enrolled*	\$7,979

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 '07-'08 school year, unless otherwise noted.

¹ This figure includes some infants and toddlers. It represents center-based enrollment only and does not include 5,674 children who received home-visiting services during 2007-2008.

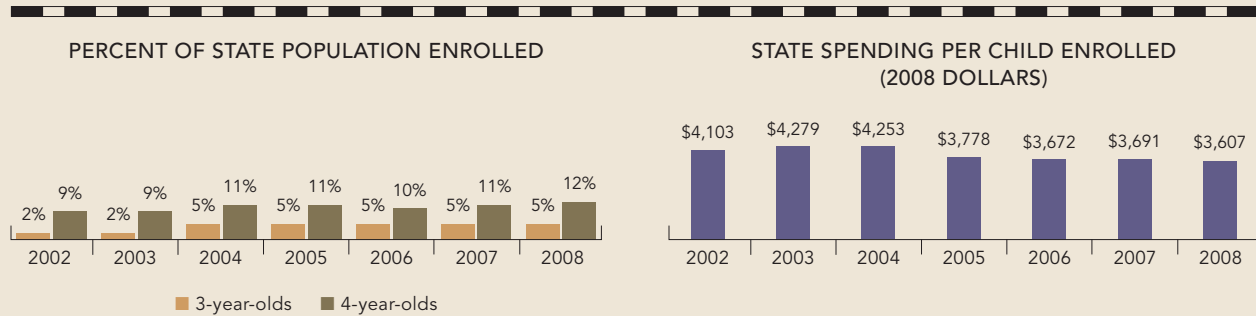
² The P-4 teacher license covers birth-grade 4. In multiple classroom sites, one teacher must have a BA/BS in EC and P-4 certification for every three classrooms, and the other two classrooms may have a teacher with an AA/AS in EC. This was also true in previous years.

³ 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 children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁴ Additional state, TANF, and local funds totaling \$15,877,743, not included in this figure, were allocated to a home-based program option.

⁵ These figures include both state and TANF funds.

California



In 1965, California began offering the California State Preschool Program, becoming one of the first states in the nation to make state-funded prekindergarten available. Three- to 5-year-old children are eligible to participate in the program if they are from families with an income below 75 percent of the state median income or if they have experienced or are at risk for abuse, neglect or exploitation. The California State Preschool Program provides funding to school districts, child care providers, and Head Start agencies through a competitive application process. The program usually funds part-day programs but also provides a full-day program and works with other federal and state-funded child care assistance programs to fund extended hours.

In 2007-2008, California published the California Preschool Learning Foundations. These early learning standards focus on social-emotional development, language and literacy, English language development, and mathematics, but have not yet been adopted. The second volume of the standards focus on visual and performing arts, physical development and health, and are currently being developed and expected to be finalized in 2009. The California State Preschool Program uses the Desired Results for Children and Families system to record children’s development and to plan curriculum and other developmentally appropriate activities. This system is being aligned with the Learning Foundations and once complete, the Learning Foundations will be implemented by using the Desired Results Development Profile – Revised (DRDP-R).

The Prekindergarten and Family Literacy Program (PKFLP), a new initiative in the 2007-2008 school year, was modeled after the State Preschool Program and provides preschool services along with a literacy component to more than 5,000 4-year-olds in 40 out of 58 counties in California. PKFLP provides either a half- or full-day program for children from families at or below 75 percent of the state median income or for children receiving protective services or who are at risk for abuse, neglect or family violence.

This report focuses on the State Preschool Program and PKFLP as one initiative, combining enrollment and spending figures for the two programs. Additionally, California runs other programs that provide developmental services and child care that are not distinct state-funded prekindergarten programs. General Child Care Programs fund full-time slots for 3- and 4-year-olds, which follow the same requirements and curriculum as the State Preschool Program, but are targeted to working parents who need full-day care for their children. The First 5 initiative funds programs promoting early childhood development, which are used to provide services from prenatal care to age 5, including child health care, parent education, family support, and early care and education. California also provides \$200 million for a School Readiness Initiative for a four-year program.

Additionally, in 2008 the California State Preschool Program Act was signed into law, which will create the largest state-funded preschool education program in the U.S. It is anticipated that the state’s five main preschool programs providing center-based child development services to 3- and 4-year-old children will be consolidated into a newly formed California State Preschool Program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	9

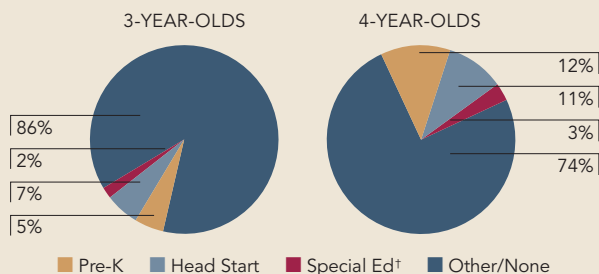
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	26

CALIFORNIA STATE PRESCHOOL PROGRAM & PREKINDERGARTEN AND FAMILY LITERACY PROGRAM

ACCESS

Total state program enrollment	92,458 ¹
School districts that offer state program	98% (counties) ²
Income requirement	90% (State Preschool Program) or 80% (PKFLP) of children must be at or below 75% SMI ³
Hours of operation	3 hours/day (part-day), or 6.5 hours/day (full-day); 5 days/week
Operating schedule	Determined locally ⁴
Special education enrollment	40,266
Federally funded Head Start enrollment	91,471
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 4 </div>
Early learning standards	None ⁵	Comprehensive	<input type="checkbox"/>	
Teacher degree	CDA ⁶	BA	<input type="checkbox"/>	
Teacher specialized training	Meets CDA requirements ⁶	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	CD Asst. Teacher Permit ⁷	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 ⁸			
4-year-olds	No limit			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	1:8 ⁸			
4-year-olds	1:8			
Screening/referral	Health, developmental; and support services ⁹	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	Depend on length of program day ¹⁰	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

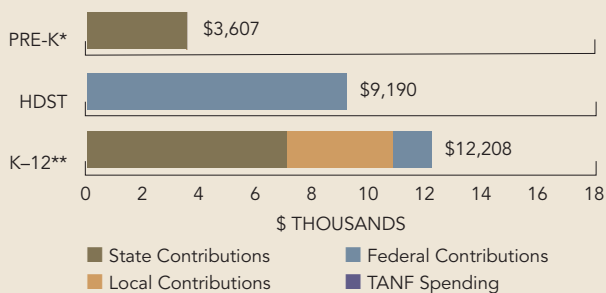
Total state pre-K spending	\$333,507,727 ¹¹
Local match required?	No
State spending per child enrolled	\$3,607 ¹²
All reported spending per child enrolled*	\$3,607 ¹²

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment figure is a duplicated count as children can be enrolled in both the State Preschool Program and the Prekindergarten Family Literacy Program. Total enrollment is a sum of reported enrollments of both programs, with 87,433 served in the State Preschool Program and 5,025 served in PKFLP.

² The State Preschool Program is offered in 98 percent of counties, while the PKFLP is offered in 69 percent of counties, specifically counties with low performing schools.

³ The income cutoff applies to all children except those who receive protective services or who are at risk for abuse, neglect, or exploitation. For the PKFLP, the income cutoff is 80 percent of children at or below 75 percent SMI.

⁴ Part-day programs typically operate for a school or academic year (175-180 days). However, some programs operate fewer than 175 days and some programs operate a full calendar year (246 days) and exceptions to the days per year can be granted.

⁵ The Preschool Learning Foundations that include early learning standards were published in the 2007-2008 school year and will be implemented in 2011-2012 school year once they are aligned with the Desired Results Developmental Profile-Revised (DRDP-R).

⁶ 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. It may be renewed one time for a five-year period. 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.

⁷ The Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.

⁸ Three-year-olds are served only in the State Preschool Program.

⁹ Decisions regarding vision and hearing screenings are made at the local level. A physical exam including vision, hearing and general health is required for program entry, but not mandated by the state. 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, parent education or job training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities. PKFLP also offers parent support or training and other support services.

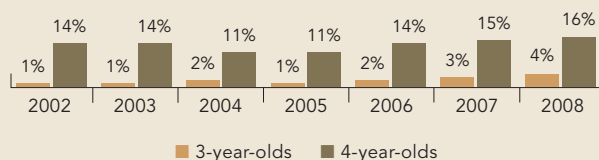
¹⁰ Licensing laws and regulations require that all part-day (3.5 hour) programs provide at least a snack. Lunch and two snacks are required but breakfast is optional for all full-day (6.5 hour) programs. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program, and programs must provide breakfast or lunch if specified in the original application for services.

¹¹ This total is a sum of spending from the State Preschool Program (\$308,043,436) and PKFLP (\$25,464,291).

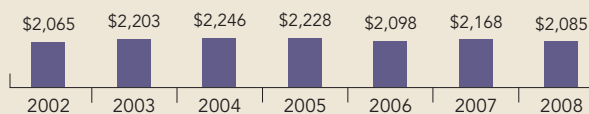
¹² Per-child spending was calculated using the sum of total enrollments from both programs. However, because enrollment is a duplicated count, per-child spending may be higher than the numbers reported here. These figures reflect state spending for preschool programs only, and do not reflect spending for General Child Care programs.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In an effort to reduce school dropout rates, the Colorado Preschool and Kindergarten Program (CPKP) began in 1988 and provides preschool services to at-risk 3- and 4-year-olds and full-day kindergarten children. In order to participate in CPKP, 3-year-olds must have at least three risk factors, while 4-year-olds must have at least one. These risk factors include eligibility for free or reduced-price lunch, low parental education levels, parental substance abuse, homelessness, or participation in the foster care system. Prior to 2008, state legislation permitted 15 percent of the CPKP slots to be used for full-day kindergarten and 5 percent of the slots to be used for full-day preschool. During the 2007-2008 school year, more than 2,000 children were served in the second half of their kindergarten day and 266 children participated in full-day preschool programs.

All CPKP funding is provided to public schools through Colorado's school finance funding formula, although public schools may in turn subcontract with Head Start or community-based agencies. In addition, preschool education programs may use other funding sources, such as federal Head Start money, to supplement CPKP services, extend the program day, or provide wrap-around care.

Starting with the 2006-2007 school year, CPKP sites began implementing and reporting outcomes on approved assessment systems identified in Results Matter. Results Matter, initially funded through a federal grant, involves collecting outcomes data for children from birth to age 5 in early childhood programs in order to build a comprehensive system for reporting data. Currently, 30,000 children across a range of programs in Colorado participate in Results Matter. In addition, Colorado has established a P-20 Education Coordinating Council, which focuses on identifying options to expand, monitor and coordinate preschool through third grade education.

In the 2007 legislative session, CPKP was expanded to serve an additional 2,000 children (1,700 in preschool and 300 in kindergarten). The state also authorized 3,500 more children to be served during the 2008-2009 program year. During the 2008 legislative session, the kindergarten component of CPKP was eliminated and the program's name returned to the Colorado Preschool Program (CPP). With the 3,500 slots authorized and the full-day kindergarten slots converted back to preschool, CPP will experience a 45 percent increase in its capacity to serve preschool children in the 2008-2009 program year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	12

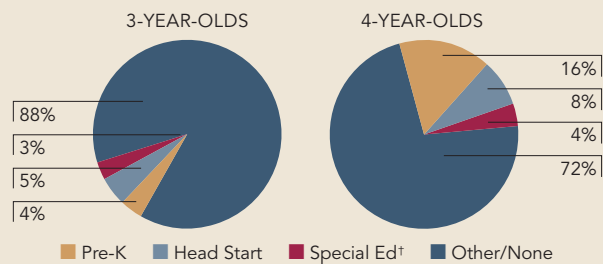
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	29

COLORADO PRESCHOOL AND KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	13,636 ¹
School districts that offer state program	96%
Income requirement	185% FPL ²
Hours of operation	2.5 hours/day, 4 days/week ³
Operating schedule	Academic year
Special education enrollment	6,420
Federally funded Head Start enrollment	8,786
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 or AA in ECE or CD ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Meet CDA requirements or AA in ECE	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	16		
4-year-olds	16		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral and support services	Health and developmental; 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

6

RESOURCES

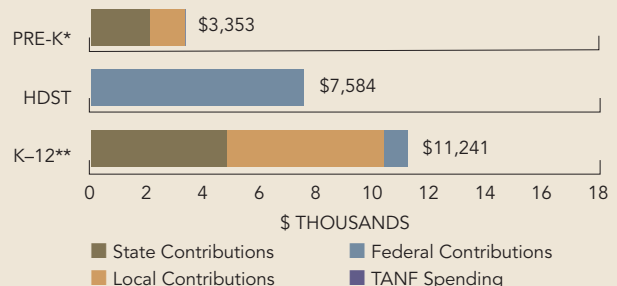
Total state pre-K spending	\$28,433,185 ^{9,10}
Local match required?	No
State spending per child enrolled	\$2,085
All reported spending per child enrolled*	\$3,353

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In 2007-2008, the Colorado Preschool and Kindergarten Program served 2,454 children in the second half of their kindergarten day. These children are not included in the enrollment total above. In addition, under the Early Childhood Councils, three school districts have waivers to serve children younger than 3 in CPKP. Finally, state statute allows 5 percent of the preschool slots to fund a child to participate in a full-day preschool program using two slots. In 2007-2008, 266 children were served in this way. These children are not included in the enrollment total above.

² Income is the most frequently used risk factor for eligibility. Children may also qualify based on other risk factors.

³ Programs must operate the equivalent of 2.5 hours per day, 4 days per week, though there is flexibility in the length of the program day. Five days per week are funded. Children attend 4 days per week, with the fifth day used for home visits, teacher planning time, completion of child assessments, or staff training.

⁴ The Building Blocks to Colorado's Content Standards document has been revised and expanded. The updated standards were in place at the beginning of the 2007-2008 school year.

⁵ Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education and must be supervised by someone with at least a BA in ECE or CD.

⁶ Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.

⁷ Vision, hearing, and dental screenings and referrals are determined locally. 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, transition to kindergarten activities, and information for referral to immunization and dental care.

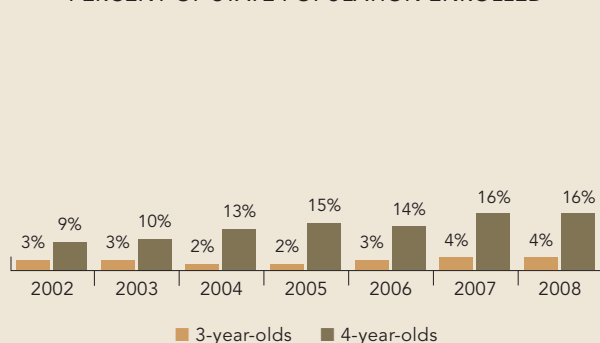
⁸ Meals and nutritious snacks must be served at suitable intervals. Children who are in the program for more than 4 hours per day must be offered a meal that meets at least one-third of their daily nutritional needs.

⁹ Total 2007-2008 funding for the Colorado Preschool and Kindergarten Program, including both preschool and full-day kindergarten, was \$53,805,314. The figure above reflects only the portion of these funds provided for the preschool component of the program. This is a change from previous years when the state was unable to break down CPKP funding for preschool and kindergarten.

¹⁰ This figure does not include a contribution of \$17,286,849 from local sources which is required by the School Finance Formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Connecticut established the School Readiness program in 1997 to improve preschool access for 3- and 4-year-old children. The program serves children in any town with a priority school and any town in the 50 lowest wealth ranked towns in the state. School Readiness funds are allocated by the state directly to priority school readiness districts, but are awarded to other towns through competitive grants. School Readiness services can be provided through public schools, Head Start programs, and child care centers. In communities participating in the program, the chief elected official and the district school superintendent establish a School Readiness Council to provide direction to the local programs.

The School Readiness program offers different space types in order to accommodate working and non-working families. The space type options include full-day, school-day, and part-day. Full-day spaces are available 5 days per week, 7-10 hours per day for 50 weeks per year. School-day spaces are available 5 days per week, 6 hours per day for 180 days per year. Part-day spaces are available 5 days per week, 2 ½ hours per day for 180 days per year. At least 60 percent of children enrolled in the program must have a family income at or below 75 percent of the state median income.

Connecticut also has a Department of Social Services program that serves approximately 3,700 children up to age 5 with a total fiscal year 2008 spending of \$46,934,814. Children may attend for free if their family household income is less than 75 percent of the state median income, but families are required to go through a redetermination of fee every six months so the fee could change for a family within a program year.

In 2007-2008, Connecticut also dedicated \$5,500,000 million in state funds to supplement federal Head Start. These funds created approximately 450 additional slots and were also used to provide additional services, extend the program day and year, and support program quality enhancements.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	11

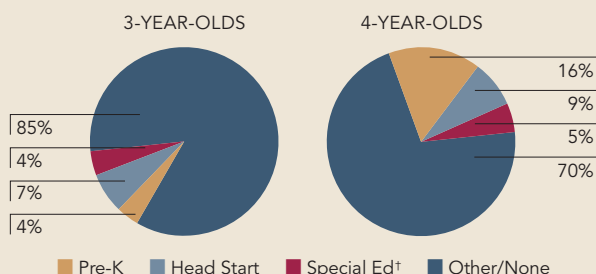
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	8,699 ¹
School districts that offer state program	38% (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	4,764
Federally funded Head Start enrollment	6,193
State-funded Head Start enrollment	489 ³

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA + 12 credits in EC ⁴	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	6 clock hours 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, dental; ⁶ 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"/>

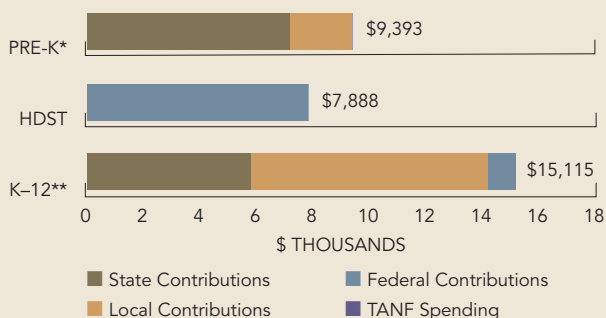
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$62,465,669
Local match required?	No
State Head Start spending	\$5,500,000
State spending per child enrolled	\$7,181
All reported spending per child enrolled*	\$9,393

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 '07-'08 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 the averages from state programs that did have age counts.

² There are four types of slots, including full-day (7-10 hours)/full-year (50 weeks/year); school-day (6 hours)/school-year (180 days/year); part-day (2.5 hours)/school-year (180 to 250 days/year); and extended-day (slots that extend the hours, days, and weeks of a non-School Readiness program to meet full-day, full-year requirements) All programs operate 5 days per week. Funding levels vary by the type of slot.

³ This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were ages 3 or 4.

⁴ The majority of public schools with School Readiness classrooms have a certified teacher present for at least 2.5 hours per day.

⁵ All school readiness staff must complete two annual trainings in early childhood education and one annual training in serving children with disabilities. They must

also document training in emerging literacy, diversity in the classroom, and licensing requirements for training in nutrition, safety, CPR, First Aid, and health.

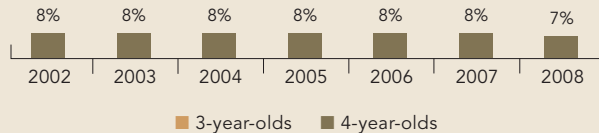
⁶ All children must have an annual well-child checkup by their health care provider that conforms to EPSDT standards. Programs must provide vision, hearing, and dental screenings directly or through contract with another agency.

⁷ Support services include 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 kindergarten activities, and family literacy and ESL.

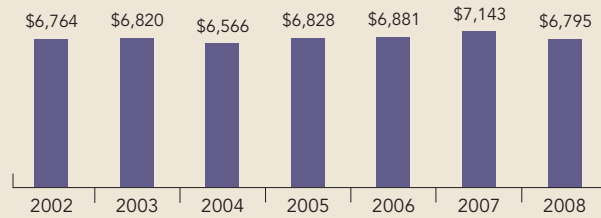
⁸ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 9 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1994, Delaware began funding preschool education through the Early Childhood Assistance Program (ECAP), which is modeled after the federal Head Start program. Programs are required to follow federal Head Start Performance Standards. The goal of ECAP is to increase access to comprehensive early childhood services for the state's 4-year-olds who are income-eligible for Head Start. ECAP funds are allocated to private agencies, public schools, and for-profit early care and education programs in addition to Head Start agencies. Ninety percent of enrolled children must come from families with an income at or below 100 percent of the federal poverty level. ECAP children also must have identified medical, developmental or social risk factors and 10 percent of the slots must be made available to children with disabilities. The selection and location of the ECAP grantees is guided by the Community Needs Assessment data. For the 2008-2009 program year, changes to the Head Start Act will require changes in state prekindergarten. One such change allows programs to accept children living in households 101 to 130 percent over poverty and still count them as income eligible, with certain restrictions.

In 2003, the state began using a mandatory curriculum framework for state-funded pre-K programs known as the Delaware Early Learning Foundations. This framework is now under revision and is aligned with K-12 performance indicators and standards. Delaware is working on a quality rating system for its early care and education programs, but it is not yet available to all programs and therefore a minimum rating for each setting is not yet required. A prekindergarten professional development system is also being designed that will be aligned with the state's professional development system for K-12.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	None Served

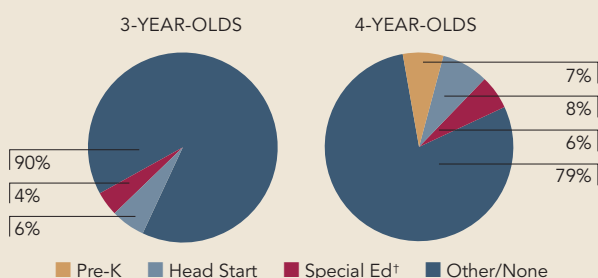
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	12

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	843
School districts that offer state program.....	100% (counties)
Income requirement	90% of children must be at or below 100% FPL
Hours of operation.....	At least 3.5 hours/day, 5 days/week ¹
Operating schedule	Determined locally ¹
Special education enrollment	1,336
Federally funded Head Start enrollment	1,639
State-funded Head Start enrollment	843 ²

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	CDA ³	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours ⁴	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 support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
developmental, dental, behavioral; and support services ⁵			
Meals	At least one meal and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

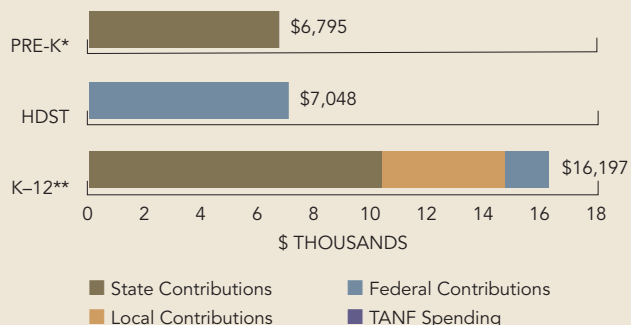
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$5,727,800
Local match required?	No
State Head Start spending	\$5,727,800 ⁶
State spending per child enrolled	\$6,795
All reported spending per child enrolled*	\$6,795

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 '07-'08 school year, unless otherwise noted.

¹ Half-day programs are funded to operate a minimum of 3.5 hours per day, and many operate 4 hours per day. Most programs align with public school operating schedules.

² This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

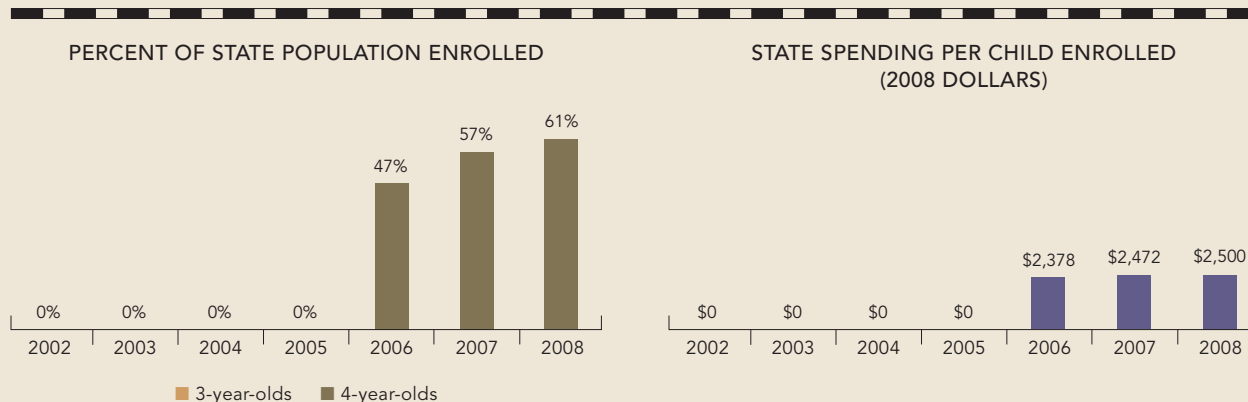
³ New child care regulations came into effect in January 2008 that offer multiple educational/training combinations to qualify for the position. ECAP follows Head Start Performance Standards staffing requirements.

⁴ All grantees, except school districts, are in licensed programs that are required to have 18 clock hours per year.

⁵ 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 mental health services.

⁶ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Florida



In response to a 2002 state constitutional amendment requiring universal availability of preschool programs for all 4-year-olds whose parents want them to attend, Florida’s Voluntary Prekindergarten (VPK) program was established in 2005. VPK became available across the entire state and served more than 100,000 children in its first year of operation.

Services are offered in a variety of settings by providers who meet the program’s minimum requirements. These settings include licensed child care centers, licensed family child care homes, accredited nonpublic schools, accredited faith-based providers, and public schools. Participating local providers receive fixed funding based on a per-child amount. Funds are distributed through early learning coalitions, which are the local administrators of the program. Families may enroll children in any participating program where space is available.

Families must choose between two different versions of the VPK program—a school-year program totaling 540 instructional hours or a summer program totaling 300 instructional hours. The 540-hour school year program requires teachers to have a Child Development Associate (CDA) or equivalent credential while the 300-hour summer program requires teachers to hold at least a bachelor’s degree.

For the 2007-2008 school year, the number of participating children increased by 10,000, and VPK received a 4.6 percent increase in the base student allocation.

The School Readiness Program, another Florida pre-K initiative, began in 1999 and expanded in 2001 when it incorporated two other state programs, the State Migrant Prekindergarten Program and the Prekindergarten Early Intervention Program. Early learning coalitions distribute federal and state dollars to support a broad range of early childhood programs and services through this initiative. Data in this report focus only on the VPK program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
2	None Served

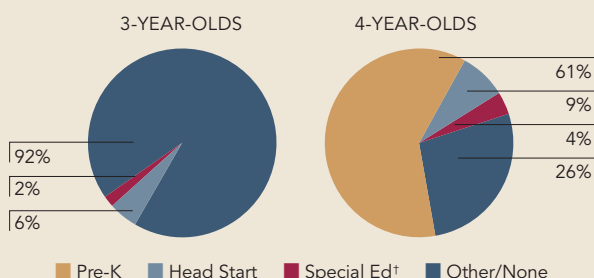
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	36

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	134,583 ¹
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	540 hours/year (school-year program); 300 hours/year (summer program) ²
Special education enrollment	17,790
Federally funded Head Start enrollment	33,470
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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 (school year) ³	BA	<input type="checkbox"/>
Teacher specialized training	EC or EE certification (public and nonpublic - summer); Meets CDA requirements (school 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	10 clock hours/year 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 (school year)		
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 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"/>

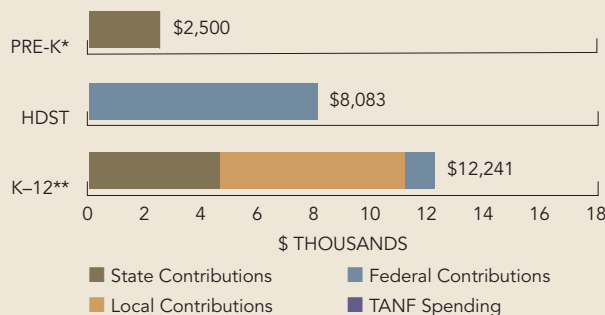
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$336,469,116
Local match required?	No
State spending per child enrolled	\$2,500
All reported spending per child enrolled*	\$2,500

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.

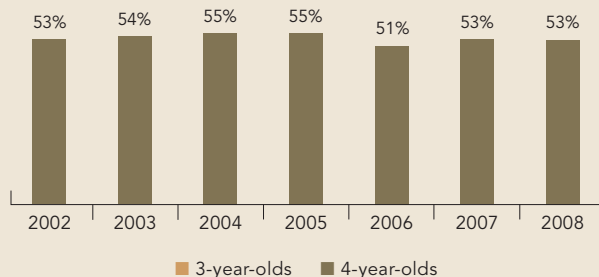
Data are for the '07-'08 school year, unless otherwise noted.

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 moved location).
² VPK programs may choose to operate a summer program, totaling at least 300 hours of service, or a school year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but 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 7.5.
³ Teacher qualification requirements are different for the summer and school year programs. Teachers in the summer programs are required either to be certified teachers or to have a BA in early childhood, primary or preschool education, family and consumer science, or elementary education. Teachers in the school year programs are required to have a CDA or equivalent and have completed a Department of Education course on emergent literacy.

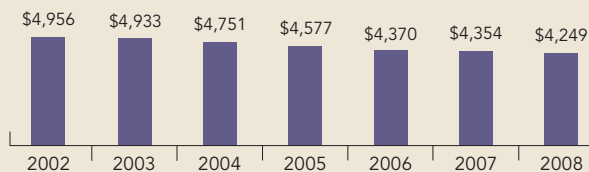
⁴ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
⁵ For the CDA or equivalent, the requirement is 10 clock hours per year. For the certified teacher, the requirement is 120 clock hours per 60 months.
⁶ Summer programs have a maximum class size of 10 with one teacher. School 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.
⁷ Public schools, Head Start, and subsidized child care programs are required to offer vision, hearing, and physical health screenings.
⁸ Meals and snacks are required for full-day programs.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Georgia became the first state to offer a universally available preschool education program for 4-year-olds in 1995. Although Georgia's Pre-K Program has operated since 1993, it was not always universally available. The program provides services through a variety of settings including public schools, Head Start programs, private child care centers, faith-based organizations, military facilities, and state colleges and universities. The Pre-K Program receives funds from the Georgia lottery. Funding for individual programs is determined by the number of students in the class, teacher credentials, and the program zone (metropolitan or non-metropolitan area).

All Georgia Pre-K programs are required to follow the Bright from the Start Pre-K Operating Guidelines and must use Georgia's Pre-K Content Standards to guide instruction. The Pre-K Content Standards are aligned with both the Georgia Performance Standards for Kindergarten and the Georgia Early Learning Standards for children from birth through age 3. On-site program monitoring assures adherence to the quality standards. Beginning in the 2008-2009 school year, teacher assistants are required to have a minimum of a CDA.

The Georgia Pre-K Child Assessment Program was implemented statewide during the 2006-2007 school year and is based on the Work Sampling System. Teachers have been trained to use the pre-K assessment to individualize instruction and to document and inform parents of children's progress. Parents receive two progress reports a year that are linked to the assessment program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
3	None Served

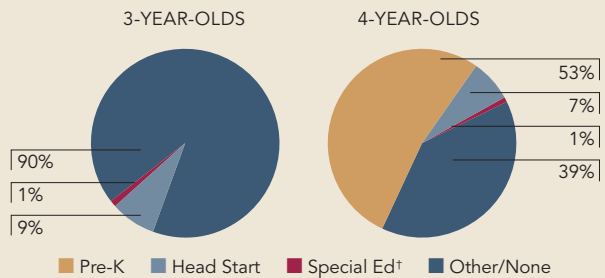
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	22

GEORGIA PRE-K PROGRAM

ACCESS

Total state program enrollment	76,491
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	9,300
Federally funded Head Start enrollment	21,923
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA or Montessori diploma	BA	<input type="checkbox"/>
Teacher specialized training	Degree and certification in ECE or meet Montessori requirements ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ²	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/referral and support services	Vision, hearing, health, dental, developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

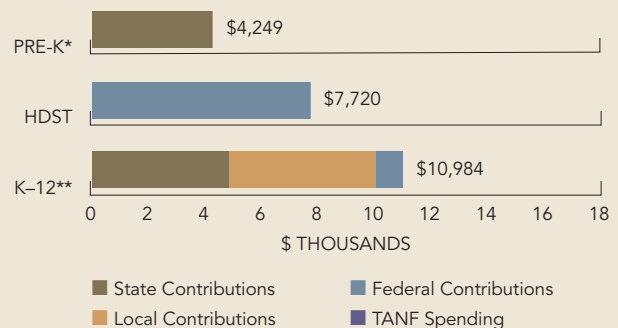
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$325,000,000
Local match required?	No
State spending per child enrolled	\$4,249
All reported spending per child enrolled*	\$4,249

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 '07-'08 school year, unless otherwise noted.

¹ Local school systems typically require that Pre-K teachers be certified.

² Beginning in the 2008-2009 program year, the minimum requirement for teacher assistants will be a CDA.

³ Support services include two annual parent conferences or home visits, parent involvement activities, transition to kindergarten activities, and other locally determined support services.

Hawaii

NO PROGRAM

Hawaii does not have a state-funded preschool initiative meeting 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, the Preschool Open Doors Project has provided low-income parents with subsidy payments allowing them to purchase preschool for their 4-year-olds and, on a case-by-case basis, 3-year-olds with special needs. Parents select their own program, but the subsidy is delivered directly to the chosen provider. Children are eligible for the program if their family income is below 85 percent of the state median income, with family income reassessed every 6 months. Because the Preschool Open Doors Project does not necessarily offer continuous enrollment to children once they initially qualify, this initiative is best viewed as a type of support for working families rather than as a dedicated preschool education program.

In 2002, Hawaii established the Pre-Plus Program, which supports construction of prekindergarten facilities at public school sites but does not directly fund educational services for children. Seventeen Pre-Plus facilities have been constructed but there currently are no additional funds available for further construction.

During the 2006-2007 school year, the state established a third initiative, Junior Kindergarten. This program offers educational services for children who are age eligible for kindergarten but turn 5 later than July 31, making them younger than most children in the regular kindergarten program. Children may also be enrolled in Junior Kindergarten if the results of school assessments show that they are not developmentally ready for kindergarten despite being age eligible. Depending on the child's readiness and individual program practices, children may attend kindergarten or first grade after completing a year of Junior Kindergarten.

Additionally, in July of 2008 a bill was passed to establish an early learning system known as Keiki First Steps, which is designed to offer a spectrum of early learning opportunities for children throughout the state from birth until kindergarten entry. This legislation created an Early Learning Council that will develop and administer the early learning system, establish the Keiki First Steps grant program, and promote the development of additional early learning facilities.

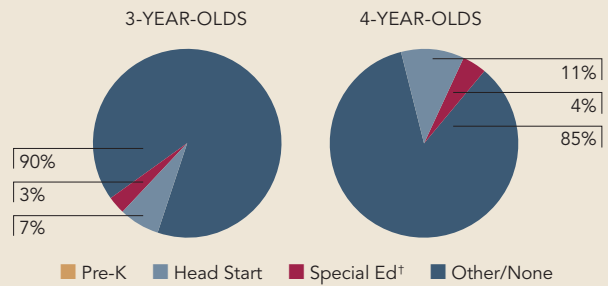
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,543
Federally funded Head Start enrollment.....	2,667
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

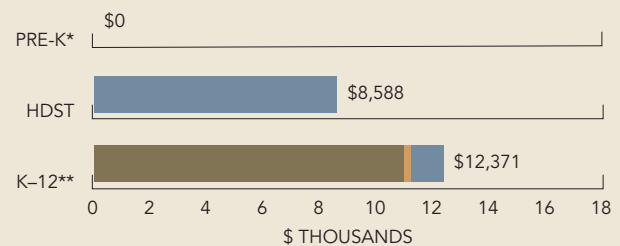
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$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 '07-'08 school year, unless otherwise noted.

State Contributions Federal Contributions
Local Contributions TANF Spending

Idaho

NO PROGRAM

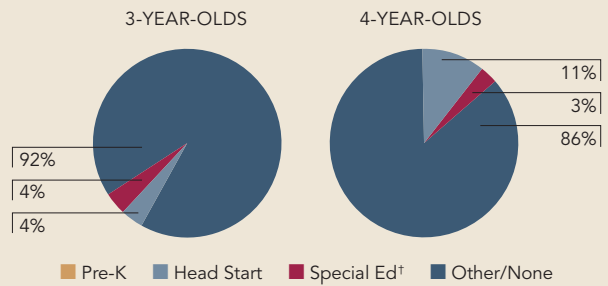
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	2,165
Federally funded Head Start enrollment.....	3,178
State-funded Head Start enrollment	191

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

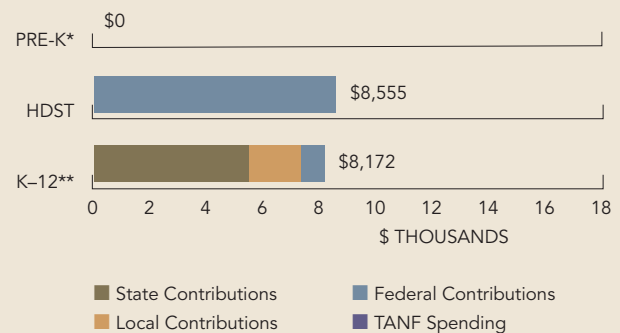
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$1,500,000
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



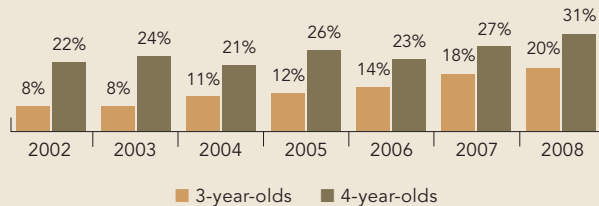
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

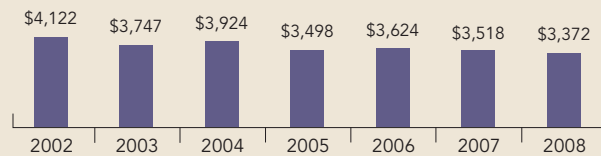
Data are for the '07-'08 school year, unless otherwise noted.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



The Prekindergarten Program for At-Risk Children, Illinois' first preschool initiative, was established in 1985 in response to calls for state education reform. Funds for the program have been provided through the state's Early Childhood Block Grant (ECBG) since 1998, and at least 11 percent of the block grant must be used to serve children age 3 and under. ECBG supports preschool education programs, provides parent training, and coordinates services for at-risk infants and toddlers.

In 2006, a new preschool initiative, Preschool for All, was established with the goal of offering access to preschool to every 3- and 4-year-old in the state. Preschool for All is available in all counties in Illinois and all public school districts and private providers are encouraged to apply for grants. Programs serving at-risk children are the first priority for new funding during the expansion, followed by programs serving families earning up to four times the federal poverty level. Criteria for at-risk status is determined by individual programs, based on needs identified by districts or agencies in their grant proposals. Among the types of risk factors considered are developmental delay, low parental education, poverty, exposure to drug or alcohol abuse in the family, and history of abuse, neglect, or family violence.

In an effort to continue moving toward the goal of providing access to all of the state's 3- and 4-year-olds whose parents wish them to attend, Illinois increased funding for the 2007-2008 program year by more than \$26 million and increased enrollment by 6,622. Preschool for All is expected to be fully funded by the year 2012. At that time, programs will be allowed to use state dollars to serve children who are not at risk, and it is expected that a total of 190,000 children will be served annually.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	1

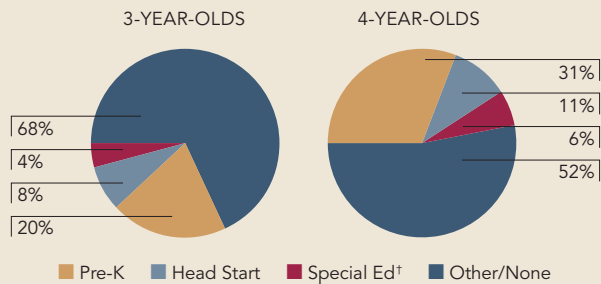
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	28

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	91,808
School districts that offer state program	100% (counties)
Income requirement	None ¹
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	21,580
Federally funded Head Start enrollment	34,178
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ²	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	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 developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

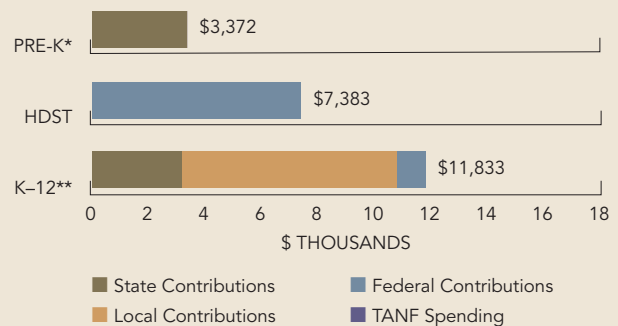
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$309,596,682
Local match required?	No
State spending per child enrolled	\$3,372
All reported spending per child enrolled*	\$3,372

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 '07-'08 school year, unless otherwise noted.

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

² The early childhood certificate covers birth through age 8.

³ 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. The number of required annual parent conferences or home visits is locally determined.

⁴ Children in full-day programs receive lunch and a snack.

Indiana

NO PROGRAM

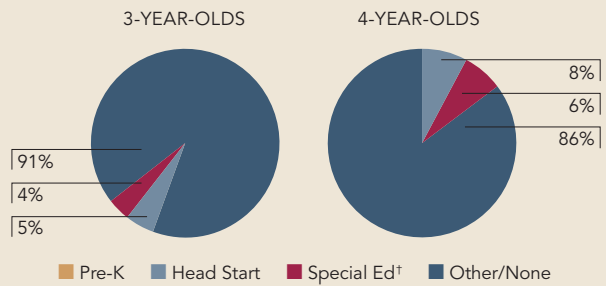
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	10,999
Federally funded Head Start enrollment.....	11,870
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

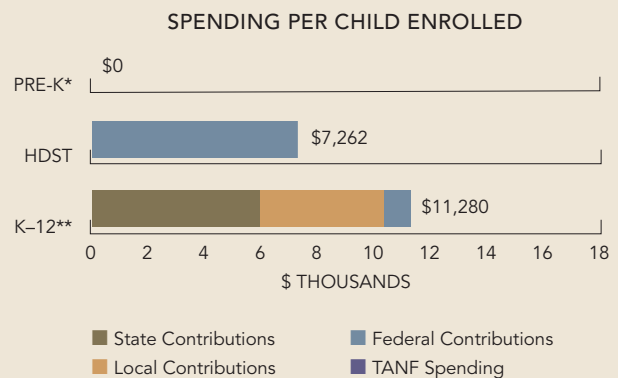
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0



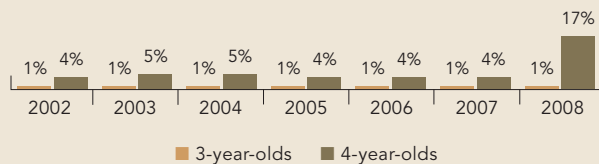
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

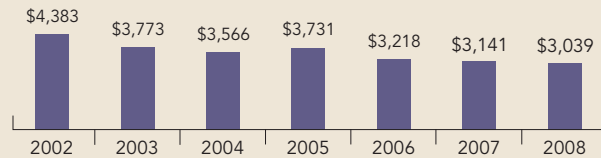
Data are for the '07-'08 school year, unless otherwise noted.

Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1989, Iowa began to offer the prekindergarten initiative *Shared Visions*, which serves 3-, 4-, and 5-year-olds in full- or part-day programs. Through a competitive grant process, funds are distributed directly to public schools, private agencies, faith-based centers and Head Start programs. Those programs can choose to subcontract with other programs located in the same types of settings. Income is the primary risk factor used to determine eligibility, and at least 80 percent of children in each classroom must be eligible to receive free lunch. However, up to 20 percent of children can be eligible based on secondary risk factors. Secondary risk factors include developmental delay, homelessness, low birth weight, or having a parent who has a substance abuse problem or is incarcerated.

Each grantee of the *Shared Visions* program decides how to tailor services to meet local needs such as determining operating schedules and how sliding payment scales will be used for children from over-income families. The *Shared Visions* initiative was flat funded from 1995 until 2007, leading to service cuts or shorter program days for some grantees as well causing some grantees to increase their use of local funds. However, for the first time in more than a decade, in fiscal year 2008 state funding levels increased for Iowa's *Shared Visions*, providing a 2 percent increase overall.

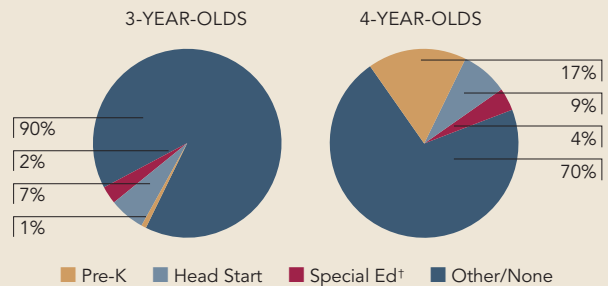
In the 2007-2008 program year, the state started an initiative designed to be available to all 4-year-old children known as the Statewide Voluntary Preschool Program (SVPP). The program is located in 18 percent of Iowa's school districts and serves more than 5,000 4-year-old children for a minimum of 10 hours per week. The Preschool Program only provides funding for 4-year-olds although some 3- and 5-year-old children may also be enrolled in the program. To be eligible for the Preschool Program, children must be 4 years old and live in Iowa although they do not have to be a resident of the school district. A sliding payment scale may apply to children not meeting free and reduced-price lunch qualifications; however, this is determined locally. In fiscal year 2008, total spending was \$14,670,000 coming from the general revenue fund. Public schools receive Preschool Program funding directly from the state but may subcontract with Head Start agencies, private child care, and faith-based centers.

The first two pages of this state profile document Iowa's overall contributions and commitment to state prekindergarten, including state spending and enrollment for both *Shared Visions* and the Statewide Voluntary Preschool Program. The third page focuses exclusively on the *Shared Visions* and the final page presents specific details about the Statewide Voluntary Preschool Program.

STATE OVERVIEW

Total state program enrollment	7,367
Total state spending	\$22,391,481
State spending per child enrolled	\$3,039
All reported spending per child enrolled*	\$4,932

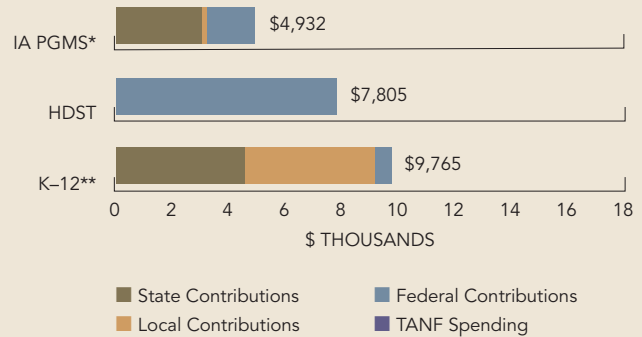
STATE PRE-K AND HEAD START ENROLLMENT AS PERCENTAGE OF TOTAL POPULATION



Pre-K Head Start Special Ed† Other/None

† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
20	20

RESOURCES RANKINGS

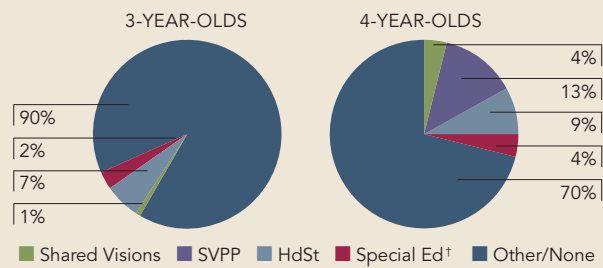
STATE SPENDING	ALL REPORTED SPENDING
29	18

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	2,242
School districts that offer state program	10% 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	3,339
Federally funded Head Start enrollment	5,982
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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	EC teaching endorsement (public), ⁴ Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD (public and nonpublic) ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit 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 and support services	Vision, hearing, health, dental, developmental; and support services ⁶	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	Other monitoring ⁸	Site visits	<input type="checkbox"/>

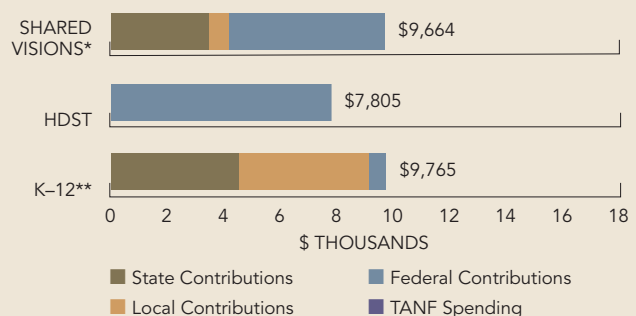
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$7,721,481
Local match required?	Yes, 20% of total grant amount ⁹
State spending per child enrolled	\$3,444
All reported spending per child enrolled*	\$9,664

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 '07-'08 school year, unless otherwise noted.

¹ In addition, 36 Shared Visions programs are offered by Head Start grantees, and 14 are offered in child care centers.

² Programs operate an average of 6.5 hours per day, 4.7 days per week, and generally operate during the academic year.

³ Teachers in nonpublic settings follow NAEYC standards, which require a minimum of a CDA.

⁴ Required endorsements cover children from birth to age 5, or from birth to age 8, with or without special 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. The number of required parent conferences is not specified in state regulations. Additional support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, and referral to social services.

⁷ Applicants for Shared Visions funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. The specific meals offered depend on the hours of operation, but are required by NAEYC criteria.

⁸ Monitoring information is collected through periodic program evaluation by an outside agency.

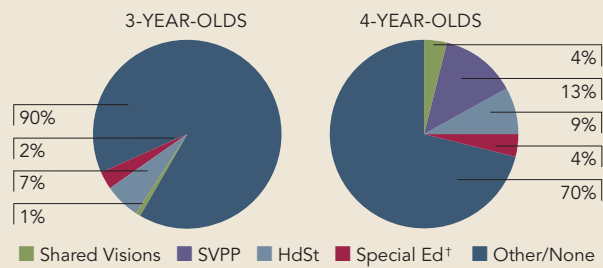
⁹ While the local match requirement is 20 percent, the sources are determined locally and local contributions have exceeded the required amount in recent years.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	5,125
School districts that offer state program	18% ¹
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,339
Federally funded Head Start enrollment	5,982
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 and nonpublic)	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC teaching endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or Iowa Para-educator certificate (public and nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	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 developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁷	Site visits	<input type="checkbox"/>

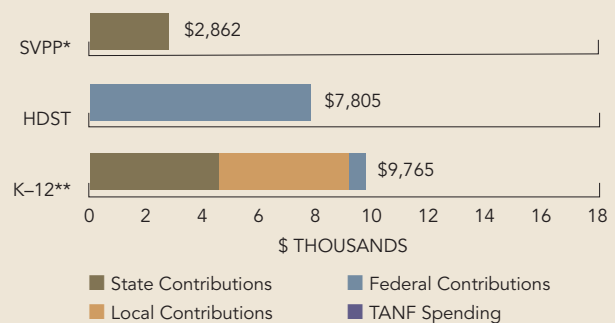
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$14,670,000 ⁸
Local match required?	No
State spending per child enrolled	\$2,862
All reported spending per child enrolled*	\$2,862

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 '07-'08 school year, unless otherwise noted.

¹ Two of the school districts created a consortium including 1 or 2 additional districts so while the Department of Education funded 64 districts, with the consortium there are 67 districts.

² A minimum of 10 hours per week, 360 hours per year must be provided and funded. Most programs operate an average of 13 hours or 4 days per week.

³ Required endorsements cover children from birth to age 5, or from birth to age 8, with or without special education.

⁴ Assistant teachers must have either a CDA or an Iowa Para-educator certificate. The certificate requires 90 hours of generalized education courses plus 45 hours of ECE specific training.

⁵ Support services include two parent conferences, one home visit and one family night, as well as parenting support or training, parent involvement activities, health services for children, and referral for social services.

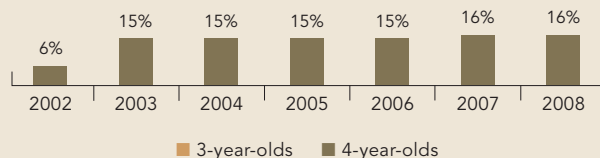
⁶ According to Iowa program standards additional meals must be provided if the program is longer than 10 hours per week.

⁷ Site visits will be conducted once every 5 years beginning in the 2008-2009 school year starting with districts awarded in the 2007-2008 school year.

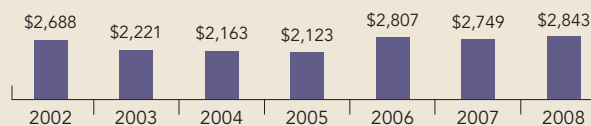
⁸ This is the total spending allocation and may not reflect the final spending amount for 2007-2008.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1998, Kansas established its At-Risk Four-Year-Old Children Preschool Program, which operates exclusively in public schools. Children are eligible for the program if they meet one of the following eight criteria: academic delay based upon validated assessment, developmental delay, English Language Learner status, migrant status, free lunch eligibility, having a parent lacking a high school diploma or GED, having a single parent, or referral from the Social and Rehabilitative Services agency. Local school districts receive a per-child allocation of state funds based upon the September 20 state enrollment count.

Kansas increased its requirements for the At-Risk Four-Year-Old Children Preschool Program for the 2007-2008 school year. For the first time, class size was limited to 20 children, with a staff to child ratio of 1:10 and teachers and assistant teachers were required to have at least 15 hours of in-service training. Kansas also implemented its Early Learning Standards during this school year. Staff from many state and local agencies and organizations serving children from birth to third grade and their families worked together to develop these early learning standards as well as core competencies for staff.

Kansas began a small pilot of a prekindergarten program during the 2006-2007 school year. This initiative expanded in 2007-2008 to serve 1,500 4-year-olds in 14 of 105 counties in the state.

Kansas' Parents as Teachers initiative is a separate program that serves children from birth to age 3 and their families. Agencies at the state and local levels collaborate to meet the needs of the children and families served in the program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	None Served

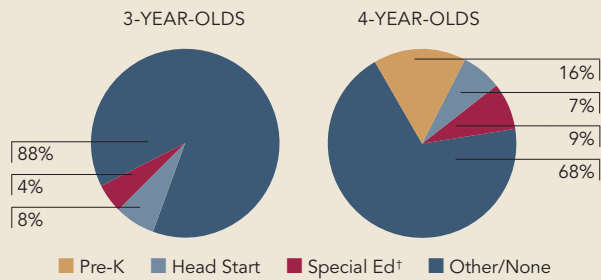
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	34

KANSAS AT-RISK FOUR-YEAR-OLD CHILDREN PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	6,281
School districts that offer state program	56%
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	5,716
Federally funded Head Start enrollment	6,503
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EE license, ECE license, ECE SpEd license, EC Unified (B-K, B-3rd grade) license, or EE license ECE endorsement ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	CDA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours ⁴	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 ⁵		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10 ⁵		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁶	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"/>

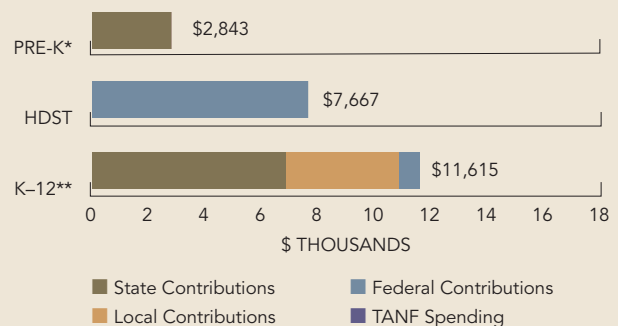
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$17,857,511
Local match required?	No
State spending per child enrolled	\$2,843
All reported spending per child enrolled*	\$2,843

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 '07-'08 school year, unless otherwise noted.

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

² The state adopted comprehensive early learning standards. Training on the Kansas Early Learning Standards occurred during the 2007-2008 school year.

³ Teachers must have a current license. An early childhood license is recommended.

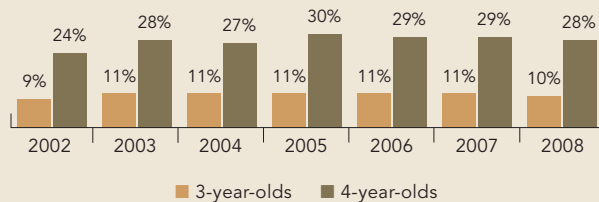
⁴ Beginning with the 2007-2008 school year, all teachers are required to have 15 clock hours of professional development each year.

⁵ Beginning with the 2007-2008 school year, a class size of 20 children and a staff-child ratio of 1:10 is required.

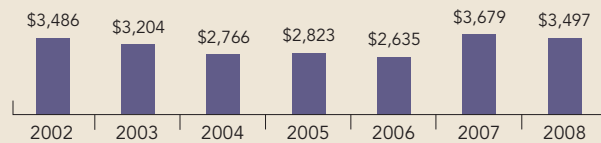
⁶ Support services include two annual parent conferences or home visits, parenting support or training, referral to social services, and transition to kindergarten activities.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In response to the Kentucky Education Reform Act of 1990, the Kentucky Preschool Program was established. All of the state's 4-year-olds and 3-year-olds with disabilities are eligible to participate in the program. Children who do not meet these eligibility requirements may also participate, but are funded by the district or tuition rather than the state. Eligibility was extended to additional children beginning with the 2006-2007 school year when income eligibility was raised from 130 percent of the federal poverty level (FPL) to 150 percent of FPL.

Funds for the Kentucky Preschool Program are allocated to local school districts through a school funding formula. School districts may contract with private child care centers, Head Start, and special education providers to offer preschool. In 2006-2007, Kentucky increased its biennium budget for state preschool education by \$23.5 million, leading to notable increases in per child spending.

In the 2006-2007 school year, the Kentucky Department of Education implemented a process to identify high-quality state-funded preschool classrooms, which are known as Classrooms of Excellence. Preschool teachers must complete a rigorous application process to qualify. This process includes intensive self-study, implementation of the early childhood standards, early childhood certification, and regional or national accreditation.

The Prichard Committee, with funding from Pre-K Now, created the Strong Start initiative in Kentucky during the 2008-2009 school year. This program aims to create public/private partnerships to make high-quality preschool available to all 3- and 4-year-olds from families with incomes up to 200 percent FPL.

Kentucky also passed the Kentucky Student Intervention, the state's version of Response to Intervention, which includes preschool. This new regulation requires programs to implement relevant, research-based instruction and interventions by qualified personnel.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	6

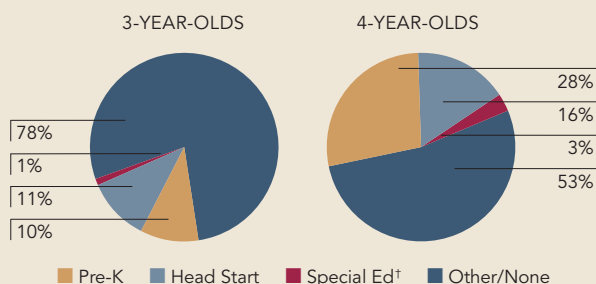
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	19

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	21,485 ¹
School districts that offer state program	100%
Income requirement	150% FPL
Hours of operation	2.5 hours/day, + meal time, 4 or 5 days/week
Operating schedule	Academic year
Special education enrollment	12,009 ²
Federally funded Head Start enrollment	14,774
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training.....	Interdisciplinary ECE - Birth to K	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD (public); None (nonpublic) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	28 clock hours	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	Breakfast or lunch ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

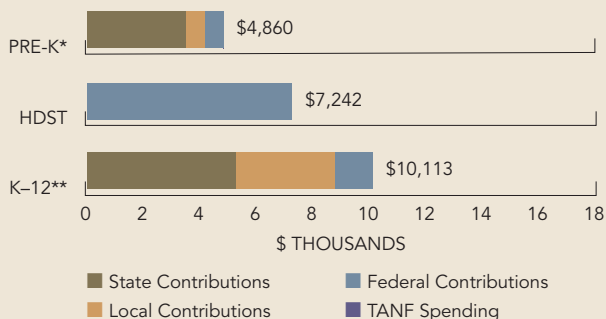
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$75,127,000
Local match required?	No
State spending per child enrolled	\$3,497
All reported spending per child enrolled*	\$4,860

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 '07-'08 school year, unless otherwise noted.

¹ This total includes a supplemental count of 1,136 3-year-olds who received preschool special education services after reaching their third birthday later than December 1. An additional 2,766 children who were not eligible for state funding were served using district funds or tuition; they are not counted here.

² 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.

³ Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts.

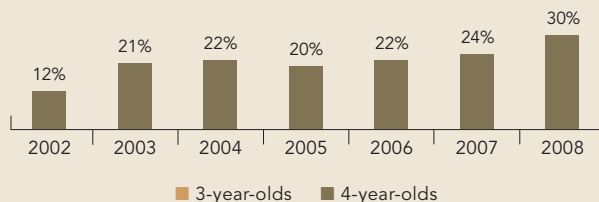
⁴ Beginning with the 2008-2009 school year, newly hired assistant teachers in nonpublic settings will be required to have a HSD or GED.

⁵ 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.

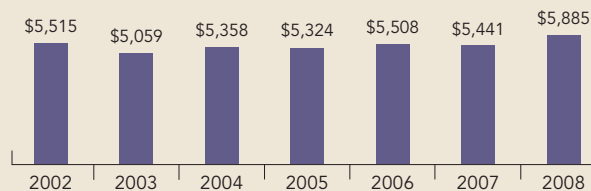
⁶ Programs must offer at least one meal. Additional meals and/or snacks are determined locally.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Louisiana currently operates three state-funded preschool initiatives. The state first offered prekindergarten in 1988 through the Model Early Childhood program. In 1993, when the state discontinued annual appropriations to the initiative, local school districts began using the 8(g) Student Enhancement Block Grant program to provide preschool for at-risk children. All Louisiana school districts currently offer preschool services to at-risk 4-year-olds through the 8(g) Student Enhancement Block Grant program. To be eligible to participate, children must be considered at risk of being “insufficiently ready for the regular school program,” with priority given to children from low-income families.

The Cecil J. Picard LA4 Early Childhood program (formerly LA4 and Starting Points) started in 2001. This program offers up to 6 hours of regular instruction and up to 4 hours of before- and after-school programming per day. The program is available in 67 out of 71 Louisiana school districts (plus 12 charter schools) and is funded entirely by state dollars. The program serves 4-year-olds who qualify for free or reduced-price lunch, but 4-year-olds from higher income families are also eligible to participate through local funds or tuition.

The Nonpublic Schools Early Childhood Development Program (NSECD) was established in 2001 to provide tuition reimbursement to families with incomes below 200 percent of the federal poverty level who send their 4-year-olds to state-approved private preschools. These programs must offer at least a 6-hour instructional day and up to 4 hours of before- and after-school services each day.

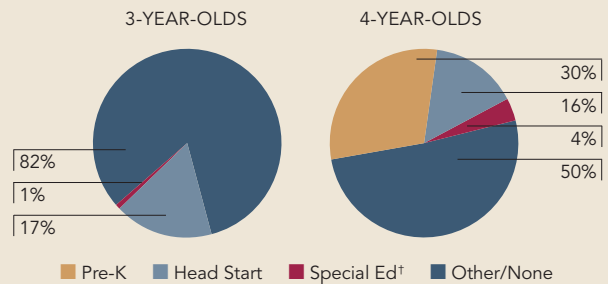
In 2008, legislation was passed mandating access for all 4-year-olds, regardless of income, by the 2013-2014 academic year. School districts will also be required to allocate a minimum of 10 percent of new funding after the 2009-2010 academic year to provide programs in diverse delivery settings. In addition to the three initiatives profiled in this report, Louisiana used approximately \$23 million in Title I funding to support preschool services for more than 7,000 students.

In order to document the contributions Louisiana makes to prekindergarten through its three separate initiatives, we first present summary information reflecting the state’s overall commitment to prekindergarten. Enrollment and state spending for the 8(g), Cecil J. Picard LA4 Early Childhood, 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 Cecil J. Picard LA4 Early Childhood program; and the final page focuses exclusively on the NSECD program.

STATE OVERVIEW

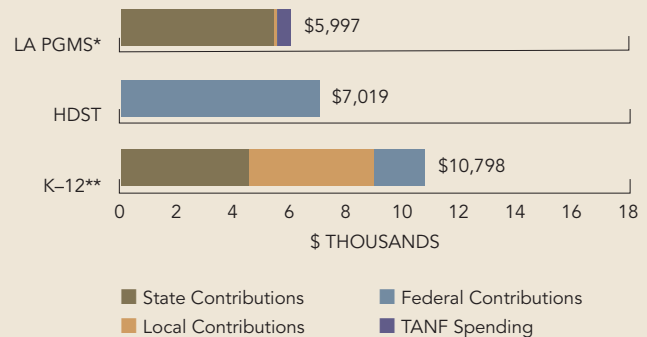
Total state program enrollment	17,788
Total state spending	\$104,674,104
State spending per child enrolled	\$5,885
All reported spending per child enrolled	\$5,997

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

12

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

9

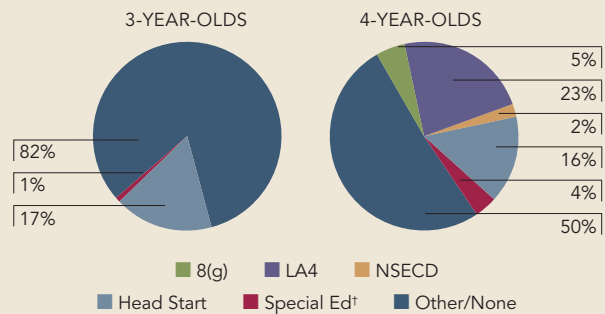
15

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,065
School districts that offer state program	100%
Income requirement	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,031
Federally funded Head Start enrollment	20,202
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ⁴	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

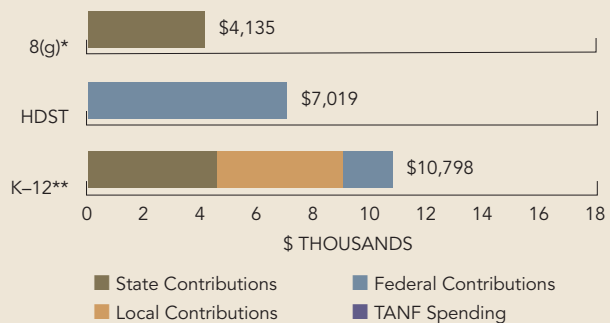
Total state pre-K spending	\$12,674,104
Local match required?	No
State spending per child enrolled	\$4,135
All reported spending per child enrolled*	\$4,135

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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, 5 days per week, 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. Two districts operated 4 days/week.

³ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, 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.

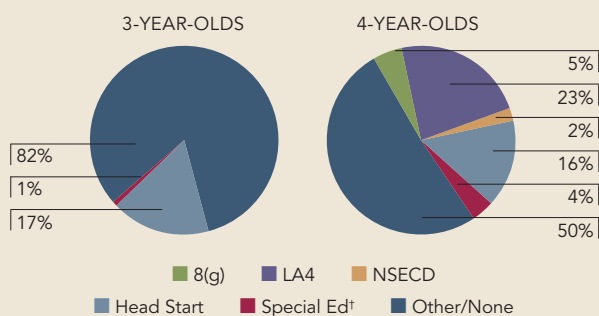
⁴ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment	13,668 ¹
School districts that offer state program	94%
Income requirement	185% FPL
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,031
Federally funded Head Start enrollment	20,202
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 and support services	Vision, hearing, health, developmental; 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"/>

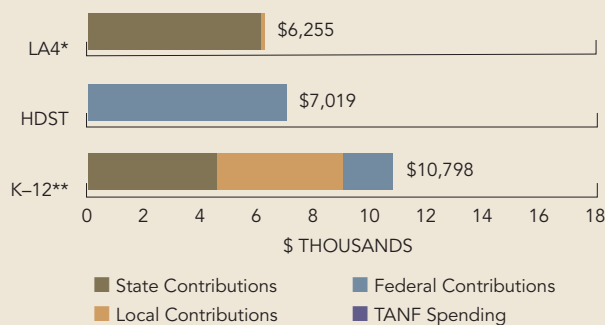
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$83,500,000
Local match required?	No
State spending per child enrolled	\$6,109
All reported spending per child enrolled*	\$6,255

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 '07-'08 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 438 tuition-paying students from families with incomes above the income requirement.

² LA4 funds also supported 4 hours of before- and after-school enrichment for 1,874 children.

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.

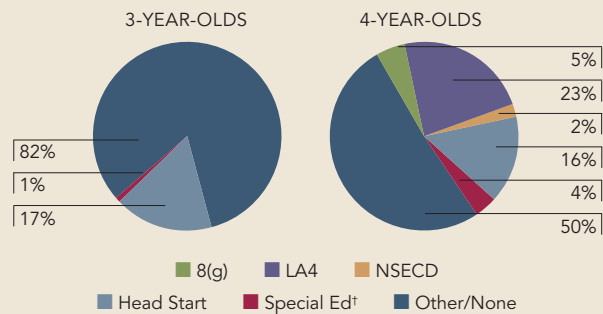
⁴ Support services include two parent conferences, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, GED training, and literacy training.

LOUISIANA NONPUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM

ACCESS

Total state program enrollment	1,055 ¹
School districts that offer state program	100% (parishes)
Income requirement	200% FPL
Hours of operation	10 hours/day, 5 days/week
Operating schedule	Academic year ²
Special education enrollment	5,031
Federally funded Head Start enrollment	20,202
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

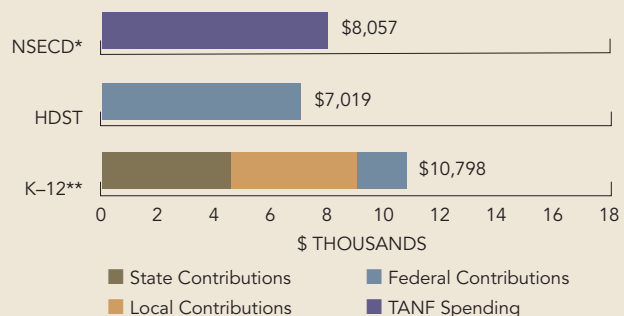
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 9
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized.....	Pre-K-3, Pre-K, Early Interventionist, N, K, or Noncategorical Preschool Handicapped Certification ³	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree	CDA ⁴	CDA or equivalent	<input checked="" 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 support services	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"/>	

RESOURCES

Total state pre-K spending	\$8,500,000 ⁶
Local match required?	No
State spending per child enrolled	\$8,057 ⁷
All reported spending per child enrolled*	\$8,057 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 '07-'08 school year, unless otherwise noted.

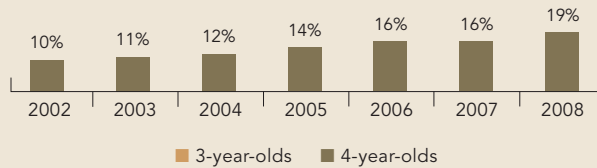
¹ This is the average enrollment throughout the school year. A total of 1,114 4-year-olds were served during the year.
² There is also an optional summer program when the budget permits.
³ Effective with the 2005-2006 program year, teachers who do not hold early childhood-level certification must enroll in courses required to add the Pre-K-3 or Early Interventionist certification. Teachers must be enrolled by January 2008. Incumbent teachers must complete their early childhood certification within three years and new teachers must complete the certification within three years of their hire date.

⁴ Beginning with the 2007-2008 school year, only assistant teachers with at least a CDA are hired. Incumbent assistant teachers must enroll in a CDA program and maintain enrollment until completion of the program.
⁵ Developmental and dental screening and referrals are determined locally. Support services include two parent conferences, parenting support or training, parent involvement activities, health services for children, referral to social services, transition to kindergarten activities, and social/emotional support 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 This figure is based on the state's use of federal TANF funds.

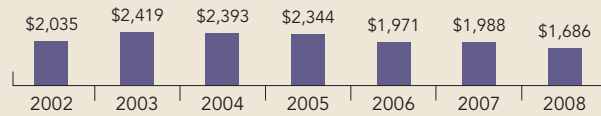


Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1983, Maine’s Two-Year Kindergarten initiative was established to support public preschool education programs for 4-year-olds by allocating resources to districts through the school funding formula. Effective in 2007, public programs for 4-year-olds received a distinct definition as a Public Preschool Program.

While participation is optional, school districts choosing to provide public pre-K must receive approval from the Department of Education, which includes a planning process that incorporates collaboration with local providers. When a minimum of 10 hours a week of programming is offered, districts are eligible to receive a full per-pupil subsidy. Maine also provides an additional “weighted” subsidy to supplement the regular per-pupil allocation for grades pre-K–2.

Twenty-four percent of elementary schools across the state chose to offer public preschool programs in 2007-2008, and the Department of Education actively encourages more districts to do so. The majority of preschool education programs operate in public schools but districts can choose to collaborate with Head Start or contract private child care centers or family child care homes to provide pre-K services. In the 2007-2008 school year, 7 percent of children enrolled in the initiative were located in partnership programs with a community agency, most often a local Head Start program.

Effective for the 2007-2008 academic year, teachers in the Public Preschool Program initiative are required to have the Birth–Five teaching endorsement. Beginning in 2008-2009, all schools are required to offer transportation for the Public Preschool Program.

In addition to providing funds for the Public Preschool Program, Maine also provided \$3,937,668 as a supplement to the federal Head Start program during fiscal year 2008.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	None Served

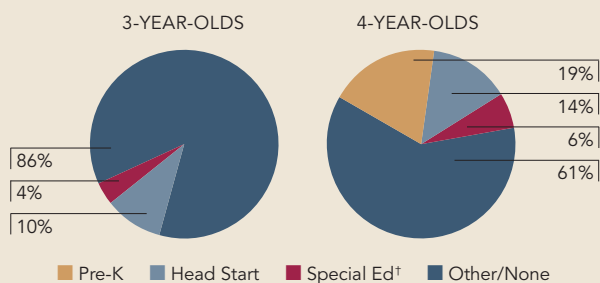
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	31

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	2,675
School districts that offer state program	24% (public elementary schools)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,399
Federally funded Head Start enrollment	3,211
State-funded Head Start enrollment	352 ²

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



[†] This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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 birth-5 endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Ed Tech II (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		
Screening/referral	Vision, hearing, developmental ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
and support services			
Meals	None ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

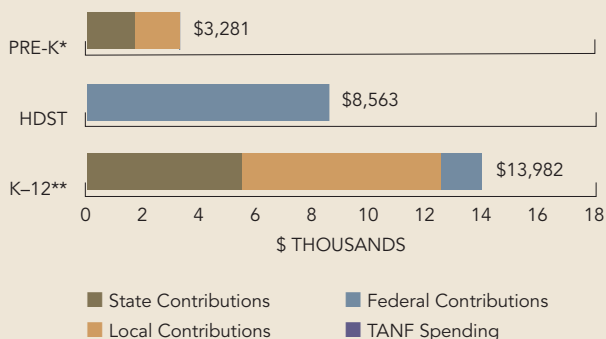
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$4,510,608 ⁶
Local match required?	Yes, tied to school funding formula
State Head Start spending	\$3,937,668
State spending per child enrolled	\$1,686
All reported spending per child enrolled*	\$3,281

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 '07-'08 school year, unless otherwise noted.

¹ Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Some districts provide a full school day program five days a week, some provide a part-day program and operate four half days with the fifth day used for home visits and teacher planning, and some offer the program within a longer child care day. Programs operating within a child care setting may offer services on a year-round basis.

² This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were ages 3 or 4.

³ Beginning with the 2007-2008 school year, teachers must have the state's new Birth-Five endorsement.

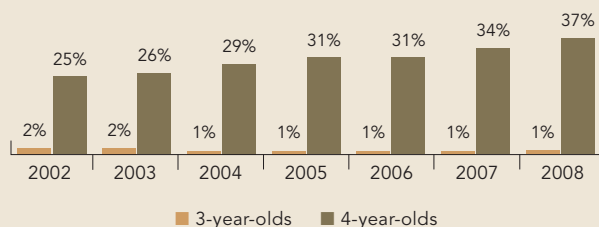
⁴ A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

⁵ While not required, most programs offer a snack and others offer either breakfast or lunch. Programs that partner with Head Start must follow Head Start requirements for meals.

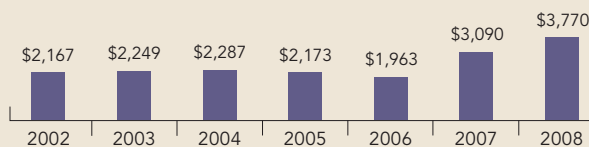
⁶ In addition to Public Preschool Program funding, a total of \$24,103,395 in weighted funds were available for pre-K through grade 2, including a state share of \$12,387,759. It is not possible to estimate the amount used to serve 4-year-olds.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Maryland has been providing preschool for at-risk 4-year-olds since 1980. The Extended Elementary Education Program (EEEP) began as a pilot program in Baltimore City and in Prince George’s County. Eventually, it expanded to all jurisdictions of Maryland, serving 25 percent of all 4-year-olds in 2002. As part of a school finance reform law in 2002, the state required that all local boards of education expand the prekindergarten services to all “economically disadvantaged” 4-year-olds by the 2007-2008 school year. The state’s prekindergarten regulations were revised to reflect the new statute and to maintain a high-quality program to address the school readiness needs of low-income, special education students and English Language Learners. In an effort to serve all 4-year-olds with economically disadvantaged backgrounds by the 2007-2008 school year, the state significantly increased funding to school districts.

The state’s school finance reform law also redefined the funding for prekindergarten. The local school systems received dedicated EEEP funds until 2007, which served as a state subsidy to the local school systems’ general education funds. Starting in 2007-2008, all prekindergarten programs are strictly funded with state aid and local education dollars. Maryland includes costs for prekindergarten in the cost estimates of state aid for K–12 education and accounts for weighted costs for low-income and special education students as well as English Language Learners.

In late 2007, the Task Force on Universal Preschool Education submitted a report to the governor to expand prekindergarten to all 4-year-olds in Maryland. While parts of the task force recommendations are being implemented, major funding support for the program is stalled due to the state’s budgetary constraints.

In addition, Maryland has created early learning centers of excellence in especially impacted school districts, called Judy Center Partnerships. Judy Center Partnerships collaborate with selected schools with early care and education centers to serve children from birth to age 5, in order to continually enhance the learning opportunities of young children. More than 8,000 children are currently enrolled in 24 Judy Center Partnerships.

In addition, Maryland provides funds to supplement the federal Head Start program, which are used to support extended-year and extended-day services as well as quality improvement. In the 2007-2008 program year, the state dedicated \$3 million, which, along with federal CCDF money, provided funds for 1,508 additional Head Start slots.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	19

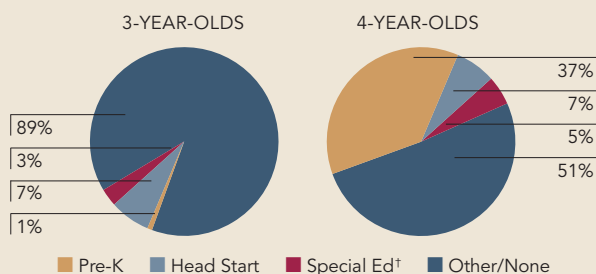
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	3

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	27,719 ¹
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 hours/day (part-day) or 6.5 hours/day (full-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	6,984
Federally funded Head Start enrollment	9,200
State-funded Head Start enrollment	1,508

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ²	BA	<input checked="" type="checkbox"/>
Teacher specialized training	N-3 certification ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	NA ³	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	Vision, hearing, health, immunization, and support services lead screening; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁵	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring ⁶	Site visits	<input checked="" type="checkbox"/>

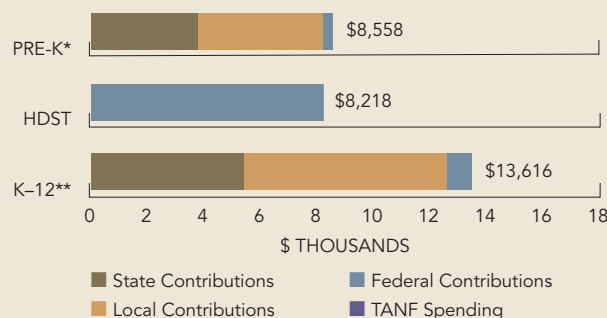
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$104,509,466 ⁷
Local match required?	No
State Head Start spending	\$3,000,000 ⁸
State spending per child enrolled	\$3,770
All reported spending per child enrolled*	\$8,558

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.

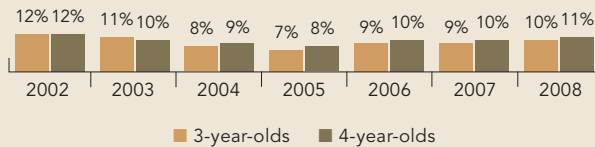
Data are for the '07-'08 school year, unless otherwise noted.

1 The enrollment total includes 3- and 4-year-olds participating in Judy Center Partnerships.
 2 Teachers in public schools are required to have a degree in ECE and teachers in nonpublic schools are required to have a degree plus an ECE certification.
 3 By policy, 3-year-olds are not eligible, but state child care regulations require a maximum class size of 20 and a staff to child ratio of 1:10 for 3- and 4-year-olds.
 4 Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department 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 (as specified by NCLB), health services for children, transition to kindergarten activities, and other locally determined services.

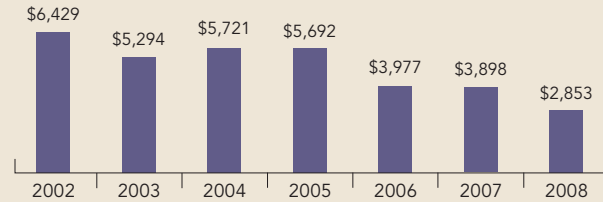
5 Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.
 6 Starting in the 2007-2008 program year, the Maryland State Department of Education required bi-annual visits to randomly selected prekindergarten locations, eventually visiting all programs, to monitor compliance with regulations of the initiative.
 7 The mandate to provide services also requires local spending as necessary to serve enrolled children.
 8 State Head Start funds were used for additional slots, professional development, parent education, mental health services, expanded transitional services, and literacy projects. In addition, funds were devoted to summer care, extended-day, or extended-year services.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



The Massachusetts Department of Early Education and Care (EEC) was established in July 2006 with a strategic focus on improving the access, quality, and affordability of preschool education in the state. At that time, Massachusetts launched a Universal Pre-kindergarten (UPK) initiative and also changed the name of its existing prekindergarten initiative from Community Partnerships for Children (CPC) to Preschool Direct, which was again renamed Preschool Scholarships in fiscal year 2008. Children are eligible to participate in Preschool Scholarships and UPK from age 2 years, 9 months until they reach the locally determined kindergarten eligibility age.

Established by the Massachusetts School Improvement Act of 1985, the CPC initiative was responsible for coordinating the planning and delivery of services offered by all early care and education programs within a funded community. By 1996, it focused on serving 3- and 4-year-old children with working parents. As Preschool Scholarships, the program continues to expand and coordinate preschool services based on community needs and resources. Funds are distributed to eligible local preschool providers, including private child care centers, public schools, Head Start agencies, and family child care homes that comply with the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences. Children from families with incomes up to 100 percent of SMI are eligible to enroll in Preschool Scholarships but priority is given to children from families at or below 50 percent of SMI. Most families do pay some tuition, based on the program's sliding scale. Children are exempt from these fees if they are in foster care, are homeless, or have other risk factors.

Massachusetts' Universal Pre-Kindergarten initiative began when the Commonwealth funded the program with \$4.7 million in fiscal year 2007. Grants are awarded to public school prekindergarten programs, family child care providers, Head Start agencies, and private child care centers across 95 cities and towns. While all children are eligible for UPK funding at participating programs, additional funding is provided for children from families with incomes at or below 85 percent of SMI. Programs receiving UPK funding are required to operate or provide access to full-day, full-year services, follow specific standards for child assessment, and use the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences. In fiscal year 2008, Massachusetts increased spending for UPK to \$7.1 million to serve additional children, and further increased funding in fiscal year 2009 to \$12.1 million, with an emphasis on targeting at-risk communities.

Massachusetts also supplements federal funding for Head Start as a separate initiative. The state provided \$9 million for teacher salary enhancement, program expansion, and to serve approximately 200 additional Head Start children in 2007-2008. This profile focuses on Preschool Scholarships and UPK, which are reported together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	5

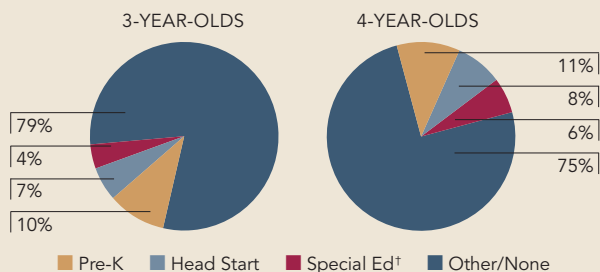
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	25

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN AND PRESCHOOL SCHOLARSHIPS

ACCESS

Total state program enrollment.....	19,257
School districts that offer state program.....	96% (towns)
Income requirement.....	100% SMI with priority at or below 50% SMI (Preschool Scholarships); None (UPK) ¹
Hours of operation.....	Determined locally ²
Operating schedule.....	Determined locally ²
Special education enrollment.....	9,572
Federally funded Head Start enrollment.....	11,144
State-funded Head Start enrollment.....	203 ³

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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 5 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); None (nonpublic) ⁴	BA	<input type="checkbox"/>	
Teacher specialized training	EC teacher of student with and without disabilities, Pre-K-2 (public); 3 credits (nonpublic) ⁴	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree	HSD (public); None (nonpublic) ⁵	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	20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	20			
4-year-olds	20			
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 and support services	Vision, hearing, health; 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	Other monitoring ⁸	Site visits	<input type="checkbox"/>	

RESOURCES

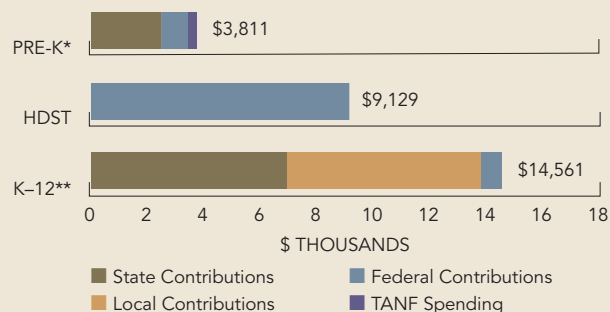
Total state pre-K spending.....	\$54,940,492 ⁹
Local match required?.....	No
State Head Start spending.....	\$9,000,000
State spending per child enrolled.....	\$2,853
All reported spending per child enrolled*.....	\$3,811

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ UPK quality grants provide universal funding for all children enrolled in addition to higher levels of funding for children in families with incomes at or below 85 percent SMI.

² Preschool Scholarships 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. UPK quality grantees are required to provide or facilitate access to full-day and full-year programs.

³ This is the number of children reported as non-ACF-funded in the federal PIR.

⁴ Entry level public school teachers must also have an early childhood certification. 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. All classrooms funded through the UPK quality program must be accredited by NAEYC, NEASC or NAFCC, which encompass their own educational requirements.

⁵ Assistant teachers in nonpublic settings must complete a 3-credit child development course and be at least 18 years old. A CDA may be substituted for these requirements.

⁶ Preschool Scholarships require programs to have a plan for referring families to dental, vision, and hearing screenings; public school preschool screening; mental health, educational, and medical services. Programs are not required to provide them directly. However, all LEAs are required to provide screenings under "child find" 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.

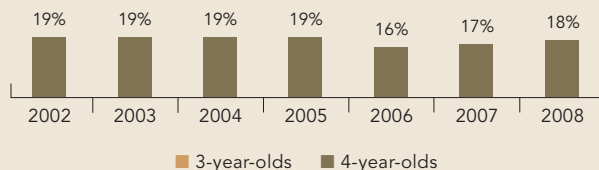
⁷ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

⁸ Some UPK classrooms received site visits during 2007-2008, but Preschool Scholarships classrooms did not receive site visits during 2007-2008. Other monitoring includes regular monitoring of fiscal and programmatic practices at the lead agency level. Both Preschool Scholarship funds and UPK Quality grants go through an extensive annual grant review application process.

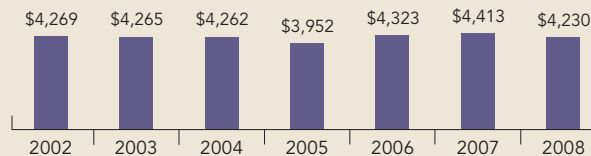
⁹ This figure includes \$6,886,933 in TANF funds.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1985, Michigan began offering preschool education programs to at-risk 4-year-olds through the Michigan School Readiness Program (MSRP). At least 50 percent of the children enrolled in MSRP must come from families with an income under 250 percent of the federal poverty level. Children under the income threshold must additionally have at least one of 24 other risk factors for educational disadvantage. Children above the income threshold must have at least two of these risk factors.

Funding for MSRP is based on a school funding formula that calculates the level of need in each district. Public school districts receive funding directly and may subcontract with other local providers. Beginning in 2003-2004, public school districts can also use some MSRP funds for parent involvement and education programs. MSRP awards competitive grants to Head Start agencies, private child care centers, and mental health and social service agencies to provide preschool programs. During the 2006-2007 and 2007-2008 school years, there was an increase in the number of children served in full-day programs, resulting in a decrease in the total number of children that could have been served given the level of funding for MSRP.

The Early Childhood Investment Corporation (ECIC) was recently established by the state to integrate Michigan's system of early childhood education and related family services. ECIC plans to establish standards and guidelines for early childhood development activities with the goal of promoting a high-quality statewide system. Recent early childhood proposals include increasing funding for MSRP and allocating funds for programs serving children prior to birth through age 3. Increasing MSRP funding would enable the state to tie the pre-K reimbursement rate to that of K-12, ultimately resulting in increases in pre-K funding as K-12 funding increases.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
19	None Served

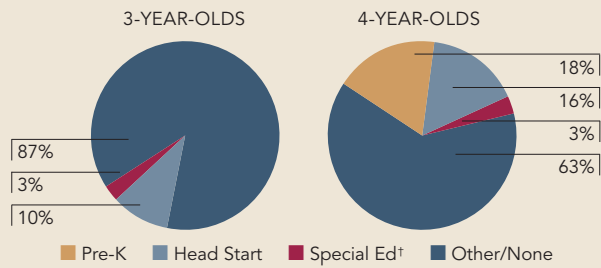
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	23

MICHIGAN SCHOOL READINESS PROGRAM

ACCESS

Total state program enrollment	23,134 ¹
School districts that offer state program	81%
Income requirement	50% of children must be below 250% FPL ²
Hours of operation	At least 2.5 hours/day (half-day), 6-7 hours/day (full-day), 4 days/week
Operating schedule	30 weeks/year
Special education enrollment	13,549
Federally funded Head Start enrollment	32,828
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 8
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EE teaching certificate + ECE endorsement (public); EE teaching certificate + either ECE endorsement or CDA, or BA in CD (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	CDA or equivalent ⁴	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	6 credit hours per 5 years ⁵	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	1:8 ⁶			
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	Snack ⁸	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring ⁹	Site visits	<input type="checkbox"/>	

RESOURCES

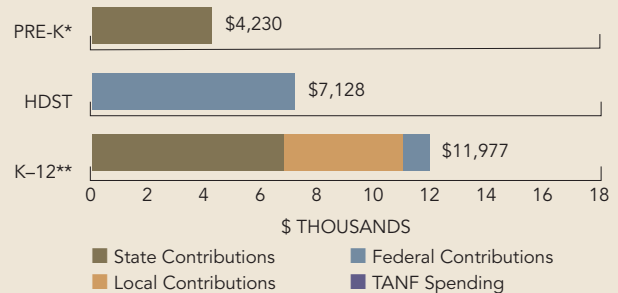
Total state pre-K spending	\$97,850,000
Local match required?	Yes ¹⁰
State spending per child enrolled	\$4,230
All reported spending per child enrolled*	\$4,230

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This is the number of children planned to be served. Some children were served in full-day programs which use two half-day slots. They are only counted once in the enrollment.

² The income requirement increased to 300 percent FPL beginning with the 2008-2009 school year.

³ The minimum teacher degree requirement in nonpublic settings changed from an AA plus a CDA in 2004-2005 to a BA in 2005-2006. Programs who cannot find a person who meets these requirements are considered "out of compliance."

⁴ Assistant teachers are given two years to meet this requirement but must have one course in child development to start working. An associate degree in early childhood education/child development or equivalent training approved by the State Board of Education is also permissible.

⁵ All classroom staff must have 12 clock hours of in-service professional development per year, not including CPR, first aid, and blood pathogen training. Certified teachers need 6 credit hours of professional development every five years to renew their certificates.

⁶ 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 must be present.

⁷ Programs must assure that children have a health screening, including vision and hearing, and have a medical form on file for each child regarding vision, hearing, health, and dental screenings. Screenings are often provided by the local health department. Programs are required to make referrals. Support services include four parent conferences or home visits, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities.

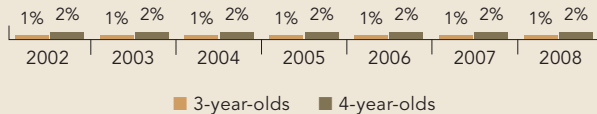
⁸ Part-day programs must provide at least a snack. They are encouraged to provide breakfast or lunch in lieu of or in addition to a snack, and to extend the day to 3 hours if providing a full meal. School-day programs must provide lunch and two snacks or breakfast, lunch and one snack.

⁹ 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. Site visits for school district programs are more limited.

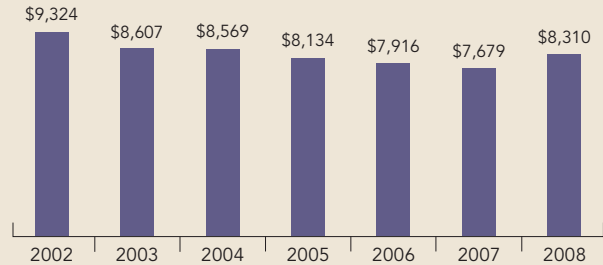
¹⁰ There is not a monetary local match, but programs are not allowed to charge for space so local funds are used for program space.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Minnesota allocates funds to provide additional Head Start and Early Head Start enrollment opportunities for children from birth to age 5. Agencies currently receiving federal Head Start grants are eligible for this funding and may choose to partner with other agencies including public schools, private child care centers, and family child care homes. Service providers receiving state funds are required to follow the federal Head Start Performance Standards. Program staff receive training and technical assistance on the use of the state's early learning standards, the Early Childhood Indicators of Progress.

The School Readiness Program is another state pre-K initiative, which is offered through school districts, subcontracted charter schools, and community-based organizations. The initiative's aim is to promote kindergarten readiness through prekindergarten, services for children with disabilities, and home visits. School districts can decide which services to offer. Programs are required to assess children's cognitive skills upon entering and leaving the program, ensure that appropriate screenings and referrals occur, provide research-based program content, encourage parent involvement, and coordinate with other local programs. As program enrollment and funding data for center-based preschool education services are not tracked at the state level, the School Readiness Program is not the focus of data in this profile.

Beginning with the 2007-2008 school year, additional services for Minnesota's children and their families are available through new initiatives using a mixture of public and private funding. This funding enables low-income families to have the opportunity to purchase high-quality early care and education services for their 3- and 4-year-olds.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	21

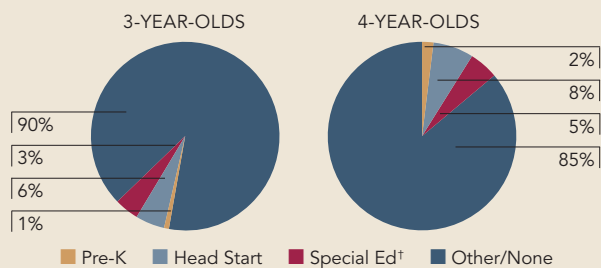
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	5

MINNESOTA HEAD START

ACCESS

Total state program enrollment	2,349 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	At least 32 weeks/year ²
Special education enrollment	8,236
Federally funded Head Start enrollment	9,475
State-funded Head Start enrollment	1,866 ³

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	License or certification in EC (public); Meets CDA requirements (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Meet child care regs. ⁵	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours ⁶	At least 15 hours/year	<input checked="" 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, developmental; 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"/>

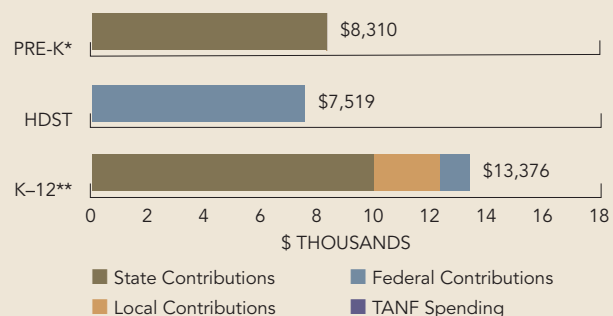
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$19,520,751 ⁹
Local match required?	No
State Head Start spending	\$19,520,751 ⁹
State spending per child enrolled	\$8,310
All reported spending per child enrolled*	\$8,310

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 '07-'08 school year, unless otherwise noted.

1 This is the number of funded slots and includes an estimated 376 children under age 3 and an estimated 107 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 The Head Start reauthorization that went into effect in December 2007 requires that by 2011 all teachers must have at least an AA degree and 50 percent must have at least a BA related to teaching preschool children. Currently, about 80 percent in Minnesota Head Start programs have at least an AA and 60 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a bachelor's degree.
 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. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.
 6 As of December 2007, the Head Start reauthorization required 15 clock hours of professional development per year.
 7 Programs are also required to provide screenings and referrals for nutrition, social emotional, and behavioral issues. 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 (breakfast or lunch), 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.

Mississippi

NO PROGRAM

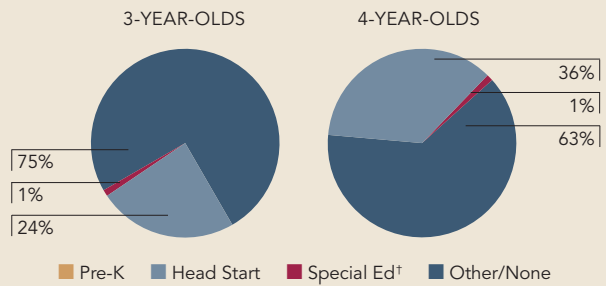
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	3,908
Federally funded Head Start enrollment.....	25,352
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

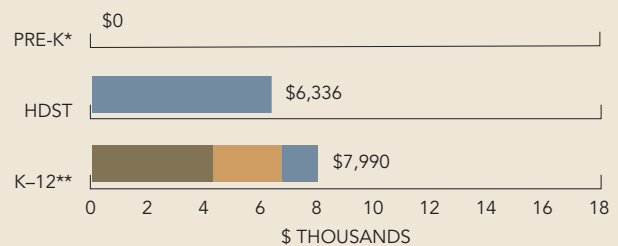
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



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

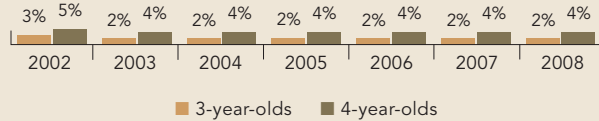
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

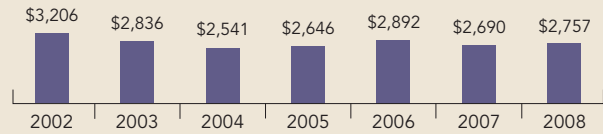
State Contributions Federal Contributions
Local Contributions TANF Spending

Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Since 1998, Missouri has used gaming revenues to fund the Missouri Preschool Project (MPP). With funds distributed through the Early Childhood Development Education and Care Fund, the state-funded program serves 3- and 4-year-olds in programs operating in public schools, private child care centers, and nonprofit agencies.

Funds are awarded through a competitive grant process, with priority given to programs serving children with special needs or from low-income families. With the goal of providing access to all families regardless of income, local programs offer sliding payment scales based on criteria such as free or reduced-price lunch eligibility.

All teachers who were hired after July 1, 2005, regardless of setting, must have a bachelor's degree and specialization in early childhood. New grantees must meet this teacher education requirement in order to receive state funding. Grantees must also set aside at least 10 percent of their MPP funding to provide professional development for teachers who are working within the same community for other licensed programs.

For the 2008-2009 school year, assistant teachers in public and nonpublic settings will be required to have completed 60 college hours and have experience working in a program with young children and their families. Previously they were required to have a high school vocational certificate in early childhood care and education and a high school diploma to be certified to teach.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	18

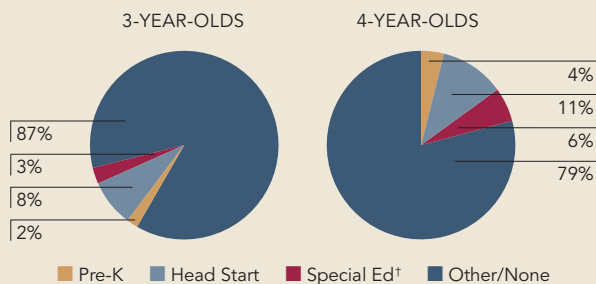
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	35

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,640
School districts that offer state program	31%
Income requirement	None ¹
Hours of operation	3 hours/day (half-day), 6.5 hours/day (full day); 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	8,963
Federally funded Head Start enrollment	14,746
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC or ECSE birth to third grade certification, or 4-year CD degree	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + voc. cert. in ECE ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	22 clock hours	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	None	Vision, hearing, health; and at least 1 support service	<input 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"/>

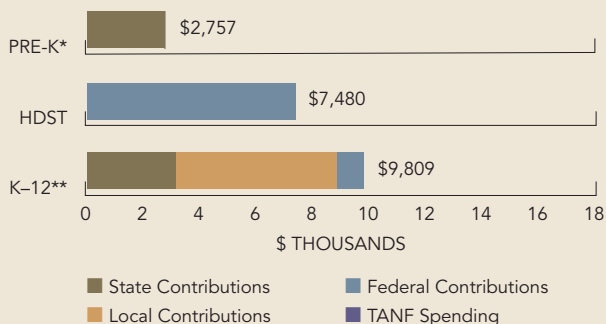
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$12,794,517
Local match required?	No
State spending per child enrolled	\$2,757
All reported spending per child enrolled*	\$2,757

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 '07-'08 school year, unless otherwise noted.

¹ Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

² 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 nine months, but may choose to operate year-round.

³ For the 2008-2009 school year, the minimum degree requirement for assistant teachers will be a CDA.

⁴ A 3-hour program must serve a snack and may serve a meal. Programs longer than 3 hours must serve at least one meal and one snack.

Montana

NO PROGRAM

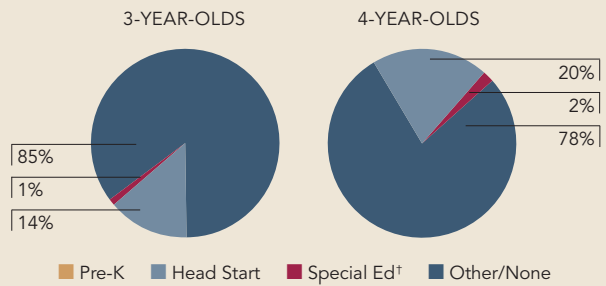
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,052
Federally funded Head Start enrollment.....	3,918
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

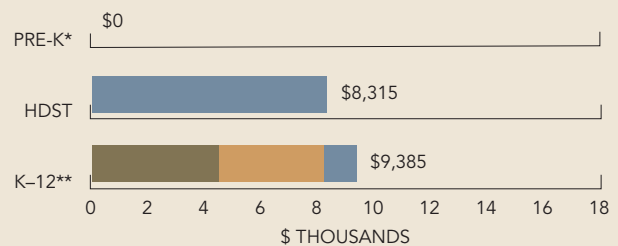
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



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

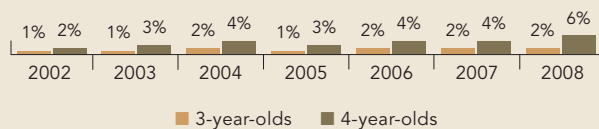
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

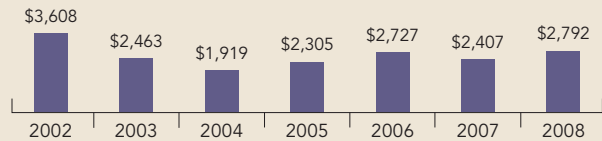
State Contributions Federal Contributions
Local Contributions TANF Spending

Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1992, the Nebraska Early Childhood Education Grant Program began as a pilot program and was expanded in 2001. Although children may be enrolled as early as 6 weeks of age, the program’s focus is on serving 3- and 4-year-old children at risk. State funds are distributed to public schools and educational service units, but services are also offered through partnerships with private child care centers, family resource centers, and Head Start agencies. As collaborative funding efforts are required by the state, all grantees must cover at least half of their program costs using other federal, state or local sources.

At least 70 percent of each program’s funding must be used to serve children having at least one of four risk factors 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. Children who do not meet the eligibility requirement are permitted to enroll, with a sliding payment scale used for tuition.

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. Additional school districts became eligible for state aid for the 4-year-olds they served. As a result, the total number of young children served by state funding grew by approximately 600 children in the 2007-2008 program year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	16

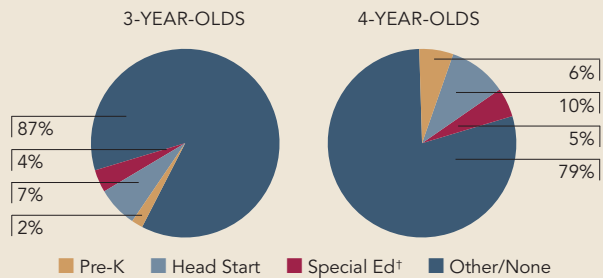
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	13

NEBRASKA EARLY CHILDHOOD EDUCATION GRANT PROGRAM

ACCESS

Total state program enrollment	2,221 ¹
School districts that offer state program	23%
Income requirement	185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Academic year
Special education enrollment	3,076
Federally funded Head Start enrollment	4,326
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 and EC endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	12 cr. hours in CD or ECE or equivalent	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	12 clock hours	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	Support services only ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

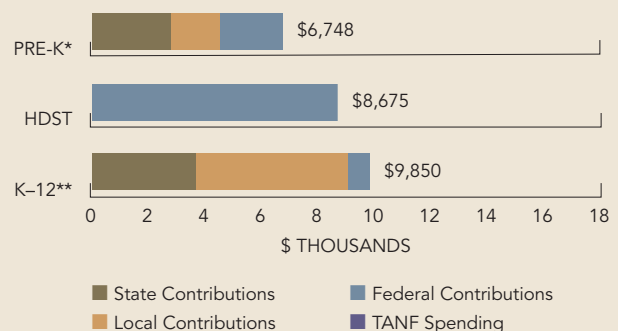
Total state pre-K spending	\$6,200,647
Local match required?	Yes, 100% of state funding
State spending per child enrolled	\$2,792
All reported spending per child enrolled*	\$6,748

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This total includes 111 children younger than age 3.

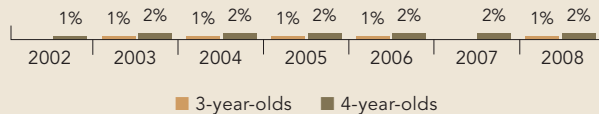
² Seventy percent of each program's funding must be used to serve children having at least one of four risk factors, one of which is family income. The other risk factors are non-English speaking family members, teen parent, low birth weight or other child health risk.

³ Most programs operate part day, 3.5 to 4 hours per day, 4 days per week.

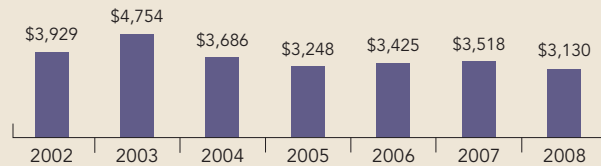
⁴ Screenings and referrals are determined locally. Support services include two parent conferences and two home visits, parenting support or training, parent involvement activities, transition to kindergarten activities, family development and support based on the family's needs and interest, and other locally determined services.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



The Nevada State PreKindergarten Education Program began in 2001 as the Early Childhood Education Comprehensive Plan. The program provides funds to launch new preschool education programs and expand existing programs. The focus is on providing preschool for 3- to 5-year-olds, with eligibility criteria determined by individual grantees. In determining eligibility criteria, programs are required to identify needs in their communities. Priority for enrollment is given to 4- and 5-year-olds who will be eligible for kindergarten the following year. Children may also be eligible if they are from low-income families, are English Language Learners, or have an IEP.

The quality of the program is controlled by the state through the requirements of a competitive grant process rather than through explicit program policy. Grantees may include school districts or community organizations. Funding is based on the needs expressed by the grantees through their grant application.

In an attempt to assess the learning gains of children identified as Limited English Proficient (43 percent of enrollment), the program has implemented a statewide pilot project using the PreLAS, a measure of oral language proficiency and pre-literacy skills. The state is also working to adopt a program quality assessment protocol that includes classroom observation instruments such as the ECERS-R and the ELLCO.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
37	24

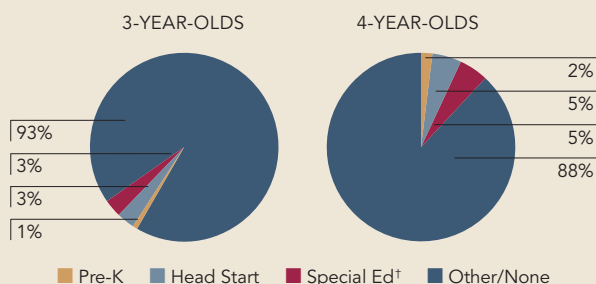
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	32

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,039
School districts that offer state program	53%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,210
Federally funded Head Start enrollment	2,769
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

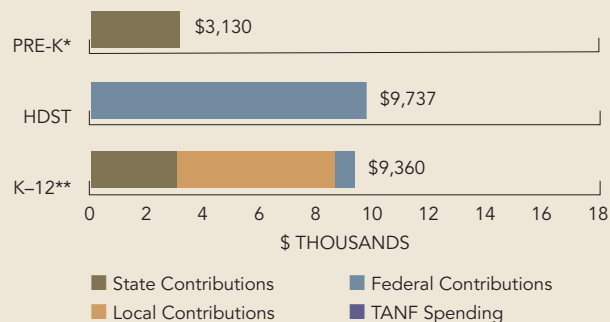
QUALITY STANDARDS CHECKLIST

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 ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	ECE license - Birth-K or Birth-Grade 2 ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service.....	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	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	Support services only ⁴	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"/>	

RESOURCES

Total state pre-K spending	\$3,251,671
Local match required?	No
State spending per child enrolled	\$3,130
All reported spending per child enrolled*	\$3,130

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 '07-'08 school year, unless otherwise noted.

¹ Although there is no income requirement, all programs give priority to children who are English Language Learners, have an IEP, or are from low-income families.
² Programs are required to operate a minimum of 10 hours per week. Full days are allowed, but all programs operate 2.5-3 hours per day, 4 or 5 days per week due to limited funding.
³ Classroom on Wheels (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.

⁴ Screening and referral requirements are decided at the local level. Support services include parenting support or training and parent involvement activities that typically encompass home visits, classroom volunteering, literacy nights, parenting classes, workshops, ESL classes, and parent conferences.

New Hampshire

NO PROGRAM

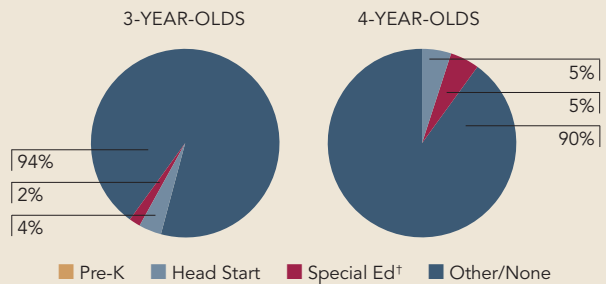
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,389
Federally funded Head Start enrollment.....	1,375
State-funded Head Start enrollment	0 ¹

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



[†] This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

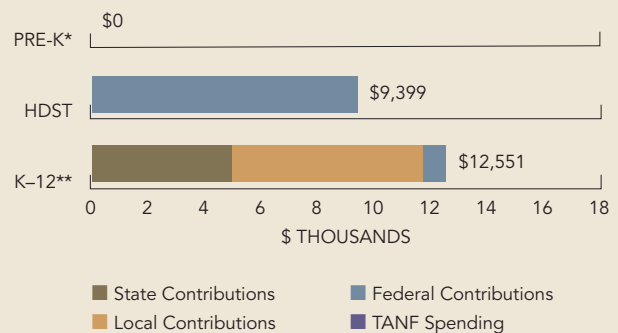
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$331,337 ¹
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



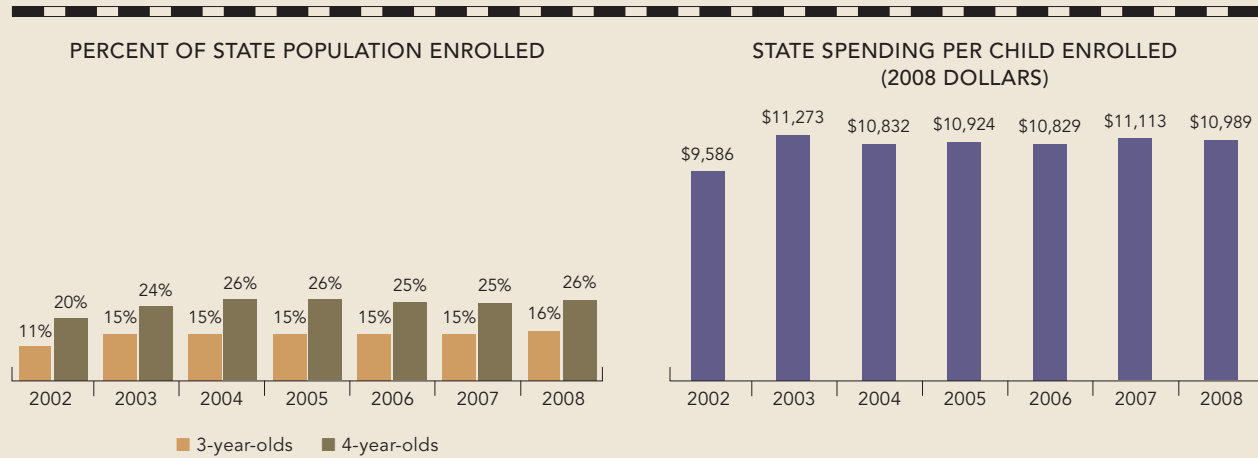
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '07-'08 school year, unless otherwise noted.

¹ New Hampshire's state Head Start funds are allocated for transportation and teacher salaries.

New Jersey



In 1998, New Jersey's Supreme Court mandated the provision of preschool for all 3- and 4-year-olds in the state's highest poverty districts. This mandate resulted in the development of the Abbott Preschool Program, which is offered in the 31 school districts where at least 40 percent of children qualify for free or reduced-price lunch. Funds are distributed directly from the state Department of Education to school districts, which may in turn contract with Head Start or private child care centers to provide services. In addition to DOE funding, Abbott districts and/or providers may receive funding from the state Department of Human Services (DHS) to provide extended-day, extended-year services. Although the funds formerly provided services for all children enrolled in an Abbott preschool program, effective with the 2007-2008 school year, DHS vouchers are available only to families with incomes up to 300 percent of the poverty level.

As part of a separate initiative, Early Childhood Program Aid (ECPA) is provided to 101 school districts, known as non-Abbott ECPA districts, in which 20 to 40 percent of children qualify for free or reduced-price lunch. Through ECPA funding, non-Abbott ECPA districts operate full-day kindergarten, offer at least a half-day preschool program for 4-year-olds, and improve services for children in pre-K through third grade. Preschool programs typically operate in public schools, but some districts choose to contract with Head Start or private child care centers to offer services.

A third state-funded preschool initiative, the Early Launch to Learning Initiative (ELLI), was established in 2004 as part of New Jersey's efforts to provide access to high-quality preschool education to all the state's 4-year-olds. All non-Abbott districts are encouraged to apply for funding, including school districts that already provide preschool but need additional funding to serve more income-eligible children, extend program hours, or improve program quality. Districts already receiving ECPA funding may apply for ELLI funds as well, to be used to improve program quality or extend program hours. ELLI funding levels are based on the projected number of low-income 4-year-old children the district plans to serve and the length of the program day.

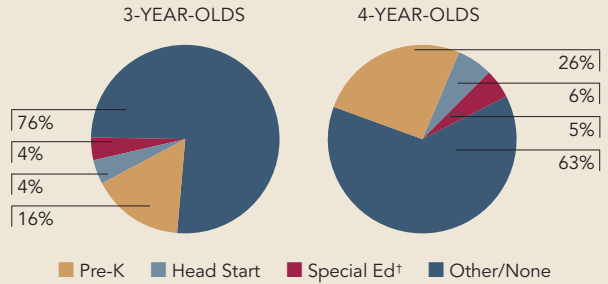
Under the School Funding Reform Act of 2008, the state plans to fund full-day preschool for at-risk 3- and 4-year-olds in districts throughout the state. The expansion will be phased in over six years, beginning in the 2008-2009 program year, with the goal of providing preschool for an additional 30,000 children by the 2013-2014 school year.

In order to document the contributions New Jersey makes to preschool through its separate initiatives, we first present summary information reflecting the state's overall commitment to preschool. 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

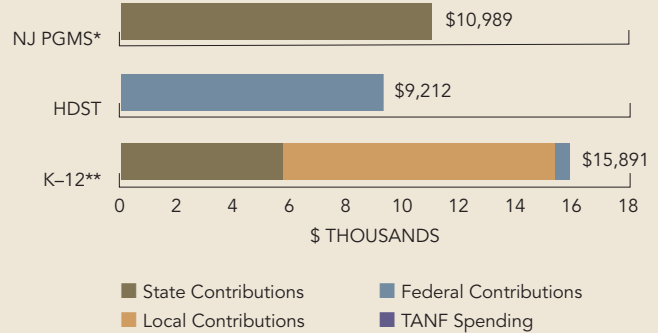
Total state program enrollment	47,004
Total state spending	\$516,541,421
State spending per child enrolled	\$10,989
All reported spending per child enrolled	\$10,989

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 '07-'08 school year, unless otherwise noted.

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 that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

15

4

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

1

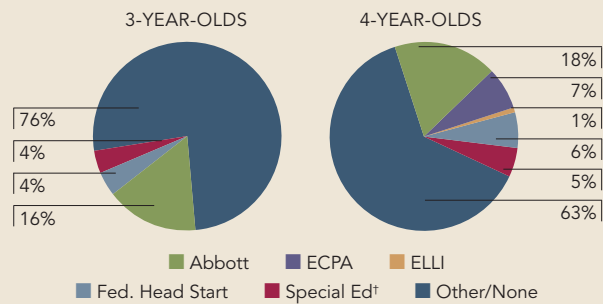
1

NEW JERSEY ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	38,818
School districts that offer state program	5%
Income requirement	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	11,034
Federally funded Head Start enrollment	12,229
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ³	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/referral	Vision, hearing, health, and support services 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

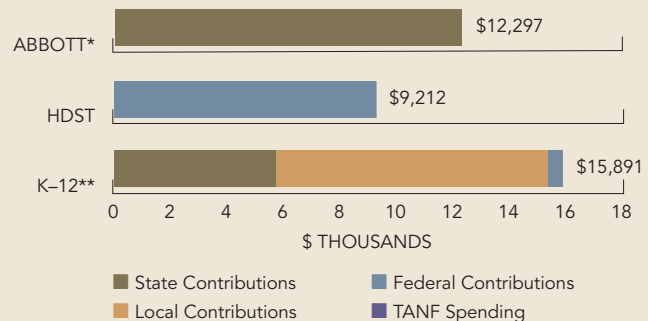
Total state pre-K spending	\$477,356,871
Local match required?	No
State spending per child enrolled.....	\$12,297
All reported spending per child enrolled*	\$12,297

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Only districts where at least 40 percent 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 Due to a change in regulations from the Department of Children and Families, the before- and after-care program moved to a voucher system. As a result of this change, providers are only required by the Department of Education to provide a 6-hour educational program for the 180 day academic year. Providers can choose to operate a before- and after-care program and/or a full-year (245

day) program. If they chose to do so, all children meeting income requirements are paid for through the DCF.

³ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

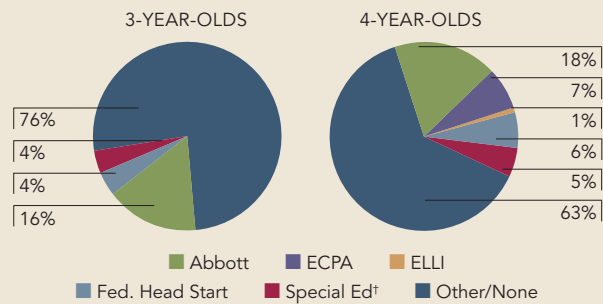
⁴ Dental screenings and referrals are determined locally. Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state program enrollment	7,526
School districts that offer state program	17%
Income requirement	None ¹
Hours of operation	At least 2.75 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	11,034
Federally funded Head Start enrollment	12,229
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ³	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		
4-year-olds	25 ⁴		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:25 ⁴		
4-year-olds	1:25 ⁴		
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"/>

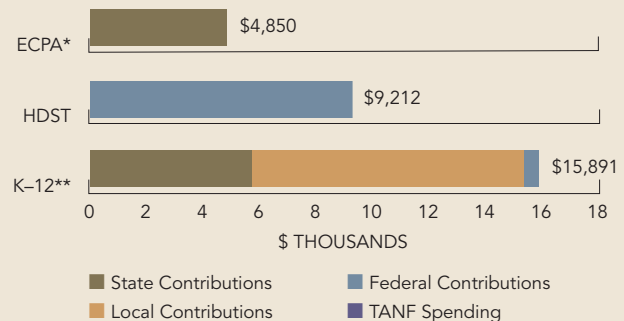
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$36,500,000 ⁷
Local match required?	No
State spending per child enrolled	\$4,850
All reported spending per child enrolled*	\$4,850

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 '07-'08 school year, unless otherwise noted.

¹ Only districts where 20 to 40 percent 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 Half-day programs must be at least 2.75 hours per day; full-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both half- and full-day programs are offered.

³ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁴ Beginning July 1, 2008 the maximum class size changed to 18 and the staff-child ratio requirement changed to 1:9.

⁵ Dental screenings and referrals are determined locally. Support services include education services or job training for parents, parent involvement activities, and transition to kindergarten activities.

⁶ Meals are required in full-day programs.

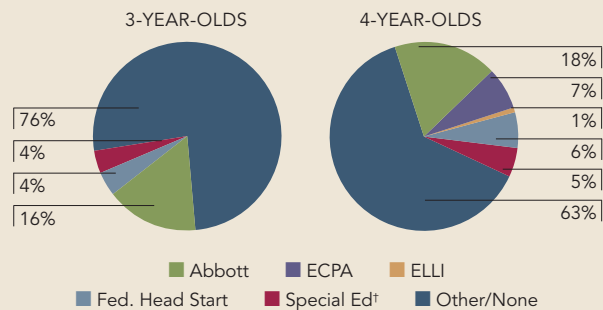
⁷ This figure is an estimate of state funds directed to services for preschool-age children.

NEW JERSEY EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment	660
School districts that offer state program	5%
Income requirement	185% FPL ¹
Hours of operation	2.75 hours/day (part-day), 6 hours/day (full-day), 5 days/week ²
Operating schedule	Academic year
Special education enrollment	11,034
Federally funded Head Start enrollment	12,229
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 ³	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	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	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

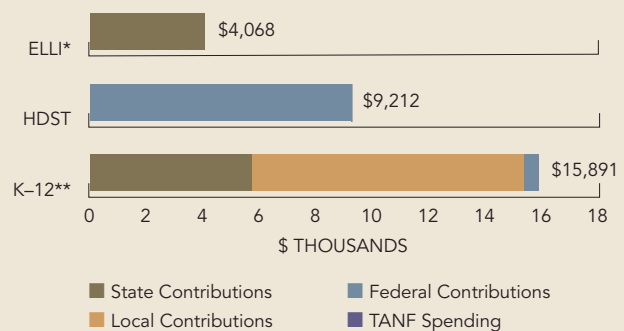
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$2,684,550
Local match required?	Yes ⁶
State spending per child enrolled	\$4,068
All reported spending per child enrolled*	\$4,068

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 '07-'08 school year, unless otherwise noted.

¹ Districts may enroll other students in unusual circumstances.

² Districts may offer either a half day (2 hours, 45 minutes) or full day (6 hours), and for 5 days per week.

³ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁴ Dental screenings and referrals are determined locally. Support services include parent involvement activities and transition to kindergarten activities.

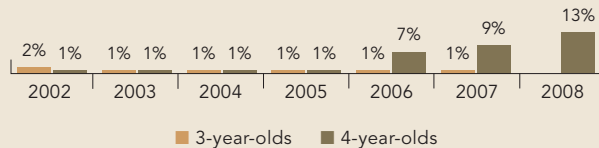
⁵ Full-day programs must offer breakfast and lunch.

⁶ Special education and local funding or tuition must be used to meet costs beyond DOE funding.

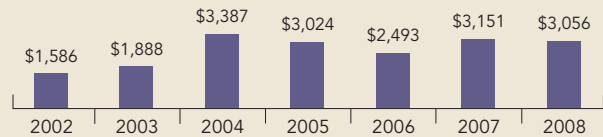


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



The 2007-2008 school year was the third year of operation for the state's prekindergarten education program, New Mexico PreK. New Mexico PreK's exclusive purpose is to provide center-based early childhood services for 4-year-olds. Half of the enrolled children are served in public schools while the other half are served in nonpublic settings such as community and municipal child care centers, Head Start programs, universities, a Bureau of Indian Affairs school, and family child care homes. New Mexico PreK does not have a specific income requirement for eligibility but two-thirds of enrolled children at each site must live in the attendance zone of a Title I elementary school. All staff members are trained to use the New Mexico PreK Observational Assessment, which was implemented program-wide during the 2006-2007 school year and is now available in Spanish.

Funding for New Mexico PreK is awarded on a competitive basis with priority for funding given to programs in areas with schools with the highest percentages of children failing to meet No Child Left Behind's adequate yearly progress in math and reading. Half-day slots are funded based on half of the funding level for kindergarten slots. The New Mexico PreK initiative continued to be entirely state-funded during its third year of operation, with a budget of \$10.9 million serving more than 3,500 children. Increases in funding led to increases in enrollment for the 2007-2008 and 2008-2009 school years.

Another state-funded preschool initiative, the Child Development Program, offers services including family support services, home visits, and preschool education programs to at-risk children from birth to age 3 who do not qualify for other eligibility-based programs. However, programs can limit eligibility to specific risk factors based on locally determined needs such as homelessness, poverty, or having a teen parent. Funding cuts over the past few years have resulted in a decrease in the number of preschool-age children served by the program, and during the 2007-2008 school year the Child Development Program did not serve any 4-year-olds. Because the Child Development Program no longer serves 4-year-olds and serves less than one percent of New Mexico's 3-year-olds, NIEER no longer considers the program to primarily focus on providing center-based early childhood education to 3- and 4-year-olds.

New Mexico also allocated \$1,496,915 in state funds to supplement services in federal Head Start classrooms.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
25	None Served

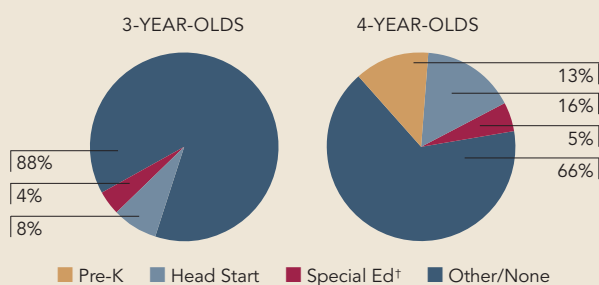
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	33

NEW MEXICO PREK

ACCESS

Total state program enrollment	3,570
School districts that offer state program	54%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	3,679
Federally funded Head Start enrollment	6,758
State-funded Head Start enrollment	0 ²

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



[†] This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

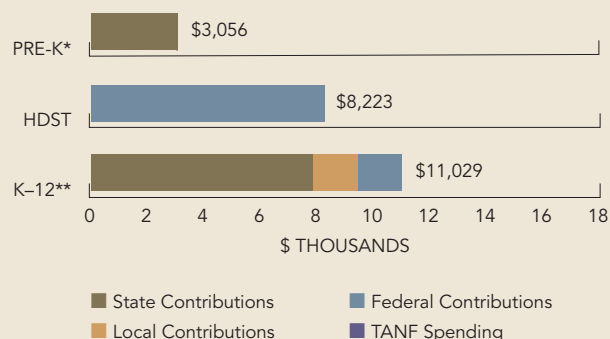
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Licensure in ECE Birth–grade 3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA ⁴	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	At least 45 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, dental and support services developmental; and support services ⁵	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	\$10,909,000 ⁷
Local match required?	No
State Head Start spending	\$1,496,915 ²
State spending per child enrolled	\$3,056
All reported spending per child enrolled*	\$3,056

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 '07-'08 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. Programs must provide 450 hours of classroom instruction plus 90 hours of parent/family activities each year.

² State Head Start funds are used to provide extended-day services to Head Start children whose families are participating in the TANF program.

³ For each classroom, the lead teacher must hold a New Mexico Early Childhood Teacher License: Birth through Third Grade (requires a BA) within five years of the program starting.

⁴ Assistant teachers in public and nonpublic schools are expected to obtain an AA in early childhood education within five years of a program starting.

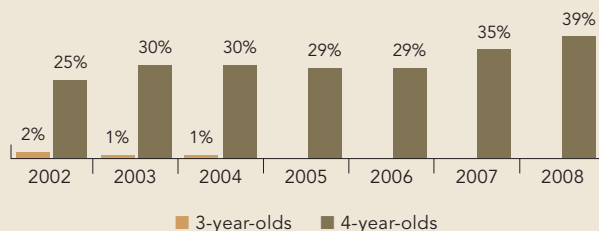
⁵ Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ All programs must offer a snack. If operating more than 3.5 hours per day, programs must also offer a meal. Beginning in the 2008-2009 school year, all programs will be required to provide at least one meal per day.

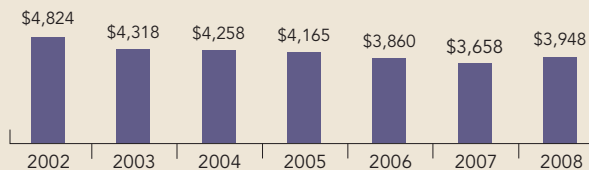
⁷ Additional funds not counted in these figures are \$327,000 for a program evaluation, \$1,835,600 for professional development and technical assistance, and \$1,000,000 for program start-up equipment.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



New York's Universal Prekindergarten (UPK) program began providing prekindergarten services in 1998. The program aims to serve all 4-year-olds in the state, regardless of income, but has not received sufficient funding to meet this goal. As a result, UPK served about 40 percent of the state's 4-year-olds during the 2007-2008 school year. Districts offering UPK slots use a random lottery system to select children for enrollment. Funds are distributed directly to school districts to operate prekindergarten programs, but districts are required to use at least 10 percent of their funding to subcontract with Head Start, private child care centers, or other community agencies. More than half of UPK funding was subcontracted to local providers for the 2007-2008 school year. UPK teachers in public schools must hold a New York state teaching certification. Teachers in nonpublic UPK settings are not required to be certified as long as they are supervised by a certified teacher.

Prior to the creation of the UPK initiative, New York offered preschool education through the Targeted Prekindergarten (TPK) program. This program was originally established as the Experimental Prekindergarten (EPK) program in 1966 and was one of the earliest state-funded preschool education programs in the nation. TPK funding was used to provide family activities and social services in addition to half-day preschool.

In January 2006, the New York State Board of Regents recommended that the UPK and TPK programs be combined into the New York Universal Prekindergarten program. The goal is for this program to receive adequate funding to serve all 4-year-olds in New York. As a result, the TPK program ceased operating after the 2006-2007 school year and UPK's funding was increased by 50 percent for the 2007-2008 school year. As a result of the new UPK funding formula in 2007-2008, all school districts in the state were eligible to receive UPK funding for the first time. Fifty-nine percent of school districts offered the program in 2007-2008, including 142 districts that did so for the first time. The state will offer planning grants to assist in the expansion of UPK.

New York will adopt prekindergarten standards during the 2008-2009 school year. New UPK regulations will emphasize the alignment of curricula and instruction with the learning standards and assessment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	25

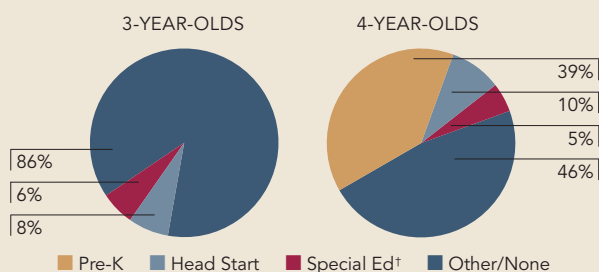
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	24

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	91,517
School districts that offer state program	58% ¹
Income requirement	None
Hours of operation	2.5 hours/day (part-day), 5 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	44,222
Federally funded Head Start enrollment	43,316
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive	Comprehensive	<input type="checkbox"/>
Teacher degree	BA prior to 1978; MA after (public); AA or CDA (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Certification in Birth-Grade 2 (public); AA in ECE or meets CDA requirements (nonpublic) ³	Specializing in pre-K	<input checked="" 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	<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	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁵	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"/>

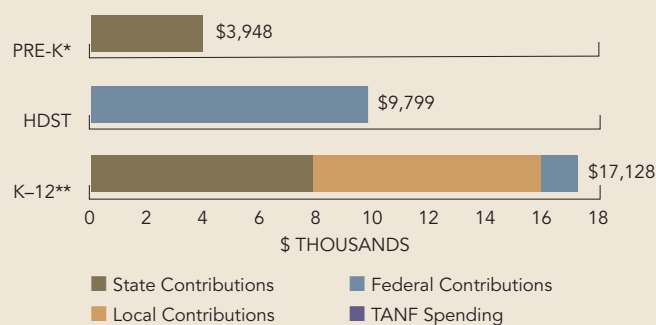
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$361,293,769
Local match required?	No
State spending per child enrolled	\$3,948
All reported spending per child enrolled*	\$3,948

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 '07-'08 school year, unless otherwise noted.

¹ 2007-2008 was the first year that funding was made available to all school districts in New York state. Of the 677 districts, 396 chose to participate in UPK during the 2007-2008 school year.

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 exempt from this requirement until at least 2010, 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.

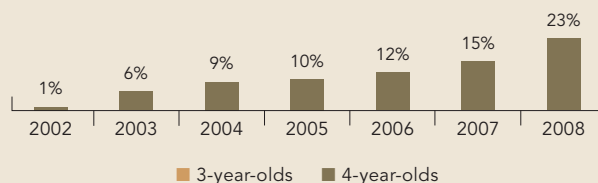
⁴ Level I certification requires a high school diploma or equivalent and passing of the Assessment of Teaching Assistant Skills Test. Assistant teachers employed by nonpublic schools must meet the standards of the licensing or registering agency.

⁵ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and 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 fewer 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.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



North Carolina began offering its *More at Four* Pre-Kindergarten Program in 2001. The program is targeted to at-risk 4-year-old children who are served through *More at Four* in Head Start agencies, private child care centers, and public schools. Nonpublic program settings can receive state funding only if they receive high quality ratings under the state child care licensing system and match the teacher credentialing requirements of public schools, which involve holding a bachelor's degree and a birth-kindergarten license. Nonpublic settings have up to four years to phase in these high-quality standards.

Children are eligible for *More at Four* if they come from families with incomes below 75 percent of the state median income or if they have other risk factors including limited English proficiency, educational or developmental delay, a chronic health condition, or an identified disability. Additionally, children of active duty military personnel are eligible for the program. Since the 2005-2006 school year, *More at Four* programs have been required to follow early learning standards. The North Carolina Office of School Readiness is currently finalizing recommendations for curricula that are aligned with the state's early learning standards, including providing opportunities to develop behaviors, competencies and knowledge.

More at Four has been funded through the state lottery, which has allowed for rapid expansion. The state added 10,000 slots that became available during the 2007-2008 school year, expanding the program by more than one-third. In the 2008-2009 school year, an additional \$30 million will be provided to continue to expand the program for at-risk 4-year-olds, with a significant amount of the money being used to increase per-child spending.

North Carolina also contributed to the advancement of preschool education in the state with the creation of the Smart Start program in 1993. Smart Start supports collaboration and local planning to provide comprehensive early childhood services for children from birth to age 5. The goals of the program are to support early care and education programs, provide family support services, improve child health outcomes, and increase the overall quality of child care. This report focuses only on data from the *More at Four* program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	None Served

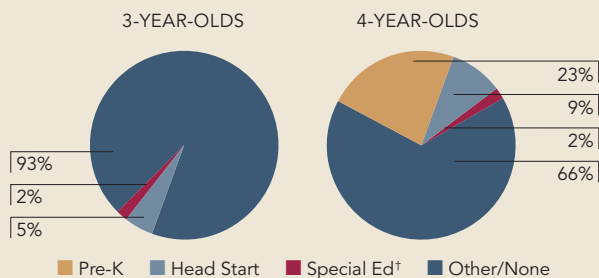
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	11

NORTH CAROLINA MORE AT FOUR

ACCESS

Total state program enrollment	27,788
School districts that offer state program	100% (counties)
Income requirement	80% of children must be at or below 75% SMI
Hours of operation	6-6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	10,683
Federally funded Head Start enrollment	17,564
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

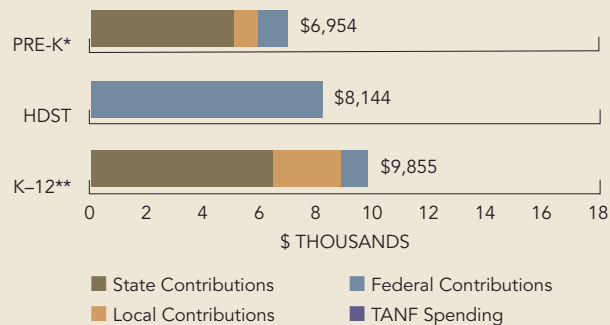
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ¹	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Birth-K license ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or meets NCLB requirements (public), CDA (nonpublic) ²	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 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	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, dental, developmental; and support services ³	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	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
10

RESOURCES

Total state pre-K spending	\$140,635,709
Local match required?	Yes, amount not specified
State spending per child enrolled	\$5,061
All reported spending per child enrolled*	\$6,954

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 '07-'08 school year, unless otherwise noted.

¹ All lead teachers in a *More at Four* classroom are required to hold a bachelor's degree in early childhood education or a related field and a North Carolina Birth-Kindergarten Teacher Licensure. Teachers in nonpublic settings must have a minimum of an associate's degree and work to obtain a bachelor's degree and birth-kindergarten license within four years of the program 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.

² 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 two years experience in an early childhood classroom. An associate's degree is highly encouraged for assistant teachers in nonpublic settings.

³ Support services include parent involvement activities and transition to kindergarten activities. Programs must also provide information on medical homes and health insurance. Parent conferences and home visits are recommended but are not required.

North Dakota

NO PROGRAM

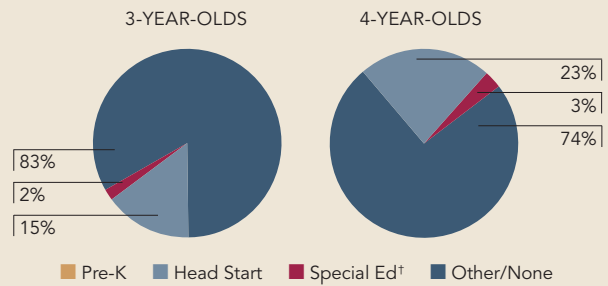
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	883
Federally funded Head Start enrollment.....	2,869
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

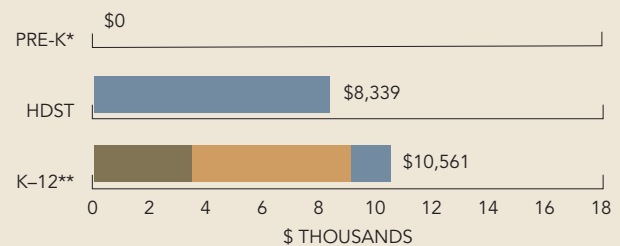
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



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

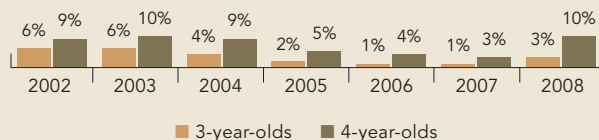
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

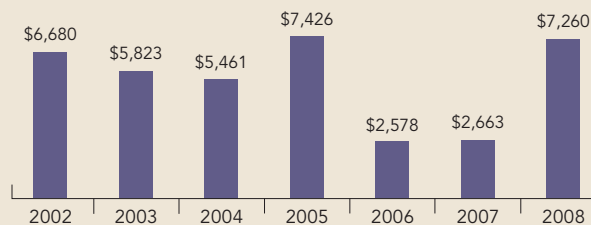
State Contributions Federal Contributions
Local Contributions TANF Spending

Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



After a successful four-year pilot program, the Ohio Public School Preschool Program (PSP) was established in 1990. Now known as Early Childhood Education (ECE), the program serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level. A sliding fee scale is used for children from families above 100 percent of FPL. Children from families above 200 percent of FPL can also attend the program using district funds or parent tuition, if space permits. Funds are distributed directly to public schools, which may in turn subcontract with Head Start programs or private child care centers. During the 2006-2007 school year, an increase in per-child spending led to a decrease in the number of funded children. With the new biennium starting July 1, 2009, additional funding for Early Childhood Education increased the number of districts receiving funds from 112 to 205. This funding provided services for a total of 6,092 children.

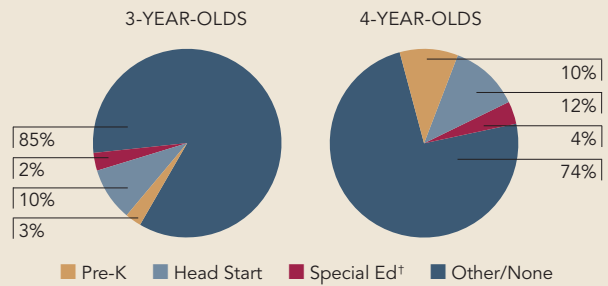
Beginning in 2005, Ohio decreased supplemental state funding for the federal Head Start program in favor of providing state funds to the Early Learning Initiative (ELI). The program is a companion to the ECE program and requires the same educational and comprehensive services. The purpose of ELI is to provide education experiences that address school readiness and provide full-day, year-round services to children of working families. Agencies that receive funding directly are public schools, Head Start agencies, and private and faith-based child care centers. These agencies can in turn subcontract with the same types of agencies as well as with family child care providers. Eligibility for the ELI program is dependent on family income. Children with family incomes under 185 percent of FPL are eligible for the program. Formerly, eligibility was reassessed every six months and unless other funding was available, services were discontinued for families who began earning incomes above 185 percent of FPL. Effective with the 2007-2008 school year, children are assured of continuous enrollment for a full year after initially being determined eligible for ELI services. This change means that the ELI program now fits NIEER's definition of a state-funded preschool education program.

The first two pages of this state profile document Ohio's overall contributions and commitment to state prekindergarten, including state spending and enrollment for both the Early Childhood Education initiative and the Early Learning Initiative. The third page focuses exclusively on the Early Childhood Education initiative and the final page presents specific details about the Early Learning Initiative.

STATE OVERVIEW

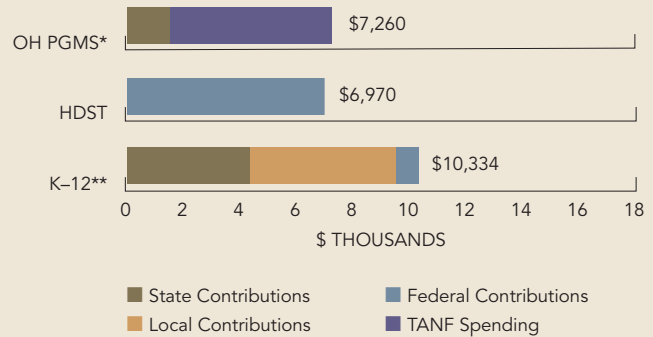
Total state program enrollment	19,215
Total state spending	\$139,509,323
State spending per child enrolled	\$7,260
All reported spending per child enrolled	\$7,260

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



† This number represents children in special education who are not enrolled in Head Start or ECE.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
29	15

RESOURCES RANKINGS

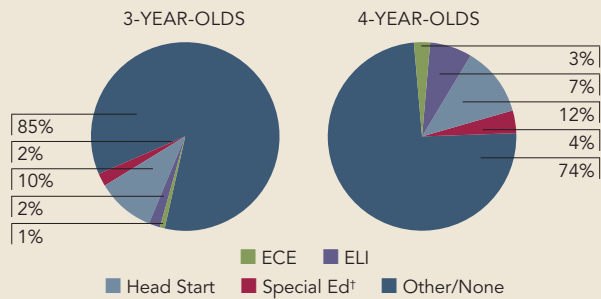
STATE SPENDING	ALL REPORTED SPENDING
4	9

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	6,166 ¹
School districts that offer state program	28%
Income requirement	200% FPL
Hours of operation	Determined locally ²
Operating schedule	Academic year ²
Special education enrollment	13,433
Federally funded Head Start enrollment	32,651
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start or ECE.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Not comprehensive ³	Comprehensive	<input type="checkbox"/>
Teacher degree	AA (public), CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K associate level teaching cert., Pre-K, K, or EC license (public); 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/2 years ⁵	At least 15 hours/year	<input 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, dental, developmental; 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"/>

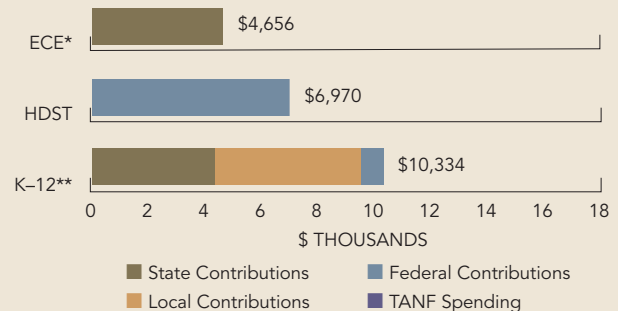
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$28,705,839
Local match required?	No
State spending per child enrolled	\$4,656
All reported spending per child enrolled*	\$4,656

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 '07-'08 school year, unless otherwise noted.

1 An additional 1,250 children from families with income above 200 percent FPL paid full tuition; these children are not counted in the enrollment total.
 2 Most programs operate between 3 and 3.5 hours per day, 4 days per week. Operating schedules are generally coordinated with district calendars. The funded annual operating schedule is technically the academic year, but schools may choose year-long services.
 3 In addition to its Early Learning Content Standards, Ohio also has Program Guidelines that address child health and development, which have been reviewed and sanctioned by the state Board of Education.
 4 For nonpublic settings, at least 50 percent of their teachers must have an AA or

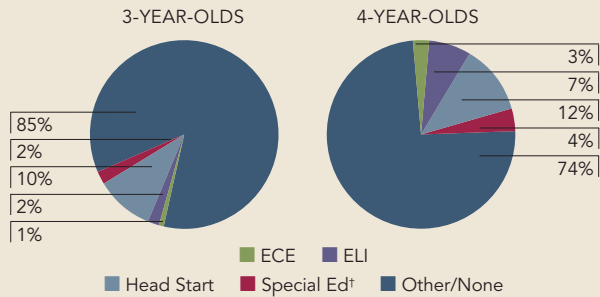
higher. All other teachers must be enrolled in an AA or higher degree program. By July 1, 2009 all teachers in programs that began in 2006 must have an AA.
 5 Effective in 2007-2008, teachers now have two years to complete 20 hours of in-service instead of one year.
 6 Screening and referrals for lead and hematocrit are also required. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, child health services, information about nutrition, referral to social services, and transition to kindergarten activities.
 7 Lunch must be provided for children in attendance beyond part-day hours and snack is also provided for children who attend full-day sessions.

OHIO EARLY LEARNING INITIATIVE

ACCESS

Total state program enrollment	13,049 ¹
School districts that offer state program	91% (counties)
Income requirement	165-185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Calendar year
Special education enrollment	13,433
Federally funded Head Start enrollment	32,651
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start or ECE.

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	HSD (public and nonpublic) ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Pre-K associate level teaching cert., Pre-K–3 license (public); Pre-K associate level teaching cert. (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/2 years 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 and support services	Vision, hearing, health, dental, developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depends 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"/>

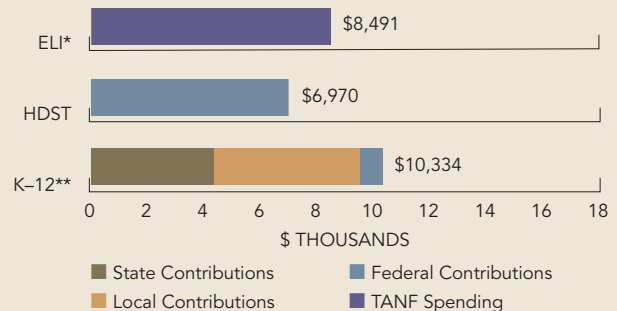
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$110,803,484
Local match required?	No
State spending per child enrolled	\$8,491 ⁸
All reported spending per child enrolled*	\$8,491 ⁸

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 '07-'08 school year, unless otherwise noted.

¹ Initial enrollment can occur at any point throughout the year. This number represents the average monthly enrollment.

² Families enter the program at up to 165 percent FPL and exit the program at 185 percent FPL.

³ Programs are reimbursed by the number of hours of attendance based on hourly, part-time or full-time rates. Full-day reimbursement is based on 100 or more hours per 4 weeks and part-day is based on 55 to 99.5 hours per 4 weeks. Programs operate 5 days per week.

⁴ In addition to its Early Learning Content Standards, Ohio also has Program Guidelines that address child health and development, which have been reviewed and sanctioned by the state Board of Education.

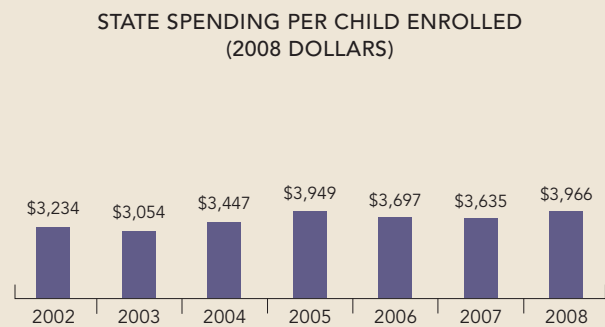
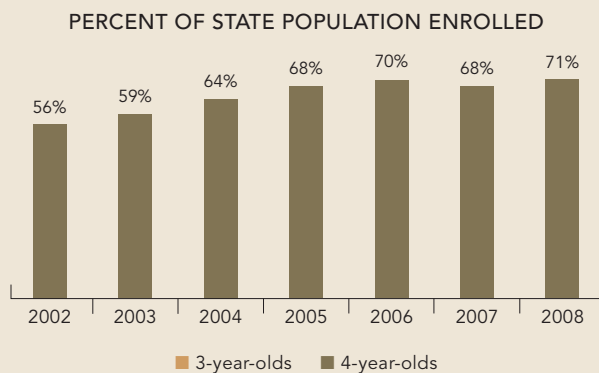
⁵ At least 50 percent of teachers must have an AA degree or higher. All other teachers must be working toward an AA degree.

⁶ Screening and referrals for hemocrit are also required. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, child health services, information about nutrition, referral to social services, transition to kindergarten activities, and other support services.

⁷ Programs must provide meals or snacks depending on the hours of attendance.

⁸ This number is based on the average monthly enrollment and total spending. Each contracted agency is awarded approximately \$10,438 per slot which could be for multiple children, who may enroll on a full-time, part-time or hourly basis.

Oklahoma



In 1980, Oklahoma established a pilot preschool education program, the Early Childhood Four-Year-Old Program, aiming to eventually serve all 4-year-olds. In 1990 the program received statewide funding, but the state limited prekindergarten funding to only 4-year-olds eligible for Head Start, although districts could provide the program to other children using local funds or tuition. In 1998, Oklahoma offered free, voluntary access to state-funded preschool for all of its 4-year-olds, becoming the second state in the nation to do so.

Enrollment in the Early Childhood Four-Year-Old Program has steadily increased over the years with 99 percent of school districts now choosing to offer the program. Starting with the 2003-2004 school year, Oklahoma has ranked first in the nation every year for the percentage of 4-year-olds enrolled. In addition, greater proportions of 4-year-olds are now attending full-day programs.

Public school districts receive funding for the Early Childhood Four-Year-Old Program directly through the state's school finance formula. Districts are reimbursed at the district's per-pupil rate, with specific funding amounts or weights based on whether prekindergarten is offered for a half or full day. While districts receive funding directly, they may subcontract by placing a public school teacher with another type of provider, including Head Start programs, child care centers, and other community-based programs. During the 2007-2008 school year, more than 4,100 children were enrolled in collaboration programs. Children enrolled in these collaboration programs are considered public school enrollees and therefore receive the same services as children served at public schools.

Recently, the Early Childhood Four-Year-Old Program formed partnerships between public schools and child care facilities that receive the highest rating in the state's quality rating system for child care (three stars). Oklahoma anticipates that more three-star facilities will participate as more incentives are expected to be offered.

Through a separate initiative, Oklahoma also supplements the federal Head Start program to expand services and enrollment, offer family services, and develop early intervention strategies. Head Start programs received \$2,905,602 in state funds in fiscal year 2008.

In addition, Oklahoma established the Pilot Early Childhood Program during the 2006-2007 school year. This program is available to at-risk children from birth through age 3. The program is funded by public and private funds to provide a year-round program. Enrollment in the pilot program continues to expand each year, with 219 3-year-olds served in the 2007-2008 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
1	<i>None Served</i>

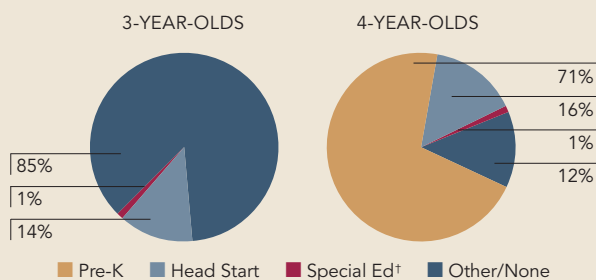
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	8

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	35,231
School districts that offer state program	99%
Income requirement	None
Hours of operation	2.5 hours/day (part-day) or 6 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	3,771
Federally funded Head Start enrollment	15,022
State-funded Head Start enrollment	0 ²

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



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA/BS	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification for birth-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	See footnotes ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	75 clock hours/5years	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,	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	developmental; and support services ⁴	at least 1 support service	
Meals	At least 1 meal ⁵	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

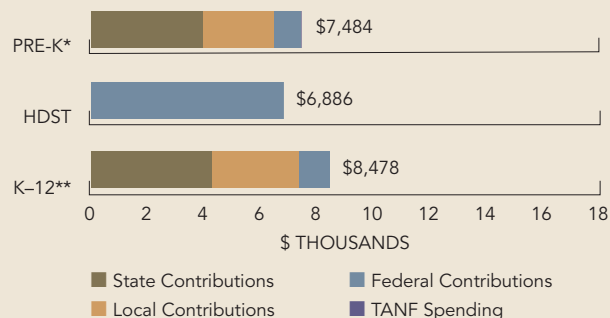
Total state pre-K spending	\$139,735,129 ⁶
Local match required?	No
State Head Start spending	\$2,905,602 ²
State spending per child enrolled	\$3,966
All reported spending per child enrolled*	\$7,484

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Providers may choose from either of two program options: a half-day program with 2.5 instructional hours daily, a full-day program with 6 instructional hours daily, or a combination of both options. All programs operate 5 days per week.

² State Head Start funds are used to expand services, offer family services, develop early intervention strategies, and expand enrollment, although it is unknown how many additional slots are funded.

³ Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 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 pre-K-12 public school teachers) and the other is a national test for para-professional status.

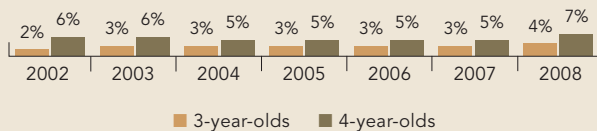
⁴ Dental services are determined locally. Support services include two parent conferences or home visits annually, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer or make referrals for other services including mental health services, and all other typical public school program services (such as early intervention, transition programs or literacy coaches).

⁵ At least one meal is provided through the Federal Child Nutrition Program, but specific meals depend on the length of the program. This federal program does not provide snacks for students, so snacks are determined locally.

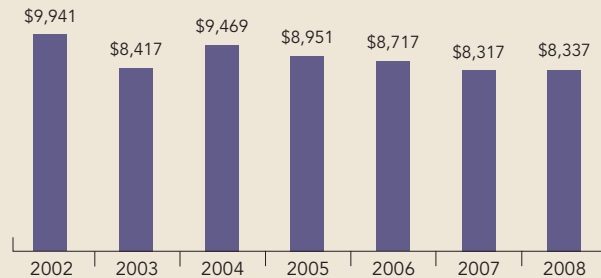
⁶ State spending was calculated on a percentage of the total program spending amount provided.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Established in 1987, the Oregon Head Start Prekindergarten program provides comprehensive child development services to 3- and 4-year-old children from low-income families. All programs must meet the federal Head Start Performance Standards and monitoring requirements in order to receive funding. State pre-K funding is awarded to any non-sectarian organizations through a competitive grant process. All federal Head Start grantees are jointly funded with both federal and state funding to expand their enrollment. Additionally, state funding is allocated to other entities such as public schools, private agencies, and universities meeting Head Start Performance Standards but not receiving federal Head Start funding. A state/federal partnership supporting a collaborative federal Head Start and state prekindergarten system has been established by a formal Memorandum of Understanding between the Oregon Department of Education and the Region X Office of Head Start.

In recent years, the Oregon Head Start Prekindergarten program has faced reductions in enrollment as a result of fluctuating funding. In an attempt to move toward access for all 3- and 4-year-olds, a \$39 million expansion provided an additional 3,068 slots for eligible children during the 2007-2009 biennium. During the 2007-2008, school year, 1,732 children were added to the program and another 1,300 children are expected to be enrolled in the 2008-2009 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	14

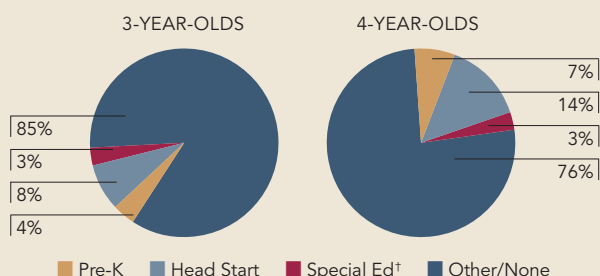
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	4

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	5,098
School districts that offer state program	100% (counties)
Income requirement	80% to 90% of children must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	5,375
Federally funded Head Start enrollment	10,390
State-funded Head Start enrollment	4,884 ³

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 8 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public), CDA (nonpublic) ⁴	BA	<input type="checkbox"/>	
Teacher specialized training	License + 15 hrs. ECE cr. (public); Meets CDA requirement (nonpublic) ⁴	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/year ⁵	At least 15 hours/year	<input checked="" 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, developmental, immunizations; 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	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

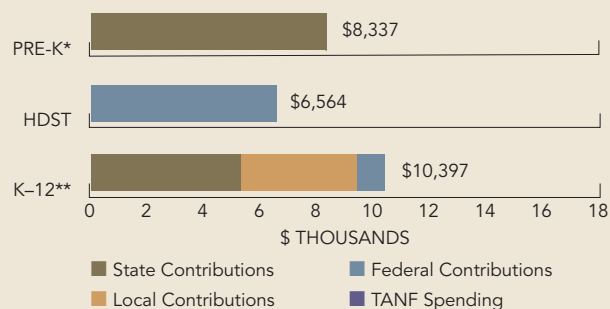
Total state pre-K spending	\$42,500,000 ⁸
Local match required?	No
State Head Start spending	\$42,500,000 ⁸
State spending per child enrolled	\$8,337
All reported spending per child enrolled*	\$8,337

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ If a grantee has both federal Head Start and state pre-K funding, 90% of children must meet the income requirement. If a grantee only has state pre-K funding, 80% of children must meet the income requirement. In addition, effective December 2007, 35% of enrollment may be children whose family incomes are between 100% and 130% FPL after meeting the needs of children at 100% or below FPL.

² Programs must be offered for at least 3.5 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.

³ This number represents enrollment in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.

⁴ 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.

⁵ Fifteen hours of teacher in-service per year are required in the new Head Start Reauthorization Act as of December 2007.

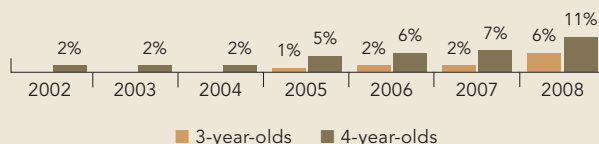
⁶ Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, 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. In addition to lunches for all children, morning programs offer breakfast to all children and afternoon programs offer snacks to all children.

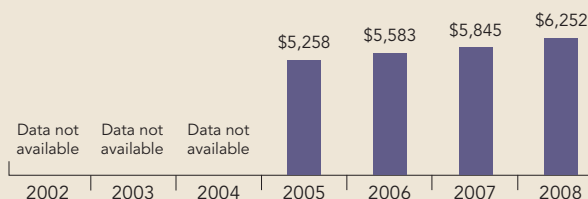
⁸ This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Pennsylvania did not have a state-funded preschool education program that was considered such under state law until 2004. However, school districts could offer prekindergarten services to 4-year-old children through Pennsylvania's Kindergarten for Four-Year-Olds (K4) program. Children enrolled in K4 are included in the districts' daily membership counts for public school attendance and are partially funded through the state's basic instructional subsidy formula. A combination of local taxes, public school funds, Title I, and Head Start partnerships is used to fund the program but data on funding levels is not collected.

During the 2004-2005 school year, Pennsylvania established the prekindergarten option through the Education Accountability Block Grant (EABG) with the goal of increasing children's academic success through provision of high-quality early childhood programs. Children are eligible for EABG prekindergarten programs two years prior to the locally determined kindergarten eligibility age, but districts can choose other requirements such as low income or academic readiness to limit eligibility. School districts decide how to allocate their EABG funds, which can be used for a number of programs and improvements, including preschool education, full-day kindergarten, and reducing class sizes in kindergarten through third grade.

Pennsylvania's third prekindergarten initiative, the Head Start Supplemental Assistance Program (HSSAP), was established in the 2004-2005 school year with an initial investment of \$15 million. Enrollment and state funding for this program increased to 5,780 children and \$40 million in the 2007-2008 school year. Through this initiative, supplemental funds are used for new Head Start slots or to provide extended-day services. Federal Head Start grantees may participate in this state-funded program and are required to follow the federal Head Start Performance Standards. In addition, beginning in 2007-2008 child care centers must achieve a level of STAR 2 or higher in the Keystone STARS continuous quality improvement system to be eligible to partner with Head Start programs.

In the 2007-2008 program year, Pennsylvania launched a fourth preschool education initiative, the Pennsylvania Pre-K Counts program. The Pennsylvania Department of Education funds Pre-K Counts and grantees receive funding through a competitive award system. Grantees include school districts, Head Start, and licensed nursery schools or child care centers participating in Keystone STARS that are designated at a STAR 2 or higher. Eligibility for Pre-K Counts is determined by the age of the child (two years before their locally determined kindergarten eligibility) as well as other locally determined risk factors.

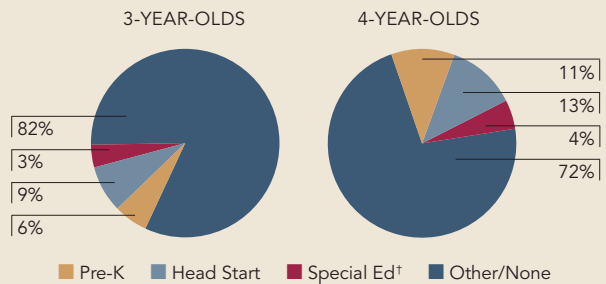
All guidance for K4, EABG, Pre-K Counts and state Head Start funding currently includes reference to the Keystone STARS standards. This document serves as a framework for quality service delivery, along with the Early Learning Standards.

The first two pages of this state profile present information on Pennsylvania's overall commitment and contribution to state-funded preschool, including state spending and enrollment for all four of Pennsylvania's preschool education programs. The third page focuses exclusively on EABG, the fourth page describes K4, the fifth page provides specific details about HSSAP, and the last page highlights the Pre-K Counts program.

STATE OVERVIEW

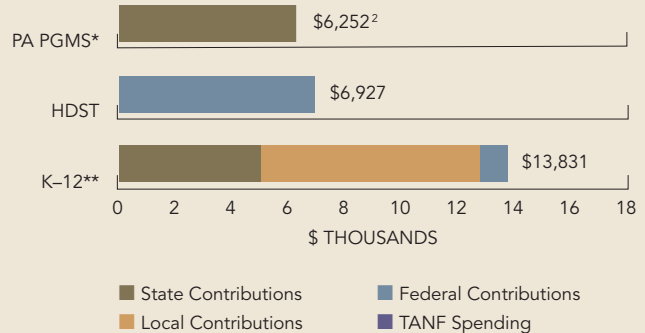
Total state program enrollment	23,937 ¹
Total state spending	\$130,548,078 ²
State Head Start spending	\$40,000,000
State spending per child enrolled	\$6,252 ²
All reported spending per child enrolled	\$6,252 ²

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



[†] This number represents children in special education who are not enrolled in Head Start, Pre-K Counts, or HSSAP.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	8

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	14

¹ The state did not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2007-2008.

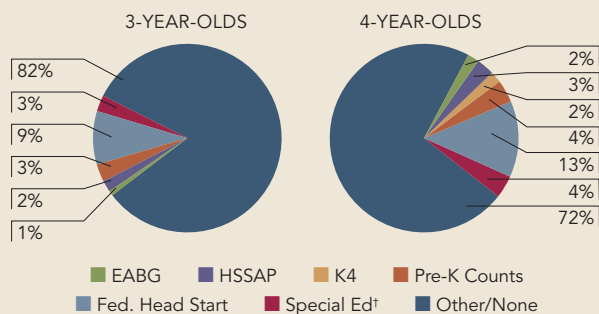
² These figures do not include the K4 program, as the state was unable to provide spending information for this program.

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	4,155 ¹
School districts that offer state program	9%
Income requirement	None ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	18,368
Federally funded Head Start enrollment	31,536
State-funded Head Start enrollment	5,780

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



† This number represents children in special education who are not enrolled in Head Start, Pre-K Counts, or HSSAP.

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 and ECE certification (public); AA (community partners) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Certification in EC, N-3 (public); None (community partners) ⁴	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	None 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 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	Determined locally	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

5

RESOURCES

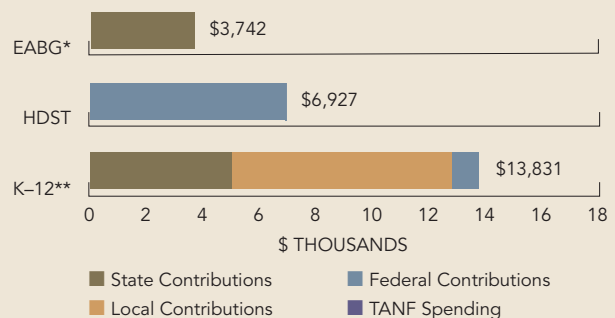
Total state pre-K spending	\$15,548,078
Local match required?	No
State Head Start spending	\$40,000,000
State spending per child enrolled	\$3,742
All reported spending per child enrolled*	\$3,742

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The state did not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2007-2008.

² Eligibility requirements are locally determined.

³ Most programs operate 2.5 hours or 5 hours per day, 5 days per week, 180 days per year.

⁴ Regulations finalized in December 2006 mandate that teachers in programs operated by community providers must have at least an AA. In 2011, all teachers regardless of setting will need ECE certification.

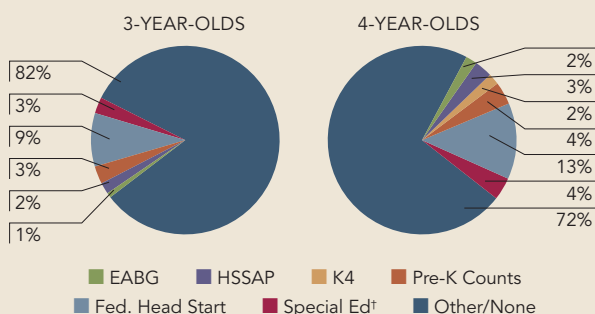
⁵ In public school settings, assistant teachers must meet the NCLB requirements for highly qualified. For non-public settings, programs follow their regulatory requirements. By 2009-2010, all aides will have completed at least two years of postsecondary study, possess an AA or higher, or pass a rigorous state or local assessment of knowledge of and ability to assist in instruction.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS

ACCESS

Total state program enrollment	3,057
School districts that offer state program	17%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	18,368
Federally funded Head Start enrollment	31,536
State-funded Head Start enrollment	5,780

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



† This number represents children in special education who are not enrolled in Head Start, Pre-K Counts, or HSSAP.

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	EE or ECE certification	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Meet NCLB requirements (Title 1 schools); None (all other schools) 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 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	Determined locally	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"/>

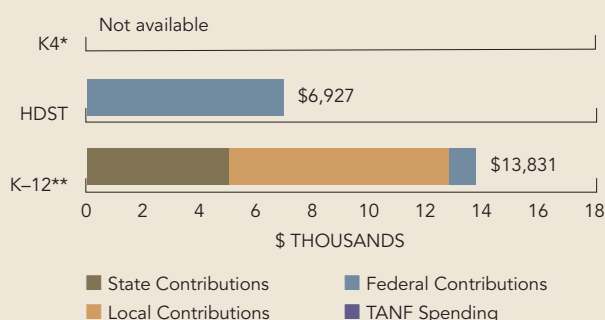
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	Not available
Local match required?	No
State Head Start spending	\$40,000,000
State spending per child enrolled	Not available
All reported spending per child enrolled*	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 '07-'08 school year, unless otherwise noted.

¹ The minimum requirement is 2.5 hours/day, 5 days/week, 180 days/year.

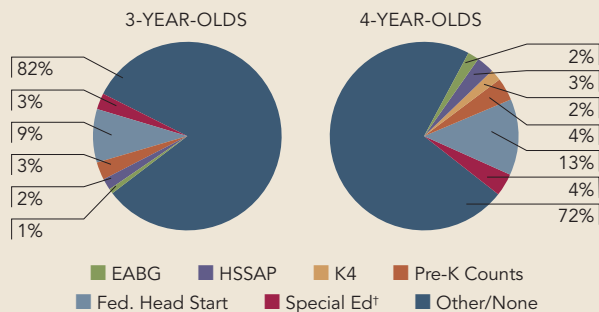
² Assistant teachers in Title I schools must meet the NCLB requirements for highly qualified teachers. There are no specific degree requirements for assistant teachers in other schools. By 2009-2010, all assistant teachers will be required to meet the highly qualified requirements of NCLB.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment.....	5,780
School districts that offer state program.....	75% (Head Start grantees)
Income requirement.....	At least 90% of children must be at or below 100% FPL
Hours of operation.....	Determined locally ¹
Operating schedule.....	Determined locally ¹
Special education enrollment.....	18,368
Federally funded Head Start enrollment.....	31,536
State-funded Head Start enrollment.....	5,780

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



[†] This number represents children in special education who are not enrolled in Head Start, Pre-K Counts, or HSSAP.

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 ²	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	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	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 and support services	Vision, hearing, health, dental, developmental; and support services ⁴	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	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

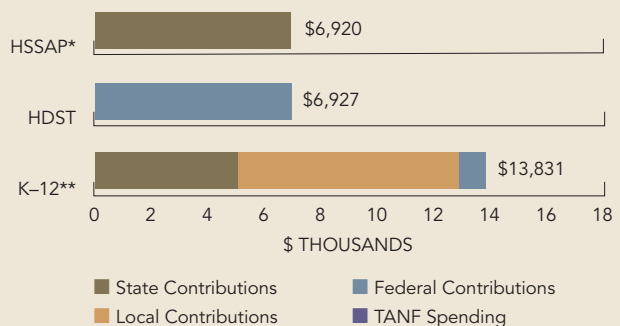
Total state pre-K spending.....	\$40,000,000 ⁵
Local match required?.....	Yes, following Head Start performance standards
State Head Start spending.....	\$40,000,000 ⁵
State spending per child enrolled.....	\$6,920
All reported spending per child enrolled*.....	\$6,920 ⁶

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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 128 days per year.

² Federal Head Start requirements state that 50 percent of teachers must have an AA in ECE. If teachers are employed by a school district, ECE certification is required.

³ In December 2007, the requirement changed to 15 clock hours of professional development per year as specified in the federal Head Start reauthorization.

⁴ Support services include two annual parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards that include parent education or job training, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral for social services, and transition to kindergarten activities.

⁵ All spending through this initiative is directed toward Head Start programs.

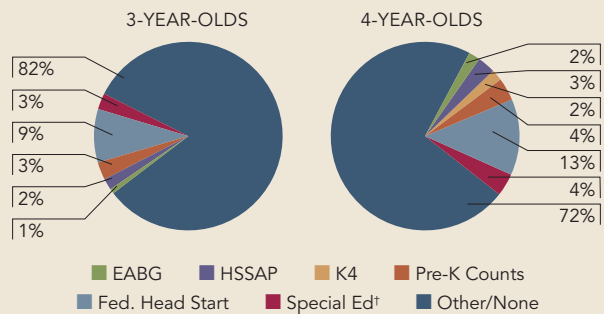
⁶ Additional funds not counted in this figure include \$433,500 (\$75 per child) in federal Head Start dollars for grantees specifically for technical assistance.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment	10,945
School districts that offer state program	85% (counties)
Income requirement	300% FPL ¹
Hours of operation	2.5 instructional hours/day (part-day), 5 instructional hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	18,368
Federally funded Head Start enrollment	31,536
State-funded Head Start enrollment	5,780

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



† This number represents children in special education who are not enrolled in Head Start, Pre-K Counts, or HSSAP.

QUALITY STANDARDS CHECKLIST

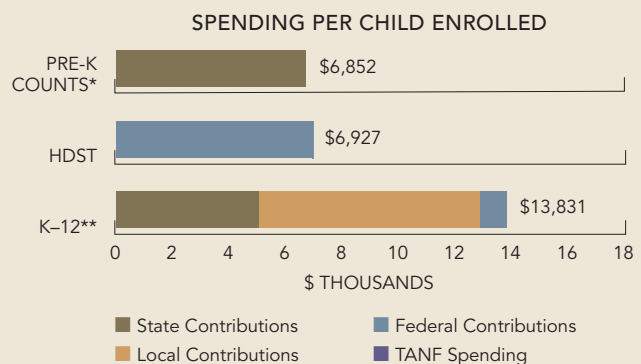
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA in ECE (public); AA in ECE or CD or ECE cert. and 18 credits (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	ECE certification (public); AA in ECE or ECE cert., and 18 credits in ECE (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	None	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 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.....	Determined locally	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack ³	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	75,000,000
Local match required?	No
State Head Start spending	\$40,000,000
State spending per child enrolled	\$6,852
All reported spending per child enrolled*	\$6,852



* 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 '07-'08 school year, unless otherwise noted.

¹ Income is only one of the possible risk factors used to determine eligibility. Other risk factors are determined locally and could include low parental education level or other economic, language, and/or cultural disadvantages that put children at risk for school failure.

² Teachers in child care or Head Start are required to have at least an AA in early childhood education or child development. Teachers in nursery schools are

required to have ECE certification and 18 credits. If a teacher has a degree that is not in ECE, they must have at least 18 credits in ECE and apply for a waiver. Beginning in December 2011, all teachers will be required to have a BA and ECE certification.

³ Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

NO PROGRAM

During the 2007-2008 school year, Rhode Island did not have a distinct state-funded preschool initiative meeting the criteria used in this report, though it offered initiatives with the goal of expanding access to early childhood education. One initiative, the Comprehensive Child Care Services Program (CCCSP), began providing comprehensive services to 3- and 4-year-olds in child care settings in 2001, but was eliminated in an effort to close the state budget deficit for fiscal year 2009.

Through another initiative, Rhode Island provides state funding to supplement the federal Head Start program. The state spent \$2.97 million to fund additional services for 400 children in Head Start during the 2007-2008 school year. The 2008-2009 school year saw cuts in this program, and a total of 142 children were served with \$1 million in state funds. However, a compromise over these cutbacks resulted in a legislative bill requiring the Rhode Island Department of Education to begin planning for a prekindergarten demonstration project. After two years of operation, the demonstration project is expected to grow into a statewide preschool initiative.

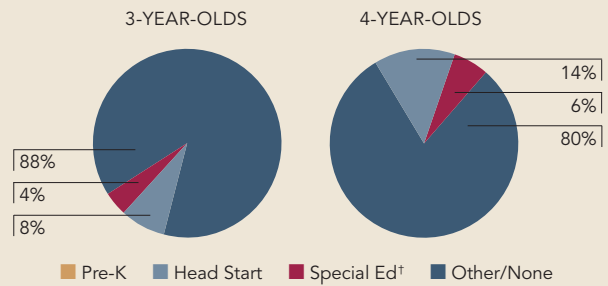
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,724
Federally funded Head Start enrollment.....	2,386
State-funded Head Start enrollment	400

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

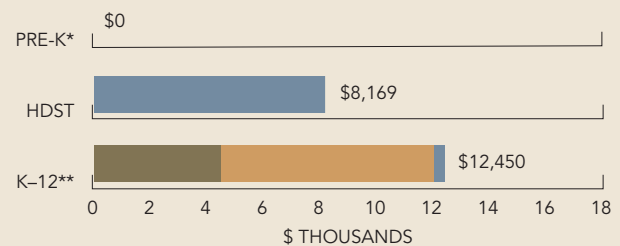
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$2,970,000
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

SPENDING PER CHILD ENROLLED



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

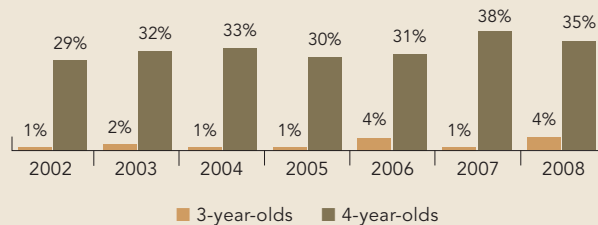
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '07-'08 school year, unless otherwise noted.

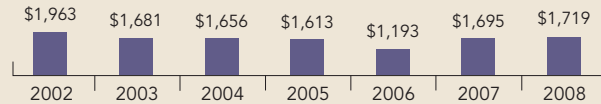
State Contributions Federal Contributions
Local Contributions TANF Spending

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1984, the South Carolina Education Improvement Act established the Half-Day Child Development Program, known as 4K, with the primary purpose of improving school readiness. Each district in the state is required to have at least one 4K class, which provides half-day preschool education to at-risk 4-year-olds. Child eligibility requirements are selected according to local need, based on a list of state-specified risk factors. Examples of risk factors include having single parents or parents with low educational attainment, being homeless, or having a low family income.

State funds are distributed to 4K programs based on the number of kindergartners per district eligible for free or reduced-price lunch. Additional funding sources are used in about 15 percent of programs to provide full-day services to preschool children. Although some districts partner with Head Start or private child care centers to provide services, the majority of children are served in public school settings.

In 2006, another state initiative, the Child Development Education Pilot Program (CDEPP), was created as a result of the lawsuit *Abbeville County School District v. South Carolina*. The court decision mandated that full-day preschool be provided in certain circumstances. Only counties named in the lawsuit that choose to offer 4K services are required to provide full-day preschool for children residing in the county who are eligible for free or reduced-price lunch or Medicaid. Public school programs must be approved by the state Department of Education while private child centers must obtain approval from the Office of First Steps.

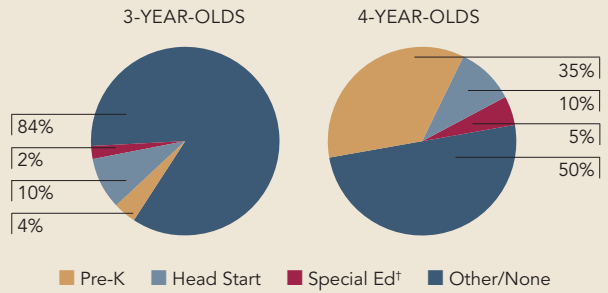
The First Steps to School Readiness program is an additional state initiative, although it is not the focus of this report. Funds are distributed through First Steps County Partnerships for use at the local level for a variety of services for children and their families. Although First Steps is separate from 4K and CDEPP, some communities use funds from this initiative in collaboration with 4K and CDEPP for such purposes as extending services to a full day or providing additional slots in existing programs.

The first two pages of this state profile document South Carolina's overall contributions and commitment to state prekindergarten, including state spending and enrollment for both the Half-Day Child Development Program and the Child Development Education Pilot Program initiatives. The third page focuses exclusively on the Half-Day Child Development Program initiative and the final page presents specific details about the CDEPP initiative.

STATE OVERVIEW

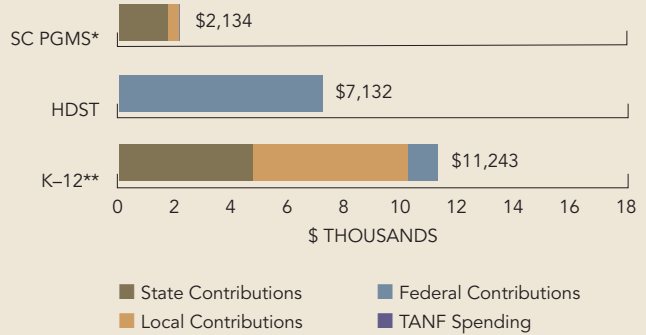
Total state program enrollment	22,590
Total state spending	\$38,821,515
State spending per child enrolled	\$1,719
All reported spending per child enrolled*	\$2,134

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	13

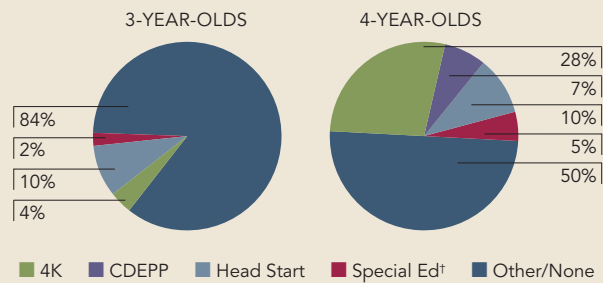
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	38

SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM

ACCESS

Total state program enrollment	18,398
School districts that offer state program	59%
Income requirement	185% FPL ¹
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,285
Federally funded Head Start enrollment	11,681
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

QUALITY STANDARDS CHECKLIST

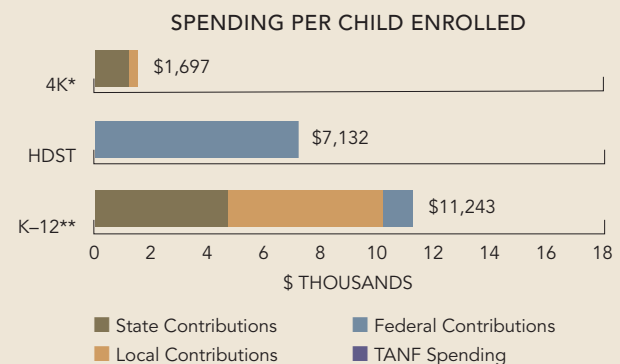
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification for pre-K-3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours/year	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, developmental, dental; and support services ²	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack	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	\$21,832,678
Local match required?	No
State spending per child enrolled	\$1,187
All reported spending per child enrolled*	\$1,697



* 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 '07-'08 school year, unless otherwise noted.

¹ Children are eligible for the program if they are determined to be educationally at-risk.

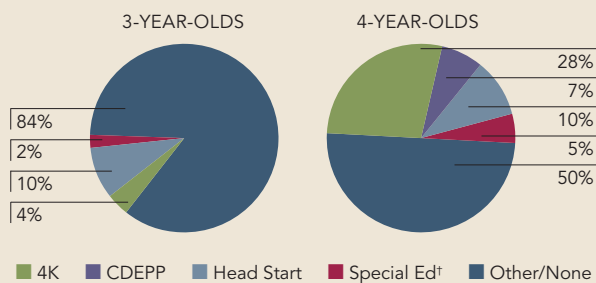
² Support services include four annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, transition to kindergarten activities, and other locally determined services.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM

ACCESS

Total state program enrollment	4,192
School districts that offer state program	41%
Income requirement	185% FPL ¹
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,285
Federally funded Head Start enrollment	11,681
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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), AA in ECE (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	EC certification for pre-K-3 (public); AA in ECE (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours/year	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	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

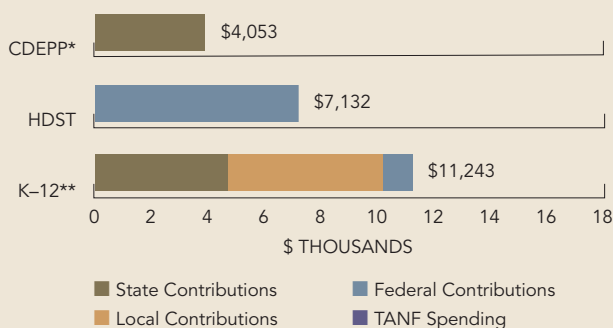
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$16,988,837
Local match required?	No
State spending per child enrolled	\$4,053
All reported spending per child enrolled*	\$4,053

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 '07-'08 school year, unless otherwise noted.

¹ Children are also eligible if they receive Medicaid services.

² In the First Steps program, the requirement for the AA degree may be waived. In public school settings, all teachers must have a BA degree or higher and be certified in early childhood.

³ The teaching assistant must complete one course of ECD 101 within the calendar year if they do not have an AA degree.

⁴ Dental screenings and referrals are determined locally. Support services include two annual parent conferences or home visits, parenting support or training, and parent involvement activities, health services for children and transition to kindergarten activities.

South Dakota

NO PROGRAM

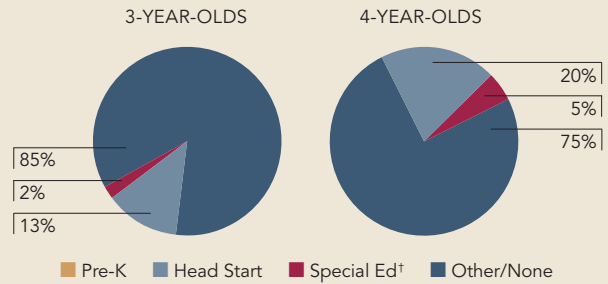
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,537
Federally funded Head Start enrollment.....	3,596
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

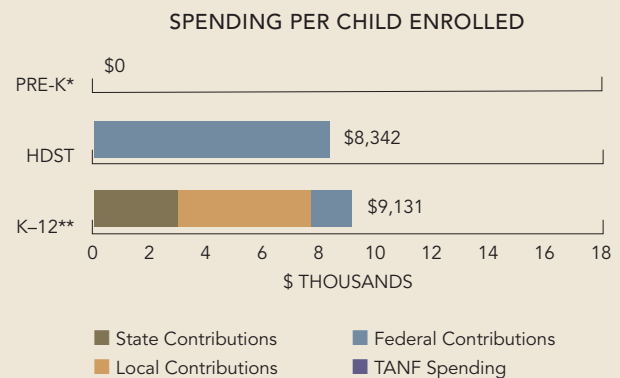
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0



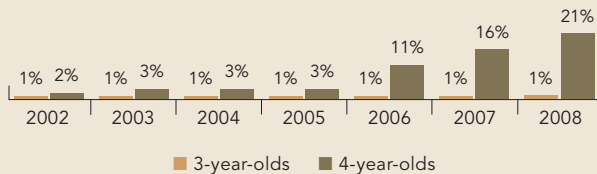
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

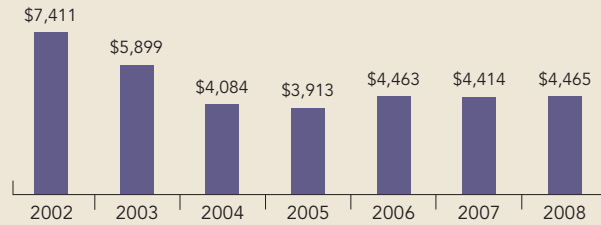
Data are for the '07-'08 school year, unless otherwise noted.

Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1998, Tennessee began funding the Early Childhood Education (ECE) Pilot Project, which offered competitive grants to public schools, Head Start agencies, private child care agencies, institutes of higher education, and public housing authorities to provide preschool. The Tennessee Voluntary Pre-K (VPK) program began in the 2005-2006 school year and includes the pilot pre-K program. The VPK program allows only school systems to compete for state grants, but public schools can subcontract with Head Start agencies, private child care agencies, institutes of higher education, and public housing authorities. Enrollment priority is given to 3- and 4-year-old children who are eligible for free or reduced-price lunch. Enrollment is also open to children who meet other state-specified risk factors, which include being in state custody, English Language Learner status, having a history of abuse or neglect, having an IEP, and other locally determined risk factors such as having a parent on active military duty.

Until 2003, Tennessee's preschool program relied partially on TANF funding. In 2005, the state began using excess lottery funds to expand its state prekindergarten program, resulting in an additional 6,000 at-risk children being served in the 2005-2006 school year. Tennessee then tripled its general revenue allocation for preschool, enabling 232 new VPK programs to serve more than 4,500 additional at-risk children during the 2006-2007 school year. In 2007-2008, an additional \$25 million enabled VPK to serve more than 4,700 additional at-risk children.

The Office of Early Learning (OEL) was established in 2005 to administer the VPK program. OEL also includes the Even Start State Coordinator Office, Family Resources Centers, Head Start State Collaboration Office, and School Administered Child Care Program Evaluation. It is responsible for program administration, oversight, monitoring, data collection, technical assistance, and training. To provide information and best practices in support of preschool education, OEL coordinates and collaborates with intra-state agencies, local school systems, and community providers.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	22

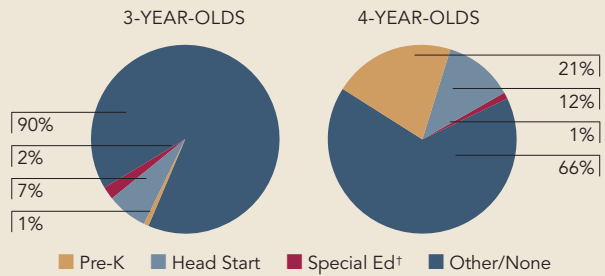
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	17

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	17,916
School districts that offer state program	99%
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,363
Federally funded Head Start enrollment	15,469
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Teacher license and certification in Early Childhood Pre-K endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA (ECE pilot); HSD + pre-K experience (VPK) ⁴	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 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	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

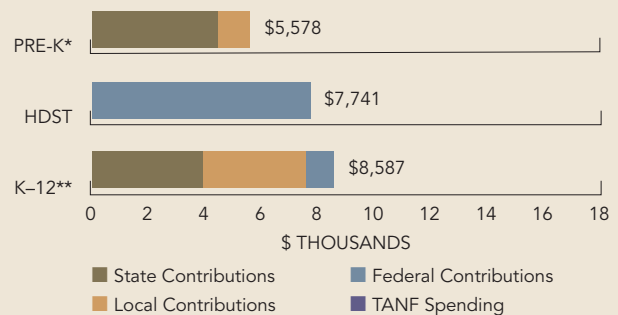
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$80,000,000
Local match required?	Yes ⁶
State spending per child enrolled	\$4,465
All reported spending per child enrolled*	\$5,578

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 '07-'08 school year, unless otherwise noted.

¹ Children who meet the income criteria receive highest priority for enrollment. In 2007-2008, 86 percent of children enrolled in the program met the income requirement.

² Naptime cannot be counted in the 5.5 hour minimum.

³ Permissible types of pre-K certifications include: Pre-K-3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Special Education.

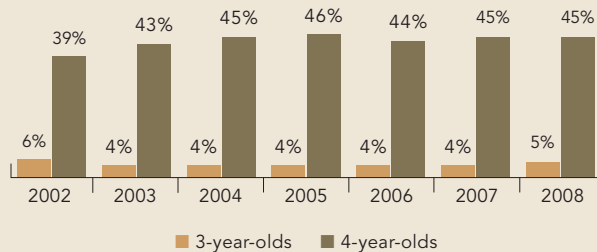
⁴ In the ECE pilot, all assistant teachers are required to have a CDA. In the VPK program, the LEA is required to hire an assistant teacher with a CDA if one is available, but if not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs.

⁵ Dental screening and referrals are locally determined. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, referral for social services, and transition to pre-K and kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

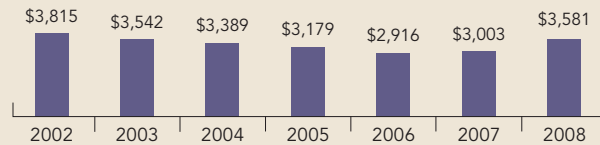
⁶ The state provides each LEA with their state share of the Basic Education Plan (BEP) amount of the cost per classroom unit, which varies by county. The LEA must identify a local funding match to add to their BEP funds that equals the amount per classroom unit set by the commissioner.

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In the 1985-1986 school year, the Texas Public School Prekindergarten initiative began providing half-day prekindergarten to at-risk 4-year-old children. At-risk eligibility factors include eligibility for free or reduced-price lunch, homelessness, limited English proficiency, and having parents who are on active military duty or have been injured or killed on duty. Children who are or were in foster care are also eligible for the program as of the 2007-2008 school year. Children who do not meet eligibility requirements may still participate in the program if their families choose to pay tuition and if districts choose to serve ineligible children. Any district that serves 15 or more eligible 4-year-old children is required to offer the Texas Public School Prekindergarten program. With any additional state and district funds, programs can also serve 3-year-olds. Over the past several years, enrollment in the program has steadily increased with more than 190,000 children being served in the 2007-2008 school year.

Using the Foundation School Program, Texas Public School Prekindergarten is supported by state and local funds and is part of the K-12 system. While districts are encouraged to offer services through Head Start programs or private child care centers, funding is distributed directly to school districts. The Foundation School Program provides funding for half-day services only. However, programs can apply for funding for full-day services from the Prekindergarten Expansion Grant Program, which awards competitive grants annually. Typically, school districts with low third grade reading scores have priority for receiving the grants.

In the 2007-2008 school year, more than 43,000 preschool children and their teachers in 170 school districts participated in the Texas Early Education Model (TEEM). TEEM encourages public schools, child care centers, and Head Start programs to coordinate services and share resources. The program is administered through the State Center for Early Childhood Development and is grant-funded to programs that use a research-based pre-reading instructional program and serve at least 75 percent low-income students.

Beginning in 2007-2008, the Texas Education Code amended its reporting requirements for purposes of the Texas School Readiness Certification System, which is a quality rating system designed to improve the academic achievement of prekindergarten students through a diverse delivery system. In addition, in the spring of 2008, the Texas Prekindergarten Curriculum Guidelines were revised and were distributed in the fall of 2008. The guidelines were incorporated into Proclamation 2111 for Instructional Materials and will be adopted by the state in 2010 and provided to prekindergarten classrooms beginning in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	10

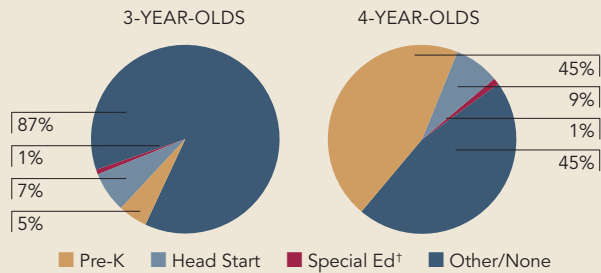
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	27

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	193,869
School districts that offer state program	82%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	20,373
Federally funded Head Start enrollment	65,618
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

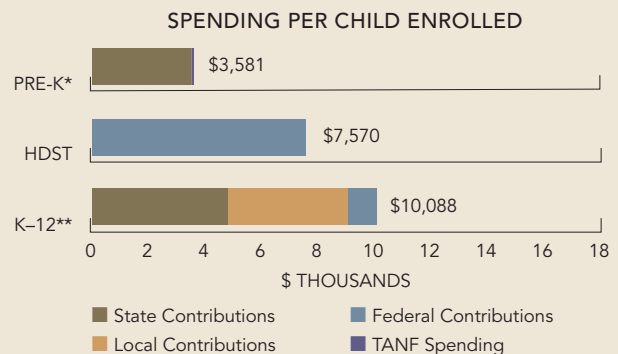
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Generalist (EC-Grade 4) Teaching Certificate ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	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 type="checkbox"/>
3-year-olds	No limit ⁴		
4-year-olds	No limit ⁴		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	No limit		
4-year-olds	No limit		
Screening/referral	Determined locally 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	None	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$694,211,195 ⁷
Local match required?	No
State spending per child enrolled	\$3,581
All reported spending per child enrolled*	\$3,581



* 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 '07-'08 school year, unless otherwise noted.

¹ During the 2007-2008 program year, 73 percent of children enrolled qualified based on income. Children may also qualify if they are homeless, have a history of foster care, have a parent on active military duty, or have non-English speaking family members.

² School districts that receive Prekindergarten Expansion Grant funding are required to offer 6 hours of services per day.

³ The Generalist Teaching Certificate covers early childhood through fourth grade. The pedagogy is based on developmental levels for children and appropriate teaching methods for each grade level. Texas standards no longer specify a number of semester hours in early childhood education.

⁴ Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) are preferred but not required.

⁵ Vision, hearing, health, developmental, and dental screening and referrals are determined locally. 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 \$610,528,200. The Prekindergarten Expansion Grant Program contributed an additional \$74,502,995 and TANF MOE money is included in the total amount.

Utah

NO PROGRAM

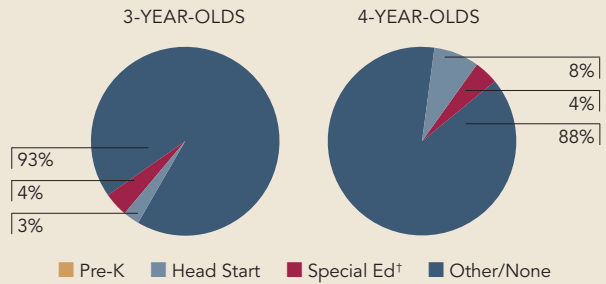
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	4,857
Federally funded Head Start enrollment.....	5,461
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

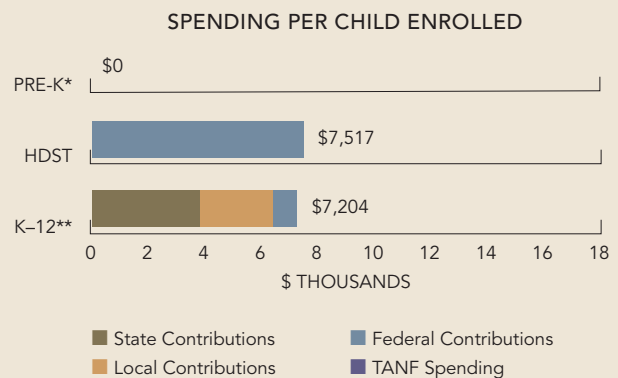
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0



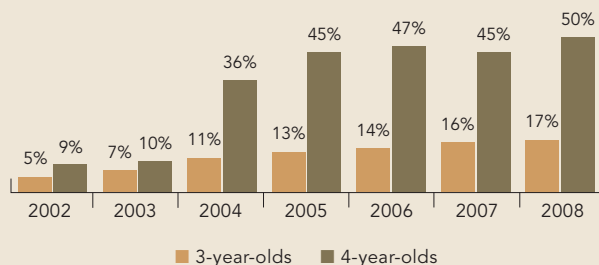
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

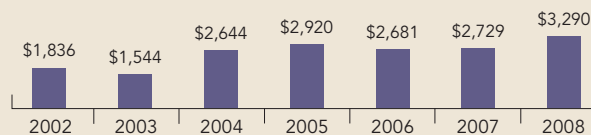
Data are for the '07-'08 school year, unless otherwise noted.

Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Aiming to increase access to preschool education programs for at-risk 3- and 4-year-olds, Vermont established the Vermont Early Education Initiative (EEI) in 1987. Eligibility is limited to children from families with incomes below 185 percent of the federal poverty level or who exhibit risk factors such as developmental delay, limited English proficiency, social isolation, or abuse or neglect. Through this initiative, grants are awarded to public schools, private child care centers, Parent-Child Centers, faith-based and family child care centers, and Head Start programs to provide preschool education. Although funding for EEI has remained stable over the past few years it is still below the level of funding seen in fiscal year 1996 and the value of grants has decreased steadily, when accounting for inflation, since the program began. EEI programs may collaborate with other community resources for additional funding and to provide services.

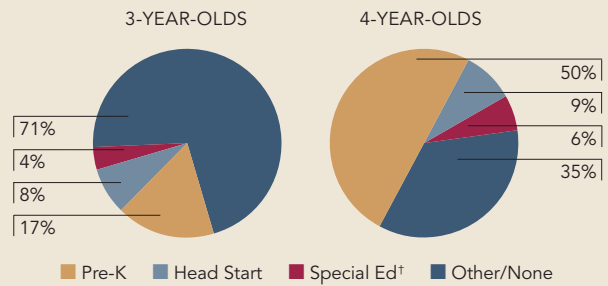
Vermont increased support and funding for preschool education in 2003 with a second state initiative, the Vermont Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM) census data. Eligibility is open to all 3- and 4-year-olds within communities choosing to participate in the program. Through this initiative, approximately 80 percent of Vermont's local education agencies receive state education funds to provide up to 10 hours per week of preschool education. PFP-ADM funds are distributed to local schools, which may in turn contract with other providers such as Head Start and private child care centers. Forty percent of the K-6 education funding level is allocated to preschool education programs through a funding formula, and the local education agencies may supplement their budgets with funds from other sources. Teachers in the PFP-ADM program receive support, including professional development opportunities, to help them meet the Vermont Early Learning Standards. As of the 2007-2008 school year, PFP-ADM became known as Vermont Prekindergarten Education-Act 62. Effective with the 2008-2009 school year, programs in nonpublic settings will be required to have one BA teacher at each center, rather than one in every classroom.

The first two pages of Vermont's profile describe the state's overall contribution and commitment to preschool education with enrollment and state spending information for both initiatives. The next two pages provide specific details about each of Vermont's preschool initiatives with the Vermont Prekindergarten Education-Act 62 program detailed on the third page and the EEI program detailed on the following page.

STATE OVERVIEW

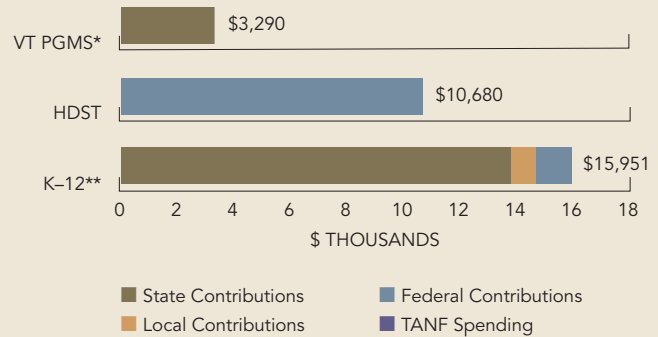
Total state program enrollment	4,438
Total state spending	\$14,602,206
State spending per child enrolled	\$3,290
All reported spending per child enrolled	\$3,290

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
4	3

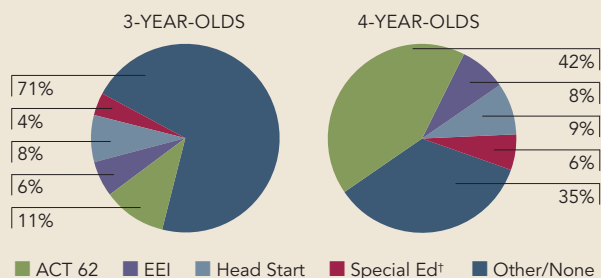
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	30

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment.....	3,507
School districts that offer state program.....	63% (communities) ¹
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	1,014 ³
Federally funded Head Start enrollment	1,205
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

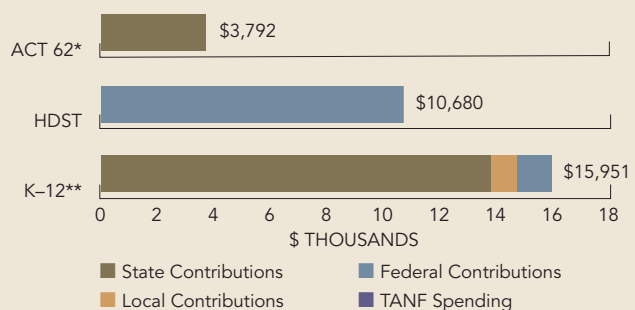
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 7
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ⁴	BA	<input checked="" type="checkbox"/>	
Teacher specialized training.....	ECE or ECSE endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	Determined locally ⁵	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 developmental; and support services ⁶	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals.....	No meals are required ⁷	At least 1/day	<input type="checkbox"/>	
Monitoring	None	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$13,300,000 ⁸
Local match required?	No
State spending per child enrolled	\$3,792
All reported spending per child enrolled*	\$3,792 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 '07-'08 school year, unless otherwise noted.

¹ This is an approximate number of communities; statewide data on pre-K programs were not collected in 2007-2009.

² Programs are funded to operate 6-10 hours per week, with a "full-time" child attending 10 hours per week. The most common school-based model is between 3-4 hours/day, 2-3 days/week.

³ Vermont did not report special education enrollment. It was estimated based on the percentage of 3- and 4-year-olds in special education in 2006-2007.

⁴ New requirements related to Act 62 take effect in July 2008, which removes the BA requirement for lead teachers in programs in nonpublic settings. Nonpublic centers will be permitted to have one licensed teacher per center rather than one per classroom, and registered child care homes will require only brief supervision by a licensed teacher.

⁵ Assistant teachers must have an AA or equivalent in public settings and a minimum of 6 credits in ECE in nonpublic settings. Other required assistant teacher training is not specified in Act 62 and depends on the type of pre-K provider.

⁶ Dental screenings and referrals are determined locally. Support services include two annual home visits or 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 There is no requirement for meals. However, most programs are half day and offer a snack. If the program is part of Head Start or a child care program, meals will be offered.

⁸ This figure is an estimate of total spending. In previous years, the state could not separate out the specific amount of spending for pre-K. In the 2007-2008 school year, the state collected spending information for the program separately for the first time.

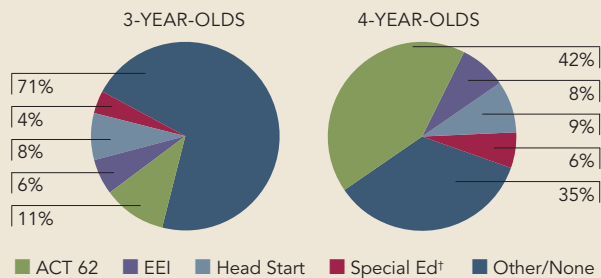
⁹ The state did not break Act 62 enrollment into specific numbers of 3- and 4-year-olds. As a result, these calculations are estimates based on proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2007-2008.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	931
School districts that offer.....46% (supervisory unions) ¹	state program
Income requirement	185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Academic year
Special education enrollment	1,014 ⁴
Federally funded Head Start enrollment	1,205
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start but may be enrolled in state-funded pre-K.

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	Early Childhood Educator (public and nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public)	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	1:10		
Screening/referral	Vision, hearing, health, and support services ⁷	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	No meals are required	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

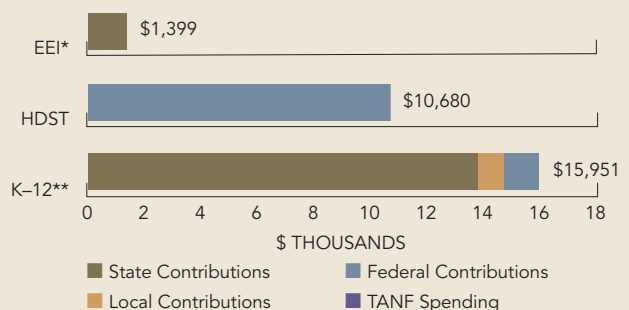
Total state pre-K spending	\$1,302,206
Local match required?	No
State spending per child enrolled	\$1,399
All reported spending per child enrolled*	\$1,399

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ EEI grants are given to supervisory unions rather than districts. In addition grants were awarded to some parent-child centers, child care centers, Head Start programs and a homeless shelter.

² 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, low educational attainment by parents, homelessness, teen parent, parent active military duty, or incarcerated parent. In 2007-2008, 53 percent of children met the income requirement.

³ Programs operate an average of 3.5 hours/day and an average of 3 days/week during the academic year.

⁴ Vermont did not report special education enrollment. It was estimated based on the percentage of 3- and 4-year-olds in special education in 2006-2007.

⁵ 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.

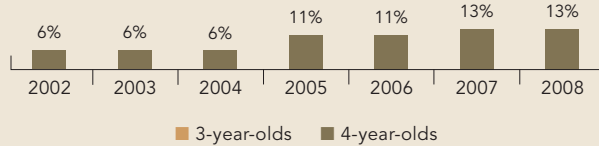
⁶ Public schools use NCLB highly qualified teacher status or an AA in setting educational expectations for assistant teachers, but this is not a requirement. Private programs use HSD plus 6 credits in ECE in setting educational expectations, but again it is not a requirement. Requirements for assistant teachers depend on the type of program.

⁷ 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. Dental screenings and referrals are determined locally. 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 children, information about nutrition, referral to social services, and transition to kindergarten activities.

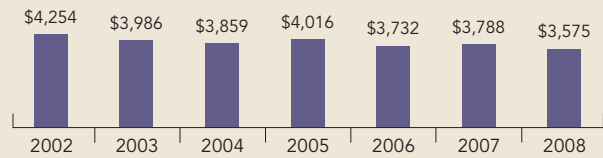
⁸ State policy does not formally require monitoring but standard practice includes documentation of children's learning and/or child outcomes, documentation of program-level outcomes, review of program facilities and safety procedures, results of program self-assessments, and review of program records.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



The Virginia Preschool Initiative was established in 1995 to serve at-risk 4-year-olds not enrolled in existing preschool programs. Program eligibility is determined locally, based on risk factors such as poverty, homelessness, having parents with limited education, family unemployment, parental incarceration, or limited English proficiency.

Funds for the Virginia Preschool Initiative are distributed directly to public school districts and local departments of social services, which both may subcontract with Head Start or private child care centers to provide services. Any community receiving funding for the program is required to contribute matching funds based on a local composite index of district resources. Programs choosing to operate on a half-day schedule receive 50 percent of the full-day funding allocation.

Funding allocations were increased in the 2004-2005 school year to serve 90 percent of at-risk children not served in other preschool programs. For the 2006-2007 school year, the state increased per-pupil funding to provide services to all at-risk 4-year-olds. The per-pupil rate will increase again starting in the 2008-2009 program year due to an additional \$22 million allocated to support the Virginia Preschool Initiative over the biennium.

Beginning with the 2007-2008 program year, all programs are required to follow the newly revised early learning standards, which were expanded to include science, history, social science, personal and social development, and physical and motor standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	None Served

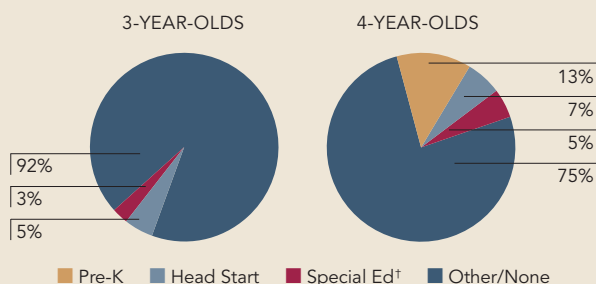
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	16

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	13,125
School districts that offer state program	77%
Income requirement	None
Hours of operation	3 hours/day (half day), 6 hours/day (full day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	9,374
Federally funded Head Start enrollment	12,321
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start, but includes children who are enrolled in state-funded pre-K.

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), HSD (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	License + certification in Pre-K-3, or -6, EC for 3- and 4-year-olds (public), None (nonpublic) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD or GED	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	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 support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least breakfast and snack ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring ⁵	Site visits	<input checked="" type="checkbox"/>

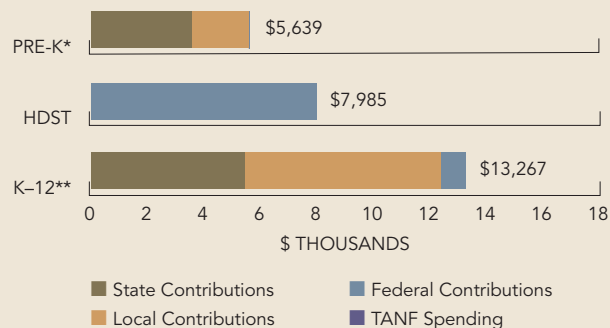
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$46,916,828
Local match required?	Yes, based on composite index of local ability to pay
State spending per child enrolled	\$3,575
All reported spending per child enrolled*	\$5,639

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 '07-'08 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. Most programs operate on a full-day schedule. All programs operate 5 days per week.

² Teachers in public schools are required to hold a license with endorsements in the areas in which they are working. Teachers not located in public schools who have a minimum of high school completion must show certification of completion of 120 hours of training in the subject areas of first aid, human growth and development, health and safety issues, and behavioral management of children.

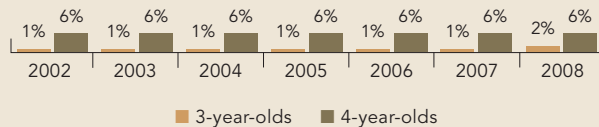
³ Support services include parent involvement activities, child health services, and referral for social services. Other comprehensive services and the annual number of required parent conferences or home visits are determined locally.

⁴ All children receive breakfast and snack regardless of full- or half-day services. All children in full-day programs receive lunch.

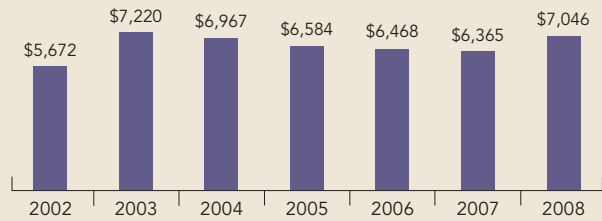
⁵ Site visits and other monitoring activities are required every two years.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In response to calls for early childhood education reform, the Washington Early Childhood Education and Assistance Program (ECEAP) was established in 1985. ECEAP is overseen by the state Department of Early Learning (DEL), a cabinet-level agency begun in 2006 that works with Thrive by Five Washington to fund programs and coordinate efforts to improve school readiness.

ECEAP offers health coordination, nutrition, family support, and preschool education to assist parents in raising children who are ready to learn. Four-year-olds from families at or below 110 percent of the federal poverty level are primarily served, but 3-year-olds are also enrolled based on other risk factors. In addition, up to 10 percent of slots may be filled by children who have developmental or environmental risk factors or whose families are over the income cutoff.

The DEL provides funding for ECEAP services in a variety of public and private settings, including educational service districts, school districts, local governments, nonprofit organizations, community and technical colleges, and nonsectarian organizations. The state increased its investment in ECEAP in 2007, resulting in 2,250 more children and families being served by the program during the 2007-2009 biennium. An additional rate increase has allowed for quality improvements such as increased hours of preschool education and reinforcement of teacher qualification standards. In 2008, about 8,200 children and their families in 37 counties participated in the comprehensive learning program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	17

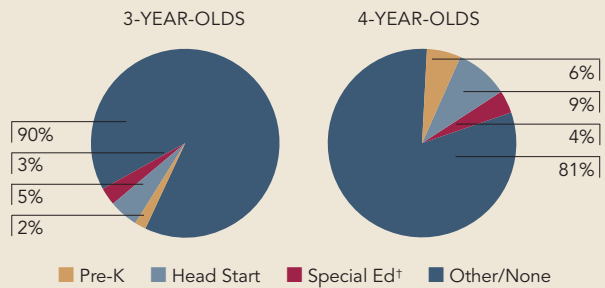
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	10

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	6,801
School districts that offer state program	95% (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	7,656
Federally funded Head Start enrollment	11,502
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	AA or BA	BA	<input type="checkbox"/>
Teacher specialized training	30 quarter units in ECE ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 12 quarter credits in ECE	CDA or equivalent	<input checked="" 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	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral	Vision, hearing, health, dental, and support services developmental; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least 1 meal ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

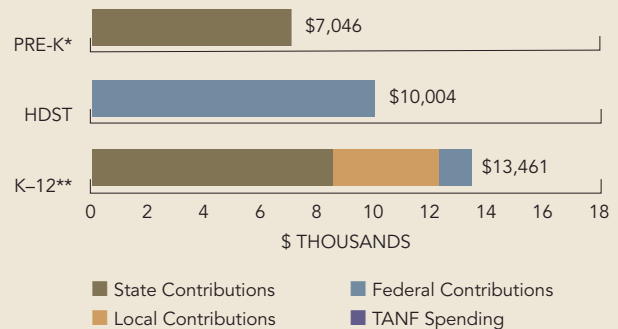
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$47,919,000
Local match required?	No
State spending per child enrolled	\$7,046
All reported spending per child enrolled*	\$7,046

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 '07-'08 school year, unless otherwise noted.

¹ A minimum of 240 hours per year in at least 30 weeks is required. Most programs operate 2.5 to 6 hours per day, 3 to 4 days per week, with a typical schedule being 3 hours per day, 4 days per week.

² Teachers with a BA must also have an ECE endorsement.

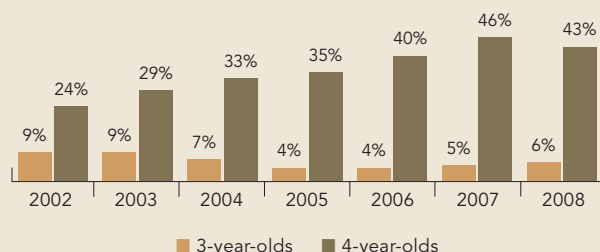
³ Support services include 3 hours of parent conferences, 3 hours of family support

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.

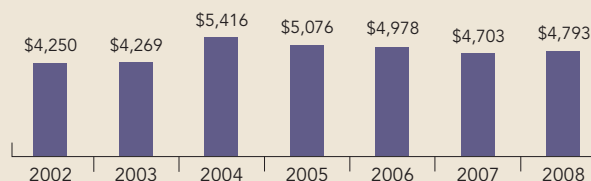
⁴ Programs of fewer than 3 hours must provide breakfast or lunch. Programs lasting more than 3 hours must provide breakfast or lunch and a snack.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



In 1983, revisions to West Virginia’s school code established the Public School Early Childhood Education initiative, allowing local school boards to offer preschool education programs for 3- and 4-year-olds. West Virginia then passed legislation in 2000 requiring the state to expand access to preschool education programs, in order to make prekindergarten available to all 4-year-olds in the state by the 2012-2013 school year. The state has been successful in increasing the number of 4-year-olds served and offers preschool education programs in all school districts. However, the increase in access for 4-year-olds over the past few years has resulted in a decrease in access for 3-year-olds. As of July 2004, only 3-year-olds who have an Individualized Education Plan (IEP) are eligible to receive state funding for West Virginia’s preschool program, now called the West Virginia Universal Pre-K System. West Virginia is working with its 55 counties to ensure they have a sufficient number of classrooms and that these classrooms meet the state’s quality standards. Each year, counties are required to share with the state their plan for expanding access to state-funded pre-K.

Funding for the West Virginia Universal Pre-K System initiative is allocated to public schools, which may subcontract with other agencies to offer services. West Virginia requires that half of the programs operate in collaborative settings with private prekindergarten, child care centers, or Head Start programs in order to facilitate expansion of the program. Supplementary funding for preschool education in the state is provided through federal Head Start, IDEA, Title I, and Title II.

The majority of West Virginia’s Universal Pre-K programs use the Creative Curriculum in their classrooms. The state also has a web-based portfolio based on the Creative Curriculum, which allows teachers to track assessment results and progress for all students as required by the West Virginia Early Learning Standards Framework.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	7

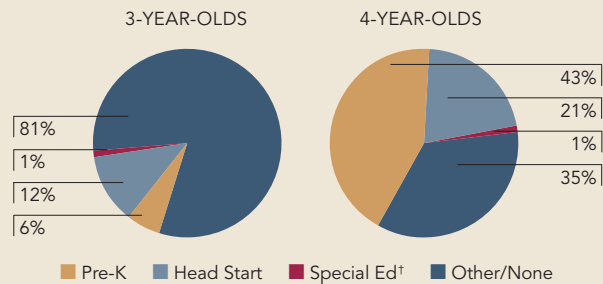
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	7

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	12,404
School districts that offer state program	100%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	3,045
Federally funded Head Start enrollment	7,029
State-funded Head Start enrollment	0

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



[†] This number represents children in special education who are not enrolled in state-funded pre-K or Head Start.

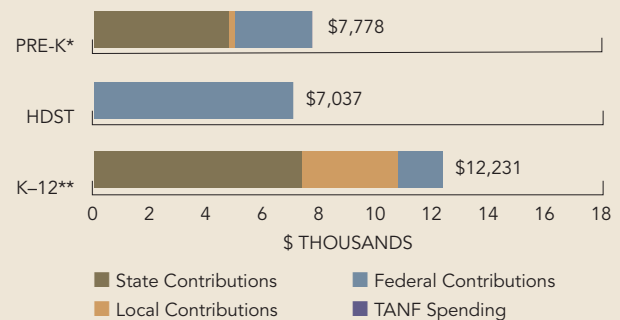
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 7
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA in ECE or Pre-K SpEd (pre-K only programs); AA (blended programs) ²	BA	<input type="checkbox"/>	
Teacher specialized training.....	See footnote ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree.....	HSD	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	15 clock hours per year	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, dental, and support services 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	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$59,452,747
Local match required?	No
State spending per child enrolled	\$4,793
All reported spending per child enrolled*	\$7,778

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 '07-'08 school year, unless otherwise noted.

¹ Hours of operation are determined locally, but programs must operate for at least 12 hours per week, with a maximum of 30 hours per week, and at least 108 instructional days.

² If the classroom is in a community collaborative site (supported by two or more funding sources and located in a public school or community-based setting), the teacher may acquire a permanent authorization for community programs, provided that the teacher has at least an Associate's degree in an approved field and has completed or is working toward an approved list of core early childhood courses.

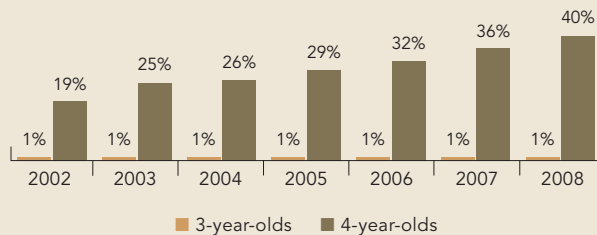
³ Teachers in public school settings that are not collaboratives must be certified in birth-5, early childhood education, preschool special needs, or elementary education (with a pre-K-K endorsement). Teachers in community collaborative settings must have a minimum of an Associate degree in child development/early childhood or in occupational development with an emphasis in child development/early childhood.

⁴ Support services include two annual parent conferences or home visits, transition to kindergarten activities, and other locally determined services.

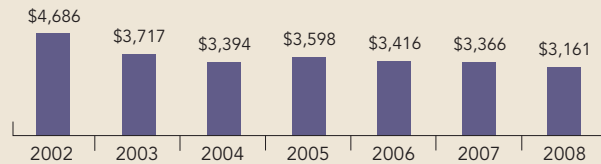
⁵ Meals must be offered if the program operates for more than 4 hours per day.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2008 DOLLARS)



Since 1848 when Wisconsin became a state, its constitution has included commitment to provide free education for 4-year-olds. In 1873, the state established the Four-Year-Old Kindergarten (4K) program, which continues to operate today despite a suspension of state funding between 1957 and 1984. Funds are distributed to public schools, which may choose to offer preschool education programs or contract with Head Start or private child care centers to do so. Public school districts receive 50 percent of the standard state per-pupil K–12 funding amount to provide half-day slots for 4-year-olds. They may receive 60 percent if they also offer parent support programs.

Over the past few years, Wisconsin has successfully increased enrollment in its Four-Year-Old Kindergarten program by both opening new programs in districts that did not previously offer 4K and by increasing enrollment in districts with existing programs. Sixty-eight percent of elementary school districts offered 4K during the 2007–2008 school year, an increase from the previous years. State-funded programs are encouraged to follow the Wisconsin Model Early Learning Standards, although they are not required to do so.

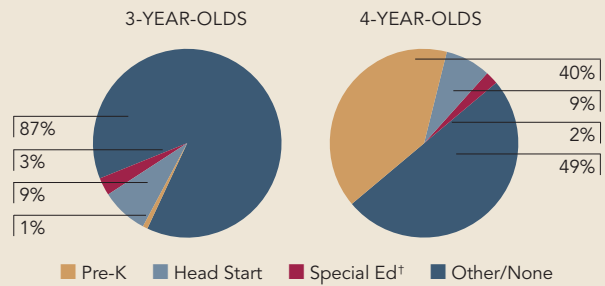
Wisconsin has a second, separate state-funded preschool initiative, the Wisconsin Head Start program, which offers comprehensive early education for 3- and 4-year-olds with a disability or from a low-income family. Wisconsin uses state funding to supplement federal Head Start, enabling federal Head Start grantees to increase access and other preschool services. Head Start grantees and local school districts frequently collaborate to implement 4K. These partnerships have increased over the last few years and the state has offered start-up grants to encourage such collaboration. Wisconsin Head Start programs are required to follow federal Head Start Performance Standards.

The first two pages of the Wisconsin profile summarize the state's overall contribution and commitment to state-funded preschool education programs, including enrollment and state spending for both 4K and Wisconsin Head Start. The third page presents specific details on the 4K program and the fourth page focuses on the state-financed Head Start program.

STATE OVERVIEW

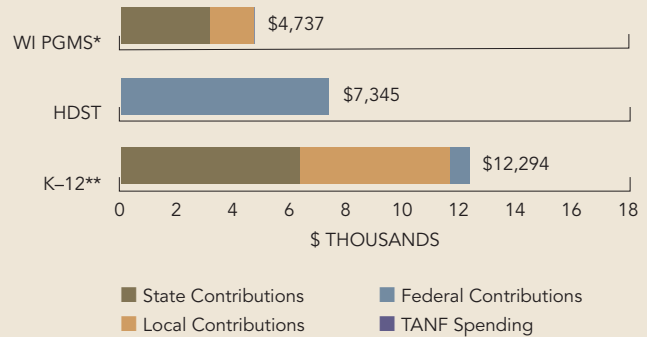
Total state program enrollment	29,175
Total state spending	\$92,212,500
State Head Start spending	\$7,212,500
State spending per child enrolled	\$3,161
All reported spending per child enrolled	\$4,737

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



† This number represents children in special education who are not enrolled in Head Start or 4K.

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 '07-'08 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	23

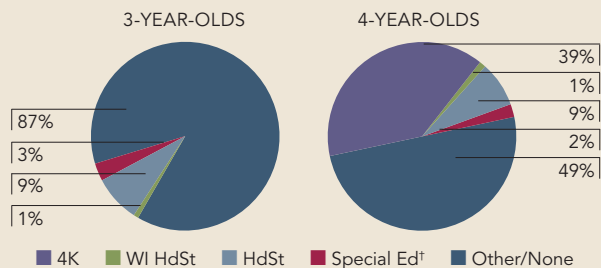
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	20

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN

ACCESS

Total state program enrollment	27,759
School districts that offer state program	68%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	8,246
Federally funded Head Start enrollment	12,913
State-funded Head Start enrollment	1,229 ²

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



† This number represents children in special education who are not enrolled in Head Start or 4K.

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	EC-level or EC to Middle Childhood-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.....	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

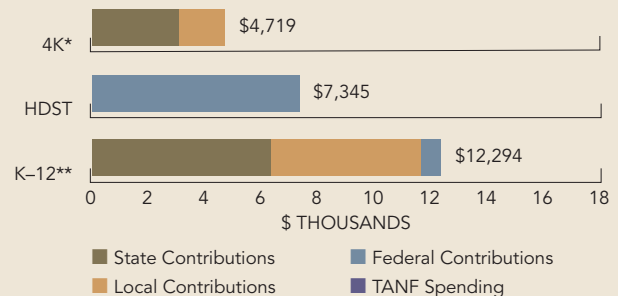
Total state pre-K spending	\$85,000,000
Local match required?.....	Yes, local share of school revenue generated through property tax
State Head Start spending	\$7,212,500
State spending per child enrolled	\$3,062
All reported spending per child enrolled*	\$4,719

* 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 '07-'08 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs operate for a minimum of 437 hours per year, or 437 hours per year plus 87.5 hours of parent outreach, or 349.5 hours per year plus 87.5 hours of parent outreach.

² 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 were also estimated, using proportions of federal Head Start enrollees in each age category.

³ Teachers must hold an appropriate early childhood teacher license with the Department of Public Instruction. The pre-K, K, or EC license all require that the BA program addresses early childhood birth to third grade and includes field work and practicum with this age level. Some licenses go beyond third grade but still require early childhood-specific work.

⁴ In public schools, assistant teachers may be required to have an AA if Title I standards are applicable. The 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 State law supports vision, hearing, immunization, and general health screenings prior to enrollment in Wisconsin's Four-Year-Old Kindergarten and they are required at kindergarten entrance for all children. Support services include parent involvement activities, health services for children, referral to social services, and school counseling. The number of annual parent conferences or home visits is determined locally.

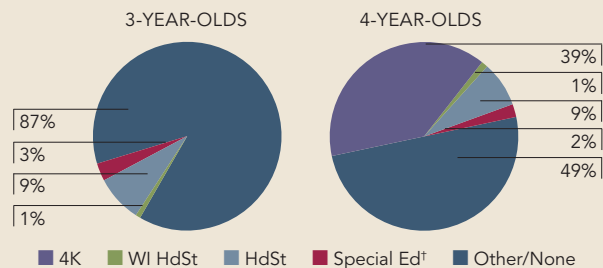
⁶ Snack and/or lunch may be provided based on the length of the program day and requirements of other community programs.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment.....	1,416 ¹
School districts that offer state program.....	92% (federal 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	8,246
Federally funded Head Start enrollment.....	12,913
State-funded Head Start enrollment	1,229 ¹

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



† This number represents children in special education who are not enrolled in Head Start or 4K.

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	ECE License in birth to age 8 or 12 (public); Meets CDA requirements (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Determined locally (public), 1 course in EC (nonpublic) 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 .....	.....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, dental, and support services developmental; and support services ⁶	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	None ⁸	Site visits	<input type="checkbox"/>

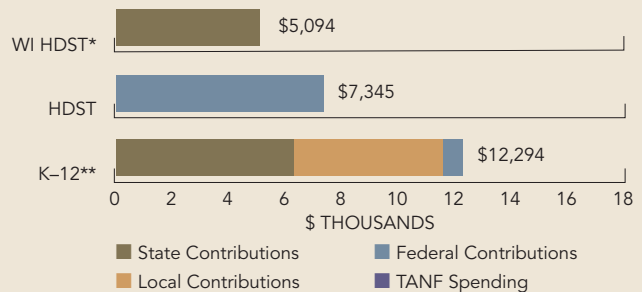
TOTAL BENCHMARKS MET

7

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	\$.5,094
All reported spending per child enrolled*	\$.5,094

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 '07-'08 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. Programs may partner with child care or 4K to extend hours, days or weeks.

³ School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Head Start requires teachers to have at least a CDA.

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. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license. Title I standards apply in some districts.

⁵ In December 2007, the Head Start reauthorization changed the requirement to 15 clock hours of professional development per year.

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, 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.

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

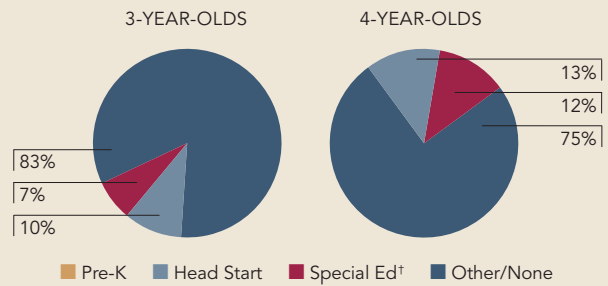
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
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	1,829
Federally funded Head Start enrollment.....	1,611
State-funded Head Start enrollment	0

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



† This number represents children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

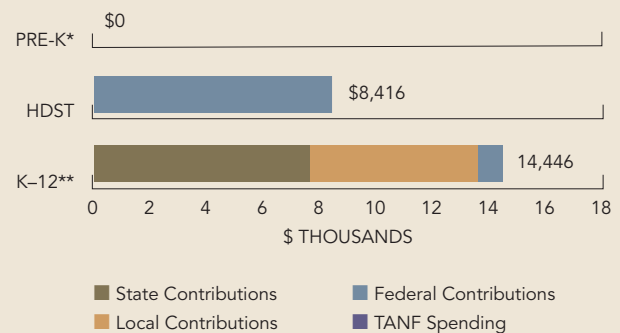
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$0
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$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 '07-'08 school year, unless otherwise noted.

METHODOLOGY

The data in this report were collected primarily through surveys of state prekindergarten administrators and focus on the 2007-2008 program year. During July of 2008, links to a web-based survey were sent to administrators of the state-funded preschool initiatives covered in NIEER's 2007 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2006-2007 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 defines state prekindergarten programs 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 21.

This report covers the same initiatives as our 2007 report, with five exceptions. During the 2007-2008 program year, new programs were launched in three states with existing programs, Iowa, Ohio and Pennsylvania. In all three states, the previous programs remain as distinct state preschool programs, and in this report the existing programs are profiled separately from the new initiatives. Iowa began the Statewide Voluntary Preschool Program (SVPP), which aims to expand access to preschool education for all 4-year-olds in the state by providing a sustainable source of funding. Ohio's Early Learning Initiative (ELI) updated their eligibility policy so that children are ensured a full year of preschool education through ELI, even if changes occur in their parents' employment and/or economic status. This change means that the ELI program now fits NIEER's definition of a state-funded preschool education program. Pennsylvania launched a fourth preschool education initiative, the Pre-K Counts program, which provides access to prekindergarten programs through funds from the state DOE.



In addition, two state initiatives that were included in the 2007 report are not included in the 2008 report. New York's Targeted Prekindergarten (TPK) program was subsumed by the state's Universal Prekindergarten (UPK) program as a result of a 2006 recommendation by the New York State Board of Regents. This resulted in an almost 50 percent increase in UPK's funding for the 2007-2008 school year, which nearly doubled the number of districts offering the program. Beginning with the 2007-2008 program year, New Mexico's Child Development Program now focuses only on children from birth to age 3. The program no longer serves 4-year-olds and served less than 1 percent of the state's 3-year-olds. Four-year-olds are served by New Mexico's PreK initiative, which is now the only state-funded preschool education program profiled in this report for that state. The District of Columbia also funds a pre-K program but is not included in the 2008 report because the District did not respond to the survey despite repeated requests.

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 in the 2007 *State Preschool Yearbook* we provided the answer from our previous report and asked the administrators to verify that the information was still accurate for the 2007-2008 program year.

In terms of topics, the survey included questions on access, child eligibility and retention, program standards, statewide early learning standards, personnel, resources, quality improvement and accountability, and important changes to the program since the last survey. Most of the questions addressed the same issues as last year's survey, although administrators were asked to report policies that were in place for the 2007-2008 program year. A few additional questions were added to provide more information on the initiatives. The wording of some questions—such as those on special education enrollment, quality improvement, and accountability—was revised to make them clearer and to gather more precise data. Due to formatting revisions to 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 the surveys were completed, we followed up with state administrators to clarify any questions about their responses. Later, we contacted them again to provide them with an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data from their state survey, 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. For the first time, Appendix A (as well as Appendices B, C, D, and E) is online only and can be accessed at <http://www.nieer.org/yearbook>.

Although most of the data in this report were collected through surveys, there are a few exceptions. Total federal, state and local expenditures on K–12 education in 2007–2008 were calculated by NIEER based on data from the National Education Association's report, "Rankings and Estimates: Rankings of the States 2007 and Estimates of School Statistics 2008." Total K–12 spending for each state includes current operating expenditures plus 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. Expenditure per child was calculated for each state by dividing total expenditures by fall 2007 enrollment. We estimated the breakdown of expenditure per child by source, based on reported revenue receipts for pre-K from federal, state and local sources in each state.

The Administration for Children and Families and the Head Start Bureau of the U.S. Department of Health and Human Services were the sources of data on federal Head Start spending and enrollment. Additional Head Start data are provided in Appendix B.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's Population Estimates datasets and are shown in Appendix D. July estimates of populations at each single year of age are available from the Census Bureau's web site for each year from 2002–2007. Estimates for the July immediately preceding the program year (e.g., July 2007 for the 2007–2008 program year) were used to calculate percentages of 3- and 4-year-olds enrolled in state preschool, federal Head Start, and special education.

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 the 2007–2008 program year. These data are provided in Appendix E.



In the 2008 *Yearbook*, we attempt to provide a more accurate estimate of unduplicated enrollments, whether in state preschool, Head Start, special education, or other settings, through a series of calculations. Because many children who are counted in special education enrollments are also enrolled in state pre-K or Head Start programs, it is important to ensure that those children are not counted twice. Twenty-eight states reported including children in special education in their state pre-K enrollment figures. Only 21 of those states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment. Those children were subtracted from the special education enrollment figure for the state but remain in the state pre-K enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The seven remaining states were unable to report special education enrollment numbers and therefore may have duplicated counts of children in their total state pre-K and special education enrollment figures (See Table 4). It should be noted that Kentucky, Mississippi, Oklahoma and West Virginia served the majority of their 3- and/or 4-year-olds with disabilities in their state pre-K programs. Therefore, it appears that their total enrollment across both programs dropped dramatically compared to last year's report, when in fact it is because children in special education who attend pre-K are no longer double counted.

Where it was not possible to estimate the percentage of 3- or 4-year-old special education students enrolled in state programs, estimates were based on the percentage of children reported to be served in environments other than early childhood settings.¹ Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2007-2008 PIR, were also removed from the special education enrollment total used in the enrollment pie charts. Since the PIR does not report a breakdown of special education students by age, estimates were based on total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start were not included in this estimate.

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state prekindergarten (Access Rankings–4s), the percentage of 3-year-olds enrolled (Access Rankings–3s), state spending per child enrolled (Resources Ranking–State Spending) and all reported spending per child enrolled (Resources Ranking–All Reported Spending). 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. When a state did not report separate enrollment numbers for 3-year-olds and 4-year-olds, the age breakdown was estimated by other means, such as using the average proportion of children enrolled in state pre-K at each age in states that served both 3- and 4-year-olds and did provide data by age. State per-child spending was calculated by dividing state prekindergarten spending (including TANF spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported state, federal and local spending (including TANF) by enrollment. All states that provided data were ranked, starting with "1" for the state with the greatest percentage of its children enrolled in the state preschool education program or the state initiative that spent the most per child. States that did not serve children at age 3 receive notations of "None Served" on the rankings of access for 3-year-olds. The 12 states that did not fund a preschool education initiative are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

Additionally, this is the second year we have looked at whether states were funding their state preschool education initiatives at adequate levels to meet the NIEER quality benchmarks. For this analysis, state estimates were constructed from a national estimate in the Institute for Women's Policy Research report, "Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs,"² and adjusted for state cost of education differences using the state cost index from the Institute of Education Sciences report, "A Comparable Wage Approach to Geographic Cost Adjustment."³ A state's per-child spending from all reported sources was compared to the per-child spending estimate for a full- or half-day program depending on the operating schedule of the state's program. If the program's operating schedule was determined locally, the half-day estimate was typically used. For states that were determined to be not adequately funding their preschool education initiative(s), we also provide an estimate of how much more money they would need to spend to do so. This estimate was calculated by taking the estimate of how much it would cost to adequately fund preschool education in that state and subtracting per-child spending from all reported sources.

¹ U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, *28th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 2006, vol. 1, Washington, D.C., 2009.

² Gault, B., Mitchell, A.W., & Williams, E. (2008). *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs*. Washington, DC: Institute for Women's Policy Research.

³ Taylor, L. & Fowler, W. (2006). *A Comparable Wage Approach to Geographic Cost Adjustment*. Washington, DC: IES, U.S. Department of Education.

Appendices Table of Contents

Appendix A: State Survey Data 2007-2008

Access

- Availability of program
- Program enrollment including ELL and special education
- Program settings

Operating Schedule

Age Eligibility

- Prekindergarten and kindergarten eligibility requirements
- Exceptions to age requirements
- Other eligibility policies

Income requirement

- Risk factors for eligibility
- Reassessment of eligibility

Program Standards

- Class size
- Staff-child ratios
- Meal requirement
- Screening and referral services
- Supports for English Language Learners
- Parent conferences and comprehensive services
- Accreditation requirements

Early Learning Standards (ELS)

- Early Learning Standards document and subject areas
- Supports for use of ELS

Personnel

- Teacher and assistant degree requirements
- Teacher and assistant degree specialization
- Teacher education levels
- Teacher and assistant teacher in-service requirements
- Teacher and assistant teacher salary information

Resources

- Fiscal year 2008 spending (state, federal, local sources and amounts)
- Agencies eligible to receive funding directly and indirectly
- Required local match
- Per-child funding amounts in Head Start and child care centers
- Other resource information (use of TANF funds and child care subsidy money)

Monitoring

- Information collected for monitoring purposes
- How monitoring is used for program improvement
- Formal evaluations of the prekindergarten program
- Required child assessments

Appendix B: Head Start Data

Appendix C: Child Care Data

Appendix D: U.S. Census Population Estimates

Appendix E: Pre-K Special Education Enrollment Data

**TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES,
VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK**

APPENDIX A: STATE SURVEY DATA 2007-2008

STATE	ACCESS	Administrative authority for pre-K is shared with local entities?
	State agency with administrative authority over state pre-K	
Alabama	Alabama Office of School Readiness, The Governor's Office ¹	Yes, local programs ²
Arizona	Arizona Department of Education/Early Childhood Education Section	No
Arkansas	Arkansas Department of Education, Arkansas Division of Child Care and Early Childhood Education ¹	No
California	California Department of Education	No
Colorado	Colorado Department of Education	No
Connecticut	State Department of Education and Department of Social Services in a joint approval process ¹	Yes, local School Readiness Councils
Delaware	Delaware Department of Education	No
Florida	Florida Department of Education, Agency for Workforce Innovation, Department of Children and Families ¹	Yes, 31 Early Learning Coalitions
Georgia	Bright from the Start: Georgia Department of Early Care & Learning	No
Illinois	Illinois State Board of Education	No
Iowa Shared Visions	Iowa Department of Education	No
Iowa SVPP	Iowa Department of Education	No
Kansas	Kansas Department of Education	No
Kentucky	Kentucky Department of Education	No
Louisiana 8(g)	Louisiana State Board of Elementary & Secondary Education	No
Louisiana LA4	Louisiana Department of Education ¹	No
Louisiana NSECD	Louisiana Governor's Office of Community Programs	No
Maine	Maine Department of Education	No
Maryland	Maryland Department of Education	No
Massachusetts	Massachusetts Department of Early Education and Care ¹	No
Michigan	Michigan Department of Education, Office of Early Childhood Education and Family Services	No
Minnesota HdSt	Minnesota Department of Education	No
Missouri	Missouri Department of Elementary and Secondary Education	No
Nebraska	Nebraska Department of Education	No
Nevada	Nevada Department of Education	No
New Jersey Abbott	Department of Education – Division of Early Childhood Education, Office of Early Care and Education, Division of Family Development, Department of Children and Families ¹	Yes, school districts ²
New Jersey ECPA	Department of Education – Division of Early Childhood Education, Office of Early Care and Education, Division of Family Development, Department of Children and Families ¹	Yes, school districts ²
New Jersey ELLI	Department of Education – Division of Early Childhood Education, Office of Early Care and Education, Division of Family Development, Department of Children and Families ¹	Yes, school districts ²
New Mexico	Public Education Department and Children, Youth and Families Department	No
New York	State Department of Education, Office of Early Education and Reading Initiatives	No
North Carolina	Department of Public Instruction, Office of School Readiness	Yes ¹
Ohio ECE	State Department of Education and Office of Early Learning and School Readiness	No
Ohio ELI	Ohio Department of Education, Office of Early Learning and School Readiness, and Ohio Department of Job and Family Services Bureau of Child Care	No
Oklahoma	Oklahoma Department of Education	No
Oregon	Oregon Department of Education	No
Pennsylvania EABG	Office of Child Development and Early Learning, Department of Education, and Department of Public Welfare ¹	No
Pennsylvania HSSAP	Office of Child Development and Early Learning, Department of Education, and Department of Public Welfare	No
Pennsylvania K4	Office of Child Development and Early Learning, Department of Education, and Department of Public Welfare ¹	No
PA Pre-K Counts	Office of Child Development and Early Learning, Department of Education, and Department of Public Welfare ¹	No
South Carolina 4K	South Carolina Department of Education	No
South Carolina CDEPP	South Carolina Department of Education, South Carolina First Steps State Office ¹	No
Tennessee	Office of Early Learning	No
Texas	Texas Education Agency	No
Vermont Act 62	State Department of Education, Department for Children and Families	No
Vermont EEI	State Department of Education	No
Virginia	Virginia Department of Education, Office of Early Childhood Development	No
Washington	Washington Department of Early Learning	No
West Virginia	West Virginia Department of Education, West Virginia Head Start Collaboration Office, and West Virginia Department of Health and Human Resources	No
Wisconsin 4K	Wisconsin Department of Public Instruction	Yes, local school districts ¹
Wisconsin HdSt	Wisconsin Department of Public Instruction	Yes, federal Head Start grantees

STATE	ACCESS		
	Availability of program	Are districts, etc. required to offer programs?	Does program have home-based option?
Alabama	66 out of 67 counties (99%)	No, Competitive	No
Arizona	54 out of 310 school districts (17%) ¹	No, Optional ²	No
Arkansas	235 out of 251 school districts (94%)	Required for some ²	Yes
California	57 out of 58 counties (98%) ¹	No, Competitive	No
Colorado	171 out of 178 school districts (96%)	No, Competitive	No
Connecticut	63 out of 165 communities (38%) ²	No, Optional ³	No
Delaware	3 out of 3 counties (100%)	No, Competitive	No
Florida	67 out of 67 counties (100%)	Required for all ²	No
Georgia	159 out of 159 counties (100%) ¹	No, Competitive ²	No
Illinois	102 out of 102 counties (100%)	No, Competitive	No
Iowa Shared Visions	37 out of 364 school districts (10%) ¹	No, Competitive	No
Iowa SVPP	64 out of 364 school districts (18%) ¹	No, Competitive	No
Kansas	167 out of 296 school districts (56%)	No, Optional	No
Kentucky	174 out of 174 school districts (100%) ¹	Required for all	Yes
Louisiana 8(g)	68 out of 68 school districts (100%)	No, Optional	No
Louisiana LA4	67 out of 71 school districts (94%) and 12 state approved charter schools ²	No, Optional	No
Louisiana NSECD	64 out of 64 parishes (100%)	No, Optional	No
Maine	129 out of 543 public elementary schools (24%) ¹	No, Optional	No
Maryland	24 out of 24 school districts (100%) ¹	Required for all	No
Massachusetts	336 out of 351 towns (96%) ²	No, Competitive	No
Michigan	448 out of 552 school districts (81%); 27 out of 231 public school academies (charter schools) (12%) ¹	No, Competitive	Yes
Minnesota HdSt	87 out of 87 counties (100%)	Required for all ¹	Yes
Missouri	162 out of 522 school districts (31%)	No, Competitive	No
Nebraska	59 out of 254 school districts (23%)	No, Competitive	No
Nevada	9 out of 17 school districts (53%) ¹	No, Competitive	No
New Jersey Abbott	31 out of 593 school districts (5%)	Required for some ³	No
New Jersey ECPA	101 out of 593 school districts (17%)	Required for some ³	No
New Jersey ELLI	28 out of 593 school districts (5%)	No, Competitive	No
New Mexico	48 out of 89 school districts (54%)	No, Competitive ¹	No
New York	396 out of 677 school districts (58%) ¹	No, Optional	No
North Carolina	100 out of 100 counties (100%)	No, Optional ¹	No
Ohio ECE	173 out of 612 school districts (28%)	No, Competitive ¹	No
Ohio ELI	80 out of 88 counties (91%)	No, Competitive	No
Oklahoma	527 out of 535 school districts (99%)	No, Optional ¹	No
Oregon	36 out of 36 counties (100%)	No, Competitive	Yes
Pennsylvania EABG	44 out of 501 school districts (9%)	No, Optional ²	No
Pennsylvania HSSAP	48 out of 64 Head Start grantees (75%)	No, Competitive	Yes ¹
Pennsylvania K4	84 out of 501 school districts (17%) ²	No, Optional	No
PA Pre-K Counts	57 out of 67 counties (85%) ²	No, Competitive	No
South Carolina 4K	50 out of 85 school districts (59%)	Required for all	No
South Carolina CDEPP	35 out of 85 school districts (41%)	Required for some ²	No
Tennessee	133 out of 135 school districts (99%) ¹	No, Competitive	No
Texas	1,002 out of 1,229 school districts (82%)	Required for some ¹	No
Vermont Act 62	160 out of 252 communities (63%) ¹	No, Optional ²	No
Vermont EEI	28 out of 61 supervisory unions (46%) ¹	No, Competitive	No
Virginia	105 out of 136 school districts (77%)	No, Optional ¹	No
Washington	37 out of 39 counties (95%)	No, Optional	No
West Virginia	55 out of 55 school districts (100%)	Required for all	No
Wisconsin 4K	283 out of 416 school districts (68%) ²	No, Optional ³	No
Wisconsin HdSt	34 out of 37 federal Head Start grantees (92%)	No, Optional ¹	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '07-'08 school year, unless otherwise noted.

STATE	ACCESS		
	Number of children in home-based option	Program enrollment – Fall 2007, total	Program enrollment – Fall 2007, by age
Alabama	None	2,265	2,265 4-year-olds
Arizona	None	5,401	5,401 4-year-olds
Arkansas	5,674	18,870	421 under age 3; 6,896 3-year-olds; 10,880 4-year-olds; 673 5-year-olds
California	None	92,458 ²	27,035 3-year-olds; 63,758 4-year-olds; 1,665 5-year-olds
Colorado	None	13,636 ¹	93 under age 3; 2,721 3-year-olds; 10,752 4-year-olds; 70 5-year-olds ¹
Connecticut	None	8,699 ⁴	Unknown
Delaware	None	843 ¹	843 4-year-olds
Florida	None	134,583	134,583 4-year-olds
Georgia	None	76,491 ³	76,491 4-year-olds ³
Illinois	None	91,808	35,355 3-year-olds; 54,756 4-year-olds; 1,697 5-year-olds
Iowa Shared Visions	None	2,242	438 3-year-olds; 1,662 4-year-olds; 142 5-year-olds
Iowa SVPP	None	5,125	5,125 4-year-olds ²
Kansas	None	6,281	6,281 4-year-olds
Kentucky	429 ²	21,485 ³	5,685 3-year-olds; 15,800 4-year-olds
Louisiana 8(g)	None	3,065	3,065 4-year-olds
Louisiana LA4	None	13,668 ³	13,668 4-year-olds
Louisiana NSECD	None	1,055 ¹	1,055 4-year-olds
Maine	None	2,675 ²	2,675 4-year-olds
Maryland	None	27,719 ²	892 3-year-olds; 26,827 4-year-olds
Massachusetts	None	19,257 ³	Unknown
Michigan	443	23,134 ²	23,134 4-year-olds
Minnesota HdSt	355	2,349	376 under age 3; 767 3-year-olds; 1,468 4-year-olds ²
Missouri	None	4,640	1,552 3-year-olds
Nebraska	None	2,221	111 under age 3; 642 3-year-olds; 1,468 4-year-olds
Nevada	None	1,039	17 under age 3; 193 3-year-olds; 829 4-year-olds
New Jersey Abbott	None	38,818	17,858 3-year-olds; 20,960 4-year-olds
New Jersey ECPA	None	7,526 ⁴	111 3-year-olds; 7,415 4-year-olds
New Jersey ELLI	None	660 ³	660 4-year-olds
New Mexico	None	3,570	3,570 4-year-olds
New York	None	91,517	315 3-year-olds; 91,202 4-year-olds
North Carolina	None	27,788	27,788 4-year-olds
Ohio ECE	None	6,166	12 under age 3; 1,453 3-year-olds; 3,775 4-year-olds; 926 5-year-olds
Ohio ELI	None	13,049 ¹	Unknown
Oklahoma	None	35,231 ²	35,231 4-year-olds ²
Oregon	68	5,098	15 under age 3; 1,667 3-year-olds; 3,217 4-year-olds; 199 5-year-olds
Pennsylvania EABG	None	4,155	Unknown
Pennsylvania HSSAP	Not reported	5,780	2,318 3-year-olds; 3,462 4-year-olds
Pennsylvania K4	None	3,057 ³	3,057 4-year-olds
PA Pre-K Counts	None	10,945	4,853 3-year-olds; 6,092 4-year-olds
South Carolina 4K	None	18,398	2,196 3-year-olds; 16,202 4-year-olds
South Carolina CDEPP	None	4,192	4,192 4-year-olds
Tennessee	None	17,916	791 3-year-olds; 17,014 4-year-olds; 111 5-year-olds
Texas	None	193,869 ²	17,895 3-year-olds; 175,468 4-year-olds; 506 age unknown ²
Vermont Act 62	None	3,507	Unknown ³
Vermont EEI	None	931	374 3-year-olds; 532 4-year-olds; 15 5-year-olds
Virginia	None	13,125 ²	13,125 4-year-olds
Washington	None	6,801 ¹	1,684 3-year-olds; 5,117 4-year-olds ¹
West Virginia	None	12,404	1,331 3-year-olds; 9,095 4-year-olds; 1,978 5-year-olds ¹
Wisconsin 4K	None	27,759	27,759 4-year-olds ⁴
Wisconsin HdSt	None	1,416 ²	Unknown

STATE	ACCESS	Enrollment explanation, if not unduplicated Fall 2007 count	Number of English Language Learners
Alabama		NA	67
Arizona		NA	Exact number unknown
Arkansas		NA	2,122
California		NA	Exact number unknown
Colorado		NA	Exact number unknown
Connecticut		NA	Exact number unknown
Delaware		NA	158 ²
Florida		NA	Exact number unknown
Georgia		NA	7,808
Illinois		Enrollment count from June 2008	Exact number unknown
Iowa Shared Visions		NA	Exact number unknown
Iowa SVPP		NA	Exact number unknown
Kansas		NA	Exact number unknown
Kentucky		NA	1,275
Louisiana 8(g)		NA	Exact number unknown
Louisiana LA4		Enrollment count from February 2008	Exact number unknown
Louisiana NSECD		NA	44
Maine		NA	Exact number unknown
Maryland		NA	3,036
Massachusetts		Preschool Scholarships count is from May 2008	Exact number unknown
Michigan		NA	3,125
Minnesota HdSt		Funded enrollment	642
Missouri		NA	135
Nebraska		NA ¹	557
Nevada		NA	447
New Jersey Abbott		NA	Exact number unknown
New Jersey ECPA		NA	Exact number unknown
New Jersey ELLI		NA ³	Exact number unknown
New Mexico		Budgeted enrollment number	Exact number unknown
New York		Total enrollment at year end	3,388 ²
North Carolina		Enrollment numbers are from January 2008 and reflect the total number of funded slots contracted to counties and filled	5,052
Ohio ECE		NA	26
Ohio ELI		Average monthly enrollment – enrollment data varies each month, given this is a rolling enrollment process	163
Oklahoma		Average daily membership	2,409
Oregon		Funded slots	1,631
Pennsylvania EABG		NA	Exact number unknown
Pennsylvania HSSAP		Funded slots ²	Exact number unknown
Pennsylvania K4		NA	Exact number unknown
PA Pre-K Counts		NA	1,204
South Carolina 4K		Count from the 135th day of school	Exact number unknown
South Carolina CDEPP		NA	Data not reported
Tennessee		Unduplicated year end enrollment	482
Texas		NA	82,521
Vermont Act 62		NA	Exact number unknown
Vermont EEI		NA	35
Virginia		NA	Exact number unknown
Washington		This is the enrollment as of December 15, 2007 ¹	2,617
West Virginia		Funded count	27
Wisconsin 4K		NA	Exact number unknown
Wisconsin HdSt		Funded slots	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. All data are for the '07-'08 school year, unless otherwise noted.

STATE

ACCESS

Are children receiving special education services counted in enrollment total?

Alabama	Yes (number unknown) ³
Arizona	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Arkansas	Yes, 2,475
California	Yes, 2,530 in California State Preschool Program PKFLP number unknown
Colorado	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment ²
Connecticut	Yes, 416
Delaware	Yes, 81 ²
Florida	Yes (number unknown)
Georgia	Yes, 3,259
Illinois	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Iowa Shared Visions	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment ²
Iowa SVPP	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Kansas	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment ¹
Kentucky	Yes, 11,661
Louisiana 8(g)	Yes (number unknown)
Louisiana LA4	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Louisiana NSECD	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment ²
Maine	Yes (number unknown)
Maryland	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Massachusetts	Yes (number unknown)
Michigan	Yes, 1,138
Minnesota HdSt	Yes, 316
Missouri	Yes, 632
Nebraska	Yes (number unknown)
Nevada	Yes, 113
New Jersey Abbott	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New Jersey ECPA	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New Jersey ELLI	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment ³
New Mexico	Yes (number unknown) ²
New York	Yes, 8,891 ³
North Carolina	Yes, 1,631
Ohio ECE	Yes, 555
Ohio ELI	Yes (number unknown) ²
Oklahoma	Yes, 2,443
Oregon	Yes, 866
Pennsylvania EABG	Yes (number unknown)
Pennsylvania HSSAP	Yes, 328
Pennsylvania K4	Yes (number unknown)
PA Pre-K Counts	Yes, 874
South Carolina 4K	Yes (number unknown)
South Carolina CDEPP	Yes (number unknown)
Tennessee	Yes, 1,848 ²
Texas	Yes, 6,632
Vermont Act 62	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Vermont EEI	Yes, 56
Virginia	Yes (number unknown) ³
Washington	Yes, 349 ²
West Virginia	Yes, 2,379
Wisconsin 4K	Yes, 2,655
Wisconsin HdSt	Yes (number unknown)

STATE	ACCESS	
	Special education enrollment, by age	
	Are children receiving special education services in state pre-K classrooms paid for by state pre-K funds?	
Alabama	Number unknown ³	Funds from state pre-K and other sources are blended ⁴
Arizona	NA	Funds from state pre-K and other sources are blended ³
Arkansas	2,475 3- and 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
California	Age breakdown unknown	Funds from state pre-K and other sources are blended
Colorado	NA	No, supported entirely by other funds ²
Connecticut	Age breakdown unknown	Funds from state pre-K and other sources are blended ⁵
Delaware	81 4-year-olds ²	Funds from state pre-K and other sources are blended
Florida	Number unknown	Funds from state pre-K and other sources are blended ³
Georgia	3,259 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Illinois	NA	Funds from state pre-K and other sources are blended ¹
Iowa Shared Visions	NA	No, supported entirely by other funds
Iowa SVPP	NA ³	No, supported entirely by other funds
Kansas	NA	No, supported entirely by other funds
Kentucky	5,685 3-year-olds; 7,112 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Louisiana 8(g)	Number unknown	Funds from state pre-K and other sources are blended
Louisiana LA4	NA	Funds from state pre-K and other sources are blended ⁴
Louisiana NSECD	NA	No, supported entirely by other funds
Maine	Number unknown	Funds from state pre-K and other sources are blended ³
Maryland	NA	Funds from state pre-K and other sources are coordinated ³
Massachusetts	Number unknown	Funds from state pre-K and other sources are blended ⁴
Michigan	1,138 4-year-olds ³	Funds from state pre-K and other sources are blended
Minnesota HdSt	Unknown	Funds from state pre-K and other sources are blended ³
Missouri	210 3-year-olds; 422 4-year-olds	No, supported entirely by other funds
Nebraska	Number unknown	Funds from state pre-K and other sources are blended ²
Nevada	Age breakdown unknown	Funds from state pre-K and other sources are blended ²
New Jersey Abbott	NA	No, supported entirely by other funds
New Jersey ECPA	NA	No, supported entirely by other funds
New Jersey ELLI	NA	No, supported entirely by other funds
New Mexico	Number unknown	Funds from state pre-K and other sources are blended ²
New York	8,891 4-year-olds	Funds from state pre-K and other sources are blended
North Carolina	1,631 4-year-olds	Funds from state pre-K and other sources are blended ²
Ohio ECE	2 under age 3; 132 3-year-olds; 285 4-year-olds; 136 5-year-olds	Funds from state pre-K and other sources are blended ²
Ohio ELI	Number unknown	Funds from state pre-K and other sources are blended ³
Oklahoma	2,443 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Oregon	3 under age 3; 283 3-year-olds; 547 4-year-olds; 33 5-year-olds	Funds from state pre-K and other sources are blended ¹
Pennsylvania EABG	Number unknown	Funds from state pre-K and other sources are blended ³
Pennsylvania HSSAP	Age breakdown unknown	Funds from state pre-K and other sources are blended ³
Pennsylvania K4	Number unknown	Funds from state pre-K and other sources are blended
PA Pre-K Counts	Age breakdown unknown	Funds from state pre-K and other sources are blended ³
South Carolina 4K	Number unknown	Funds from state pre-K and other sources are blended
South Carolina CDEPP	Number unknown	Data not reported
Tennessee	144 3-year-olds; 1,637 4-year-olds; 67 5-year-olds	Funds from state pre-K and other sources are blended ³
Texas	12 under age 3; 765 3-year-olds; 5,750 4-year-olds; 105 5-year-olds	Funds from state pre-K and other sources are blended
Vermont Act 62	NA	Funds from state pre-K and other sources are blended ⁴
Vermont EEI	Age breakdown unknown	Funds from state pre-K and other sources are blended ²
Virginia	Number unknown	Funds from state pre-K and other sources are blended ⁴
Washington	Age breakdown unknown	Funds from state pre-K and other sources are blended ³
West Virginia	747 3-year-olds; 1,081 4-year-olds; 551 5-year-olds	Funds from state pre-K and other sources are blended ²
Wisconsin 4K	70 3-year-olds; 2,086 4-year-olds; 499 5-year-olds	Funds from state pre-K and other sources are blended ⁵
Wisconsin HdSt	Number unknown	Funds from state pre-K and other sources are blended ³

STATE

ACCESS

Program enrollment – Fall 2007, by type of school

Alabama	Public, 997; HdSt, 362; Private CC, 770; Faith-based, 68; College/University and Community Settings, 68
Arizona	Public, 5,145; HdSt, 72; Private CC, 184
Arkansas	Public, 12,192; HdSt, 1,206; Private CC, 4,713; Faith-based, 585; Family CC, 174
California	Public, 68,757; Private CC, 21,295; Other public agencies, 2,520 ³
Colorado	Public, 9,201; HdSt, 2,099; Private CC, 2,583; Family CC, 19 ³
Connecticut	Public, 2,407; HdSt, 1,918; Private CC, 4,188; Faith-based, 186
Delaware	Public, 387; HdSt, 321; Private CC, 17; Community college and community centers, 118
Florida	Public, 25,125; Private CC, 110,423; Faith-based, 23,298; Family CC, 949 ⁴
Georgia	Public, 32,539; Private CC, 43,952 ⁵
Illinois	Not reported
Iowa Shared Visions	Public, 1,307; HdSt, 720; Private CC, 290; Faith-based, 45 ²
Iowa SVPP	Public, 2,367; HdSt, 585; Private CC, 920; Faith-based, 603 ⁴
Kansas	Public, 6,281
Kentucky	Public, 21,485 ⁵
Louisiana 8(g)	Public, 3,065
Louisiana LA4	Public, 14,063; HdSt, 40; University Child Development Center, 3 ⁵
Louisiana NSECD	Nonpublic schools and licensed Class A child care centers (including religious), 1,055 ¹
Maine	Public, 2,422; HdSt, 177; Private CC, 11; Other, 65
Maryland	Public, 25,569; HdSt, 1,520; Private CC, 90 ⁴
Massachusetts	Public, 4,287; HdSt, 2,035; Private CC, 12,050; Family CC, 885
Michigan	Public, 19,154; HdSt, 2,248; Private CC, 1,504; Colleges/Universities, 228
Minnesota HdSt	Not reported
Missouri	Public, 3,842; HdSt, 16; Private CC, 632; Non-profit, 150
Nebraska	Not reported ³
Nevada	Public, 1,004; Community organization: Great Basin Community College, 35
New Jersey Abbott	Public, 13,853; Private CC, 24,965 ⁴
New Jersey ECPA	Public, 7,172; Private CC, 354 ⁵
New Jersey ELLI	Public, 575; Private CC, 85 ⁴
New Mexico	Public, 1,782; HdSt, 585; Private CC, 758; Faith-based, 30; Family CC, 22 ³
New York	Public, 42,886; HdSt, 8,329; Private CC, 28,151; Faith-based, 2,419; Family CC, 741; Other, 8,676 ⁴
North Carolina	Public, 13,677; HdSt, 5,194; Private CC, 8,917 ³
Ohio ECE	Public, 4,558; HdSt, 470; Education Service Center, Joint Vocational Schools, 1,138
Ohio ELI	Public, 1,932; HdSt, 3,991; Private CC, 6,021; College lab school, 56 ⁴
Oklahoma	Public, 30,648; HdSt, 2,475; Private CC, 922; Faith-based, 237; Other, 474 ⁵
Oregon	Public, 1,565; HdSt, 2,294; Private CC, 148; Faith-based, 306; Family CC, 5; Other, 780 ²
Pennsylvania EABG	Public, 4,155 ⁴
Pennsylvania HSSAP	Public, 164; HdSt, 174; Private CC, 166 ⁴
Pennsylvania K4	Public, 3,057
PA Pre-K Counts	Public, 5,870; HdSt, 2,938; Private CC, 2,088; Licensed Nurseries, 49
South Carolina 4K	Public, 18,398
South Carolina CDEPP	Data not reported
Tennessee	Public, 15,453; HdSt, 1,401; Private CC, 738; Faith-based, 144; Higher Ed and Housing Authority, 180
Texas	Public, 193,869 ³
Vermont Act 62	Not reported
Vermont EEI	Public, 632; HdSt, 45; Private CC, 256
Virginia	Not reported ⁵
Washington	Public, 3,956; HdSt, 126; Private CC, 2,135; Faith-based, 269; Colleges/Universities, 315
West Virginia	Public, 7,606; HdSt, 1,949; Private CC, 2,849 ³
Wisconsin 4K	Not reported
Wisconsin HdSt	HdSt, 1,416 ⁴

STATE

OPERATING SCHEDULE

	Hours of operation per day	Days of operation per week	Yearly operating schedule
Alabama	School day, 6.5 hours/day	5 days/week	Academic/School Year
Arizona	Determined locally ⁴	Determined locally ⁴	Academic/School Year
Arkansas	Full day, 7 hours/day	5 days/week	Academic/School Year
California	Part day, 3 hours/day; Full day, 6.5 hours/day ⁴	5 days/week	Determined locally ⁴
Colorado	Part day, 2.5 hours/day ⁴	5 days/week ⁴	Academic/School Year ⁵
Connecticut	Determined locally ⁶	5 days/week	Determined locally ⁶
Delaware	Part day, at least 3.5 hours/day ³	5 days/week	Determined locally ⁴
Florida	Determined locally ⁵	Determined locally ⁵	Determined locally ⁵
Georgia	Full day, 6.5 hours/day	5 days/week	Academic/School Year
Illinois	Part day, 2.5 hours/day	5 days/week	Academic/School Year
Iowa Shared Visions	Determined locally ³	Determined locally ³	Determined locally ³
Iowa SVPP	Part day ⁵	Determined locally ⁵	Academic/School Year
Kansas	Part day, at least 2.5 hours/day ²	Determined locally ²	Academic/School Year
Kentucky	Part day, at least 2.5 hours/day plus one meal	4 or 5 days/week	Academic/School Year
Louisiana 8(g)	School day, 6 hours/day	4 or 5 days/week ¹	Academic/School Year
Louisiana LA4	Full day, 6 hours/day ⁴	5 days/week	Academic/School Year
Louisiana NSECD	Full day, 10 hours/day	5 days/week	Academic/School Year ³
Maine	Determined locally ⁴	Determined locally ⁴	Academic/School Year
Maryland	Part day, 2.5 hours/day; Full day, 6.5 hours/day ⁵	5 days/week	Academic/School Year
Massachusetts	Determined locally ⁵	Determined locally ⁵	Determined locally ⁵
Michigan	Part day, 2.5 hours/day; Full day, 6-7 hours/day ⁴	4 days/week (minimum) ⁴	30 weeks/year ⁴
Minnesota HdSt	Determined locally ⁴	Determined locally ⁴	Determined locally ⁴
Missouri	Part day, 3 hours/day; Full day, 6.5 hours/day ¹	5 days/week	Determined locally ¹
Nebraska	Determined locally ⁴	4 or 5 days/week	Academic/School Year
Nevada	Determined locally ³	Determined locally ³	Determined locally ³
New Jersey Abbott	Full day, 6 hours/day ⁵	5 days/week	180 days/year ⁵
New Jersey ECPA	Part day, 2.75 hours/day; Full day, 6 hours/day ⁶	5 days/week	Academic/School Year
New Jersey ELLI	Part day, 2.75 hours/day; Full day, 6 hours/day ⁵	5 days/week	Academic/School Year
New Mexico	Part day, 2.5 hours/day ⁴	Determined locally ⁴	Academic/School Year
New York	Part day, 2.5 hours/day; School day, 5 hours/day ⁵	5 days/week ⁵	Academic/School Year ⁵
North Carolina	School day, 6-6.5 hours/day	5 days/week	Academic/School Year
Ohio ECE	Part day, 3-3.5 hours/day ³	4 days/week ³	Academic/School Year ³
Ohio ELI	Part day or Full day ⁵	5 days/week	Full Calendar Year
Oklahoma	Part day, 2.5 hours/day; Full day, 6 hours/day ⁶	5 days/week	Academic/School Year
Oregon	Part day, 3.5-4 hours/day	Determined locally ³	Academic/School Year
Pennsylvania EABG	Determined locally ⁵	5 days/week	Determined locally ⁵
Pennsylvania HSSAP	Determined locally ⁵	Determined locally ⁵	Determined locally ⁵
Pennsylvania K4	Determined locally	5 days/week	Academic/School Year
PA Pre-K Counts	Part day, 2.5 instructional hours/day; Full day, 5 instructional hours/day	5 days/week	Academic/School Year
South Carolina 4K	Part day, 2.5 hours/day	5 days/week	Academic/School Year
South Carolina CDEPP	Full day, 6.5 hours/day	5 days/week	Academic/School Year
Tennessee	Full day, 5.5 hours/day ⁴	5 days/week	Academic/School Year
Texas	Part day, 3 hours/day	5 days/week	Academic/School Year
Vermont Act 62	Determined locally ⁵	Determined locally ⁶	Academic/School Year
Vermont EEI	Determined locally ³	Determined locally ³	Academic/School Year
Virginia	Determined locally ⁶	5 days/week	Academic/School Year
Washington	Determined locally ⁴	Determined locally	Minimum 30 weeks/year
West Virginia	Determined locally ⁴	Determined locally ⁴	Academic/School Year
Wisconsin 4K	Determined locally ⁶	Determined locally ⁶	Determined locally ⁶
Wisconsin HdSt	Determined locally ⁵	Determined locally ⁵	Determined locally ⁶

STATE	OPERATING SCHEDULE	Do children receive services that extend beyond standard hours of operation?
	Minimum operating schedule	
Alabama	6.5 hours/day, 180 days/year	Yes (number unknown) ⁵
Arizona	None ⁴	No ⁵
Arkansas	7 hours/day, 178 days/year	Yes (number unknown)
California	3 hours/day, 5 days/week, 175 days/year ⁴	Yes, 3,587
Colorado	360 hours/year ⁴	Yes (number unknown) ⁶
Connecticut	Determined by type of slot ⁶	Yes, 6%
Delaware	160 days/year	Yes (number unknown)
Florida	540 hours/year (school-year program); 300 hours/year (summer program) ⁵	No ⁶
Georgia	6.5 hours/day, 5 days/week, 36 weeks/year	Yes (number unknown)
Illinois	2.5 hours/day, 5 days/week, 180 days/year	Yes (number unknown)
Iowa Shared Visions	None	Yes (number unknown)
Iowa SVPP	360 hours/year ⁵	Yes (number unknown)
Kansas	465 hours/year	No ³
Kentucky	2.5 hours/day plus one meal, 4-5 days/week	Yes (number unknown)
Louisiana 8(g)	63,720 minutes of instructional time/year	Yes (number unknown)
Louisiana LA4	360 instructional minutes/day, 177 days/year	Yes, 1,874 ⁴
Louisiana NSECD	180 days/year	Yes, 100%
Maine	10 hours/week	Yes, 7%
Maryland	2.5 hours/day, 5 days/week	Yes ⁴
Massachusetts	Determined by type of funding ⁵	Yes (number unknown)
Michigan	2.5 hours/day, 4 days/week, 30 weeks/year ⁴	Yes (number unknown)
Minnesota HdSt	3.5 hours/day, 4 days/week, 32 weeks/year ⁴	Yes (number unknown)
Missouri	5 days/week, 9 months/year	Yes (number unknown)
Nebraska	3.5 hours/day, 4 days/week	Yes (number unknown)
Nevada	10 hours/week	No ⁴
New Jersey Abbott	6 hours/day, 180 days/year	Yes, approximately 67%
New Jersey ECPA	2.75 hours/day, 180 days/year	Yes (number unknown)
New Jersey ELLI	2.75 hours/day, 180 days/year	Yes (number unknown)
New Mexico	450 hours of instructional time plus 90 hours of parent/family activities per year	Yes (number unknown)
New York	2.5 hours/day, 5 days/week, 180 days/year	Yes (number unknown)
North Carolina	180 days (10 months)/year	Yes (number unknown)
Ohio ECE	182 days/year ³	No ³
Ohio ELI	55 hours of attendance per 4 weeks, 5 days per week ⁵	Yes ⁴
Oklahoma	2.5 or 6 instructional hours/day, 175 days/year ⁶	Yes (number unknown)
Oregon	474 contact hours/year, 32 weeks/year	Yes, 560
Pennsylvania EABG	None ⁵	Yes (number unknown) ⁴
Pennsylvania HSSAP	3.5 hours/day, 4 days/week, 128 days/year ⁵	Yes, 1,276
Pennsylvania K4	2.5 hours/day, 180 days/year	Yes (number unknown)
PA Pre-K Counts	2.5 or 5 hours/day, 180 days/year	Yes ⁴
South Carolina 4K	2.5 hours/day, 180 days/year	Yes, 25
South Carolina CDEPP	6.5 hours/day, 5 days/week, 180 days/year	Yes, 75% ³
Tennessee	5.5 hours/day, 5 days/week, 180 days/year	Yes, 40%
Texas	3 hours/day, 5 days/week, 180 days/year ⁴	Yes (number unknown)
Vermont Act 62	35 weeks/year	Yes (number unknown) ⁷
Vermont EEI	10 hours/week, 35 weeks/year	Yes (number unknown)
Virginia	3 hours/day, 5 days/week, 180 days/year	No
Washington	240 hours in at least 30 weeks	Yes (number unknown) ⁵
West Virginia	12 hours/week, 108 instructional days/year	Yes (number unknown)
Wisconsin 4K	437 hours/year or 437 hours plus 87.5 hours of parent outreach or 349.5 hours plus 87.5 hours of parent outreach	Yes (number unknown)
Wisconsin HdSt	3.5 hours/day, 4 days/week, 32 weeks/year, unless approved federal HdSt alternative	Yes (number unknown) ⁷

STATE

OPERATING SCHEDULE

Support for extended services

Alabama	Other state agency pays for these services
Arizona	NA
Arkansas	Services may be provided at state pre-K sites ⁵
California	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K ⁵
Colorado	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K, State pre-K offers other supports for these services
Connecticut	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Delaware	Services may be provided at state pre-K sites, Other state agency pays for these services
Florida	NA
Georgia	Services may be provided at state pre-K sites, Other state agency pays for these services
Illinois	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
Iowa Shared Visions	Services may be provided at state pre-K sites, Other state agency pays for these services
Iowa SVPP	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation may be provided by state pre-K ⁶
Kansas	NA
Kentucky	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K, Family Resource Centers provide wrap-around services
Louisiana 8(g)	Services may be provided at state pre-K sites ²
Louisiana LA4	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services ⁷
Louisiana NSECD	Services may be provided at state pre-K sites
Maine	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
Maryland	Services may be provided at state pre-K sites, Transportation is provided by state pre-K ⁶
Massachusetts	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Transportation is provided by state pre-K ⁶
Michigan	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation is provided by state pre-K, State pre-K offers other supports for these services ⁵
Minnesota HdSt	Services may be provided at state pre-K sites, Other state agency pays for these services ⁵
Missouri	Services may be provided at state pre-K sites
Nebraska	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Nevada	NA
New Jersey Abbott	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by some districts
New Jersey ECPA	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by some districts
New Jersey ELLI	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by some districts
New Mexico	Services may be provided at state pre-K sites
New York	Services may be provided at state pre-K sites, Transportation may be provided by state pre-K
North Carolina	Services may be provided at state pre-K sites, Other state agency pays for these services
Ohio ECE	Other state agency pays for these services
Ohio ELI	Services may be provided at state pre-K sites, Other state agency pays for these services
Oklahoma	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K, State pre-K offers other supports for these services ⁶
Oregon	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
Pennsylvania EABG	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation may be provided by state pre-K
Pennsylvania HSSAP	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation may be provided by state pre-K
Pennsylvania K4	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services, Transportation may be provided by state pre-K
PA Pre-K Counts	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation may be provided by and/or paid for by Pre-K Counts
South Carolina 4K	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
South Carolina CDEPP	Services may be provided at state pre-K sites ³
Tennessee	Services may be provided at state pre-K sites, Other state agency pays for these services
Texas	Services may be provided at state pre-K sites
Vermont Act 62	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K ⁸
Vermont EEI	Other state agency pays for these services
Virginia	NA
Washington	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is provided by state pre-K
West Virginia	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services, Other state agency pays for these services
Wisconsin 4K	Services may be provided at state pre-K sites, Transportation is provided by state pre-K, State pre-K offers other supports for these services, 4K may be provided in child care and with Head Start so that extended day is available
Wisconsin HdSt	State pre-K offers other supports for these services, Head Start programs may partner with child care and/or 4K to provide wrap-around/extended-day services, Transportation may be provided by state pre-K

STATE

AGE ELIGIBILITY

	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by Sept. 1	5 by Sept. 1
Arizona	4 by Sept. 1	5 by Sept. 1
Arkansas	3 by Sept. 15	5 by Sept. 15
California	3 (State Preschool Program) or 4 (PKFLP) by Dec. 2	5 by Dec. 2
Colorado	3 by Oct. 1 ⁷	No cut-off ⁷
Connecticut	2 years, 9 months by Sept. 1	5 by Jan. 1 ⁷
Delaware	4 by Aug. 31	5 by Aug. 31
Florida	4 by Sept. 1	5 by Sept. 1
Georgia	4 by Sept. 1	5 by Sept. 1 ⁶
Illinois	3 by Sept. 1	5 by Sept. 1
Iowa Shared Visions	3 by Sept. 15	5 by Sept. 15
Iowa SVPP	4 by Sept. 15	Determined locally
Kansas	4 by Aug. 31	5 by Aug. 31
Kentucky	3 by Oct. 1 ⁶	5 by Sept. 30
Louisiana 8(g)	4 by Sept. 30	5 by Sept. 30
Louisiana LA4	4 by Sept. 30	5 by Sept. 30
Louisiana NSECD	4 by Sept. 30	5 by Sept. 30
Maine	4 by Oct. 15	Determined locally
Maryland	4 by Sept. 1	5 by Sept. 1
Massachusetts	2 years, 9 months	Determined locally ⁷
Michigan	4 by Dec. 1	5 by Dec. 1
Minnesota HdSt	Birth ⁶	5 by Sept. 1
Missouri	3 by July 31	5 by July 31
Nebraska	3 by locally determined date	5 by Oct. 15
Nevada	3 by locally determined date ⁵	5 by Sept. 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date	5 by locally determined date
New Mexico	4 by Sept. 1	5 by Sept. 1
New York	4 by Dec. 1	5 by Dec. 1
North Carolina	4 by Oct. 16	5 by Oct. 16
Ohio ECE	3 by locally determined date ⁴	5 by Aug. 1 or Sept. 30 ⁴
Ohio ELI	3 years old ⁷	5 by Aug. 1 or Sept. 30 ⁸
Oklahoma	4 by Sept. 1	5 by Sept. 1 ⁷
Oregon	3 by Sept. 1	5 by Sept. 1
Pennsylvania EABG	Determined locally	5 by locally determined date
Pennsylvania HSSAP	Determined locally ⁶	Determined locally ⁶
Pennsylvania K4	Determined locally	5 by locally determined date
PA Pre-K Counts	Determined locally ⁵	Determined locally ⁶
South Carolina 4K	4 by Sept. 1	5 by Sept. 1
South Carolina CDEPP	4 by Sept. 1	5 by Sept. 1
Tennessee	4 by Sept. 30	5 by Sept. 30
Texas	3 by Sept. 1	5 by Sept. 1
Vermont Act 62	3 by Sept. 1 ⁹	Determined locally ¹⁰
Vermont EEI	Determined locally ⁴	5 by locally determined date ⁴
Virginia	4 by Sept. 30	5 by Sept. 30
Washington	3 by Aug. 31	5 by Aug. 31
West Virginia	4 by Sept. 1	5 by Sept. 1
Wisconsin 4K	4 by Sept. 1	Determined locally
Wisconsin HdSt	3 by Sept. 1	5 by Sept. 1

STATE	AGE ELIGIBILITY	
	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by Sept. 1	None
Arizona	5 by Sept. 1 ⁶	None
Arkansas	5 by Sept. 15	Yes, for children with special needs ⁶
California	5 by Dec. 2	Yes, for State Preschool Program ⁶
Colorado	5 by Oct. 1 ⁷	Yes, determined locally ⁸
Connecticut	5 by Jan. 1	Yes ⁸
Delaware	5 by Aug. 31	None
Florida	5 by Sept. 2	None
Georgia	5 by Sept. 1	Yes ⁶
Illinois	5 by Sept. 1	Yes, children with IEPs may remain in preschool until age 6
Iowa Shared Visions	5 by Sept. 15	Yes, children with IEPs may participate based on their IEPs
Iowa SVPP	5 by Sept. 15	Yes, for children with special needs
Kansas	5 by Aug. 31	None
Kentucky	5 by Oct. 1	Yes, kindergarten children with IEPs may participate based on their IEPs
Louisiana 8(g)	5 by Sept. 30	None
Louisiana LA4	5 by Sept. 30	None
Louisiana NSECD	5 by Sept. 30	None
Maine	5 by Oct. 15	Yes, children with IEPs who turn 5 between July 15 and Oct. 15 ⁵
Maryland	5 by Sept. 1	Yes, determined locally ⁷
Massachusetts	Determined locally ⁷	Yes, for children with special needs ⁸
Michigan	5 by Dec. 1 ⁶	None
Minnesota HdSt	5 by Sept. 1	Yes, determined locally ⁷
Missouri	5 by July 31	Yes, children with documented disabilities may participate based on their IEPs or IFSPs ²
Nebraska	5 by Oct. 15	Yes, children with IEPs may participate based on their IEPs ⁵
Nevada	5 by Sept. 30	None
New Jersey Abbott	5 by locally determined date	Yes, exceptions to age requirements for children with IEPs, based on their IEPs ⁶
New Jersey ECPA	5 by locally determined date	Yes, exceptions to age requirements for children with IEPs, based on their IEPs ⁷
New Jersey ELLI	5 by locally determined date	None
New Mexico	5 by Sept. 1	Yes, children with IEPs may participate based on their IEPs and parents' decision ⁵
New York	5 by Dec. 1	Yes ⁶
North Carolina	5 by Oct. 16	None
Ohio ECE	5 by Aug. 1 or Sept. 30 ⁴	None
Ohio ELI	5 by Aug. 1 or Sept. 30 ⁸	None
Oklahoma	5 by Sept. 1 ⁷	Yes, determined locally ⁷
Oregon	5 by Sept. 1	None
Pennsylvania EABG	Determined locally	Yes, determined locally
Pennsylvania HSSAP	Determined locally	Yes, determined locally
Pennsylvania K4	Determined locally	Yes, determined locally
PA Pre-K Counts	Determined locally	None
South Carolina 4K	5 by Sept. 1	Yes, per parent and district decision
South Carolina CDEPP	5 by Sept. 1	Yes, for children with special needs
Tennessee	5 by Sept. 30	Yes, children with IEPs may participate if an IEP team determines it is the most appropriate placement ⁵
Texas	5 by Sept. 1	Yes
Vermont Act 62	Determined locally	None
Vermont EEI	5 by locally determined date ⁴	None
Virginia	5 by Sept. 30	Yes, for students born between Oct. 1 and Dec. 31 ⁷
Washington	5 by Aug. 31	None
West Virginia	5 by Sept. 1	Yes ⁵
Wisconsin 4K	5 by Sept. 1	Yes, determined locally ⁷
Wisconsin HdSt	5 by Sept. 1	Yes, determined locally ⁸

STATE

AGE ELIGIBILITY

State policy on enrolling children in state pre-K when they are eligible for kindergarten

Alabama	Children may not enroll in pre-K if they are age-eligible for kindergarten
Arizona	Children may not enroll in pre-K if they are age-eligible for kindergarten
Arkansas	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
California	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁶
Colorado	Kindergarten age-eligible children may enroll in pre-K at local program's discretion ⁹
Connecticut	Kindergarten age-eligible children may enroll in pre-K at local program's discretion or at the request of parents ⁷
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in pre-K if they are age-eligible for kindergarten
Georgia	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age eligible children may enroll in pre-K at the request of parents ⁶
Illinois	Children may not enroll in pre-K if they are age-eligible for kindergarten, unless they have an IEP
Iowa Shared Visions	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion or at the request of parents
Iowa SVPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion or at the request of parents
Kansas	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kentucky	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Louisiana 8(g)	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana LA4	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana NSECD	Children may not enroll in pre-K if they are age-eligible for kindergarten
Maine	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁸
Massachusetts	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota HdSt	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Children with documented disabilities may participate based on their IEPs or IFSPs
Nebraska	Children may not enroll in pre-K if they are age-eligible for kindergarten
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey Abbott	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey ECPA	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey ELLI	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Mexico	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
New York	Children may not enroll in pre-K if they are age-eligible for kindergarten
North Carolina	Children may not enroll in pre-K if they are age-eligible for kindergarten
Ohio ECE	Children may not enroll in pre-K if they are age-eligible for kindergarten
Ohio ELI	Children may not enroll in pre-K if they are age-eligible for kindergarten
Oklahoma	Kindergarten age-eligible children may enroll in pre-K at local program's discretion ⁷
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Pennsylvania K4	Children may not enroll in pre-K if they are age-eligible for kindergarten
PA Pre-K Counts	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina 4K	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina CDEPP	Children may not enroll in pre-K if they are age-eligible for kindergarten
Tennessee	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
Vermont Act 62	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Vermont EEI	Children may not enroll in pre-K if they are age-eligible for kindergarten
Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Washington	Children may not enroll in pre-K if they are age-eligible for kindergarten
West Virginia	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion or at the request of parents
Wisconsin 4K	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁹

STATE

INCOME REQUIREMENT

Besides age, how is eligibility determined for individual children?

Alabama	All children in districts offering the program, or in the entire state, may enroll
Arizona	Eligibility is determined by individual child or family characteristics ⁷
Arkansas	Eligibility is determined by individual child or family characteristics
California	Eligibility is determined by individual child or family characteristics
Colorado	Eligibility is determined by individual child or family characteristics ¹⁰
Connecticut	All children in districts offering the program may enroll ⁹
Delaware	Eligibility is determined by individual child or family characteristics
Florida	All children in districts offering the program, or in the entire state, may enroll
Georgia	All children in districts offering the program, or in the entire state, may enroll
Illinois	Eligibility is determined by individual child or family characteristics
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics
Iowa SVPP	All children in the state may enroll ⁷
Kansas	Eligibility is determined by individual child or family characteristics ⁴
Kentucky	Eligibility is determined by individual child or family characteristics ⁷
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics
Louisiana LA4	All children in districts offering the program, or in the entire state, may enroll
Louisiana NSECD	Eligibility is determined by individual child or family characteristics
Maine	All children in districts offering the program, or in the entire state, may enroll ⁶
Maryland	Eligibility is determined by individual child or family characteristics
Massachusetts	Eligibility is determined by individual child or family characteristics ⁹
Michigan	Eligibility is determined by individual child or family characteristics
Minnesota HdSt	Eligibility is determined by individual child or family characteristics
Missouri	All children in districts offering the program, or in the entire state, may enroll ³
Nebraska	Eligibility is determined by individual child or family characteristics
Nevada	All children in districts offering the program, or in the entire state, may enroll ⁶
New Jersey Abbott	All children in districts offering the program may enroll
New Jersey ECPA	All children in districts offering the program may enroll
New Jersey ELLI	Eligibility is determined by individual child or family characteristics ⁶
New Mexico	Eligibility is determined by individual child or family characteristics ⁶
New York	All children in districts offering the program may enroll
North Carolina	Eligibility is determined by individual child or family characteristics
Ohio ECE	Eligibility is determined by individual child or family characteristics ⁵
Ohio ELI	Eligibility is determined by individual child or family characteristics ⁹
Oklahoma	All children in districts offering the program, or in the entire state, may enroll ¹
Oregon	Eligibility is determined by individual child or family characteristics
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics ⁷
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics ⁷
Pennsylvania K4	All children in districts offering the program, or in the entire state, may enroll ⁴
PA Pre-K Counts	Eligibility is determined by individual child or family characteristics ⁷
South Carolina 4K	Eligibility is determined by individual child or family characteristics
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics ⁴
Tennessee	Eligibility is determined by individual child or family characteristics
Texas	Eligibility is determined by individual child or family characteristics
Vermont Act 62	All children in districts offering the program, or in the entire state, may enroll ¹¹
Vermont EEI	Eligibility is determined by individual child or family characteristics
Virginia	Eligibility is determined by individual child or family characteristics
Washington	Eligibility is determined by individual child or family characteristics
West Virginia	Eligibility is determined by individual child or family characteristics ⁶
Wisconsin 4K	All children in districts offering the program, or in the entire state, may enroll
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics ¹⁰

STATE	INCOME REQUIREMENT	
	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Arizona	Eligibility for free or reduced-price lunch (185% FPL)	All children
Arkansas	200% FPL	All children
California	75% SMI ⁷	A minimum of 90% (State Preschool Program) or 80% (PKFLP) of children, except those who received protective services or are at risk for abuse, neglect, or exploitation ⁷
Colorado	Eligibility for free or reduced-price lunch (185% FPL) ¹¹	Income is the most frequently used risk factor for eligibility ¹¹
Connecticut	75% SMI ⁹	60% of children ⁹
Delaware	100% FPL	90% of children
Florida	None	NA
Georgia	None	NA
Illinois	None	NA
Iowa Shared Visions	Eligibility for free lunch (130% FPL)	80% of children
Iowa SVPP	None	NA
Kansas	Eligibility for free lunch (130% FPL)	Every child must have at least one risk factor ⁴
Kentucky	150% FPL	At-risk children
Louisiana 8(g)	None ³	NA
Louisiana LA4	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁸
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁹
Massachusetts	100% of SMI with a priority of at or below 50% SMI (Preschool Scholarships); Funding for all children, higher levels of funding for at or below 85% of SMI (UPK)	All children (Preschool Scholarships) ¹⁰
Michigan	250% FPL ⁷	At least 50% in each grantee/agency
Minnesota HdSt	100% FPL ⁸	At least 90% must meet the income requirement or be receiving TANF
Missouri	None	NA
Nebraska	Eligibility for free or reduced-price lunch (185% FPL)	70% of each program's funding must be used to serve children having at least one of four risk factors, one of which is family income
Nevada	None	NA
New Jersey Abbott	None	NA
New Jersey ECPA	None	NA
New Jersey ELLI	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁷
New Mexico	None	NA
New York	None	NA
North Carolina	75% SMI ⁴	At least 80% of children ⁴
Ohio ECE	Up to 200% FPL ⁵	All children ⁵
Ohio ELI	165% FPL ⁹	All children ⁹
Oklahoma	None	NA
Oregon	100% FPL ⁴	80% to 90% of children ⁵
Pennsylvania EABG	None	NA
Pennsylvania HSSAP	100% FPL ⁸	At least 90% of children ⁸
Pennsylvania K4	None	NA
PA Pre-K Counts	300% FPL ⁷	Income is only one of the possible risk factors for eligibility
South Carolina 4K	Eligibility for free or reduced-price lunch (185% FPL)	Determined locally
South Carolina CDEPP	Eligibility for free or reduced-price lunch (185% FPL)	All children
Tennessee	Eligibility for free or reduced-price lunch (185% FPL)	86% of students met the income requirement
Texas	Eligibility for free or reduced-price lunch (185% FPL)	73% of children met the income requirement
Vermont Act 62	None	NA
Vermont EEI	Eligibility for free or reduced-price lunch (185% FPL)	53% of children met the income requirement
Virginia	None	NA
Washington	110% FPL	90% of children ⁶
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	100% FPL ¹¹	90% of children ¹¹

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Arizona	None
Arkansas	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Non-English speaking family members, Parental substance abuse, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty
California	History of abuse, neglect, or family violence
Colorado	Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Parental substance abuse, Teen parent, Child history of foster care, Locally determined risk factors, Other state-specified risk factors ¹²
Connecticut	NA ⁹
Delaware	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Incarcerated parent, Locally determined risk factor – high crime neighborhood
Florida	NA
Georgia	NA
Illinois	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors
Iowa Shared Visions	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Teen parent, Low birth weight or other child health risk, Child history of foster care
Iowa SVPP	NA
Kansas	Low parental education level, Non-English speaking family members, Teen parent, Social and Rehabilitation Services referral, Single parent, Migrant status, Developmentally or academically delayed
Kentucky	Child disability or developmental delay, Locally determined risk factors ⁸
Louisiana 8(g)	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors ⁴
Louisiana LA4	None
Louisiana NSECD	None
Maine	NA
Maryland	Homelessness or unstable housing, Other state-specified risk factors ⁹
Massachusetts	Child disability or developmental delay, History of abuse, neglect, or family violence, Homelessness or unstable housing, Parental substance abuse, Teen parent, Child history of foster care, Parental active military duty
Michigan	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors, Other state-specified risk factors ⁹
Minnesota HdSt	Homelessness or unstable housing, Child history of foster care ⁹
Missouri	NA
Nebraska	Non-English speaking family members, Teen parent, Low birth weight or other child health risk

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
Nevada	NA
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	None
New Mexico	Other state-specified risk factors ⁶
New York	NA
North Carolina	Child disability, Non-English speaking family members, Risk that child will not be ready for kindergarten, Parental active military duty, Chronic health condition, Educational/developmental delay
Ohio ECE	None
Ohio ELI	None
Oklahoma	NA
Oregon	None ⁵
Pennsylvania EABG	Locally determined risk factors ⁷
Pennsylvania HSSAP	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors ⁹
Pennsylvania K4	NA
PA Pre-K Counts	Low parental education level, Locally determined risk factors ⁷
South Carolina 4K	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care
South Carolina CDEPP	Children receiving Medicaid services
Tennessee	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors ⁶
Texas	Homelessness or unstable housing, Non-English speaking family members, Child history of foster care, Parent in active military duty or parent injured or killed in active duty, Eligible to receive special education services, eligibility for TANF or other public assistance
Vermont Act 62	NA
Vermont EEI	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Teen parent, Child history of foster care, Parental active military duty, Social isolation
Virginia	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors
Washington	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care
West Virginia	None
Wisconsin 4K	NA
Wisconsin HdSt	Locally determined risk factors ¹²

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	NA
Arizona	NA	NA
Arkansas	1	Meeting the income criteria can count as one of the risk factors ⁷
California	1	Meeting the income criteria can count as one of the risk factors
Colorado	1 ¹³	Meeting the income criteria can count as one of the risk factors
Connecticut	NA	NA
Delaware	Not a specific number ⁵	Meeting the income criteria can count as one of the risk factors
Florida	NA	NA
Georgia	NA	NA
Illinois	Multiple risk factors ²	Meeting the income criteria can count as one of the risk factors
Iowa Shared Visions	1 ⁴	Income is the primary eligibility criterion ⁴
Iowa SVPP	NA	NA
Kansas	1	Meeting the income criteria can count as one of the risk factors
Kentucky	1	Meeting the income criteria can count as one of the risk factors
Louisiana 8(g)	Determined locally ⁴	Priority given to children from low-income families ⁴
Louisiana LA4	NA	NA
Louisiana NSECD	NA	NA
Maine	NA	NA
Maryland	1	Programs must serve income-eligible children first ⁹
Massachusetts	1 (Preschool Scholarships) ¹⁰	Another risk factor may be used as a substitute for income (Preschool Scholarships) ¹¹
Michigan	2	Meeting the income criteria can count as one of the risk factors
Minnesota HdSt	1 ¹⁰	Meeting the income criteria can count as one of the risk factors
Missouri	NA	NA
Nebraska	1	Meeting the income criteria can count as one of the risk factors
Nevada	NA	NA
New Jersey Abbott	NA	NA
New Jersey ECPA	NA	NA
New Jersey ELLI	NA	NA
New Mexico	NA ⁶	NA
New York	NA	NA
North Carolina	1	80% must meet income requirement; 20% may meet another risk factor ⁴
Ohio ECE	NA	NA
Ohio ELI	NA	NA
Oklahoma	NA	NA
Oregon	NA ⁵	NA
Pennsylvania EABG	Determined locally	NA
Pennsylvania HSSAP	Determined locally	Children must have the specified number of risk factors and meet income criteria
Pennsylvania K4	NA	NA
PA Pre-K Counts	Determined locally	Meeting the income criteria can count as one of the risk factors
South Carolina 4K	1 or more	Children must have the specified number of risk factors and meet income criteria
South Carolina CDEPP	NA	NA
Tennessee	1 or more, determined locally	Meeting the income criteria can count as one of the risk factors
Texas	1	Meeting the income criteria can count as one of the risk factors
Vermont Act 62	NA	NA
Vermont EEI	1	Meeting the income criteria can count as one of the risk factors
Virginia	Determined locally	NA
Washington	1 ⁷	Meeting the income criteria can count as one of the risk factors
West Virginia	NA	NA
Wisconsin 4K	NA	NA
Wisconsin HdSt	Determined by local Head Start program	Income is the first consideration

STATE	OTHER ELIGIBILITY REQUIREMENTS	
	Is there a sliding payment scale based on income?	Is child eligibility ever reassessed after a child has been enrolled?
Alabama	No	No
Arizona	No	No
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	Yes, only for full-day programs ⁸	No
Colorado	No	No
Connecticut	Yes, for all children ¹⁰	No ¹¹
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, 20% of children	No
Iowa SVPP	Determined locally ⁸	No
Kansas	No	No
Kentucky	Determined locally ⁸	No
Louisiana 8(g)	No	No
Louisiana LA4	Yes, for children who do not meet the income requirement	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Yes, except for children whose parent(s) is participating in an approved TANF activity, foster children, or children in temporary guardianship (Preschool Scholarships) ¹⁰	Yes, every 12 months at the beginning of the year (Preschool Scholarships) ¹²
Michigan	No	No
Minnesota HdSt	No	Yes ¹¹
Missouri	Determined locally ⁴	No
Nebraska	Yes, for children who do not meet one of the four risk factors	No
Nevada	No	No
New Jersey Abbott	No	Yes, to determine if children still live in the district ⁷
New Jersey ECPA	No	Yes, to determine if children still live in the district ⁸
New Jersey ELLI	No	No
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio ECE	Yes, for children of families between 101 and 200% FPL ⁵	No
Ohio ELI	Yes, for children of families at or above 165% FPL	Yes, one year after initial authorization ¹⁰
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4	No	No
PA Pre-K Counts	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	Yes, at the beginning of each year of enrollment ⁶
Vermont Act 62	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	Yes, at the beginning of each year of enrollment

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Are programs allowed to extend or waive CCDF/TANF eligibility rules to ensure children remain in the program for the complete program year?
Alabama	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Arizona	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Arkansas	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
California	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Colorado	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Connecticut	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Delaware	Yes ⁶
Florida	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Georgia	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Illinois	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Iowa Shared Visions	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Iowa SVPP	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Kansas	No
Kentucky	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Louisiana 8(g)	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Louisiana LA4	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Louisiana NSECD	No
Maine	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Maryland	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Massachusetts	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Michigan	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Minnesota HdSt	NA ¹²
Missouri	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Nebraska	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Nevada	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility ⁷
New Jersey Abbott	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
New Jersey ECPA	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
New Jersey ELLI	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
New Mexico	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
New York	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
North Carolina	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Ohio ECE	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Ohio ELI	No ¹¹
Oklahoma	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility ¹
Oregon	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Pennsylvania EABG	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Pennsylvania HSSAP	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Pennsylvania K4	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
PA Pre-K Counts	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
South Carolina 4K	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
South Carolina CDEPP	Yes
Tennessee	NA ⁷
Texas	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Vermont Act 62	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Vermont EEI	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Virginia	No
Washington	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
West Virginia	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Wisconsin 4K	CCDF/TANF eligibility rules are not considered in determining pre-K eligibility
Wisconsin HdSt	No

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	4-year-olds, 20	4-year-olds, 1:10	Depends on length of program day ⁸
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 ⁹	3- and 4-year-olds, 1:8 ⁹	Depends on length of program day ¹⁰
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8	Depends on length of program day ¹⁴
Connecticut	3- and 4-year-olds, 20 ¹²	3- and 4-year-olds, 1:10	Depends on length of program day ¹³
Delaware	4-year-olds, 20	4-year-olds, 1:10	At least one meal and Snack ⁷
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 ⁷
Georgia	4-year-olds, 20	4-year-olds, 1:10	Lunch
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack ³
Iowa Shared Visions	3- and 4-year-olds, 20	3- and 4-year-olds, 1:8	Lunch and Snack ⁵
Iowa SVPP	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack ⁹
Kansas	4-year-olds, 20 ⁵	4-year-olds, 1:10 ⁵	Snack
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	A least one meal a day, Breakfast or Lunch ⁹
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10	Breakfast, Lunch, and Snack
Louisiana LA4	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	No meals are required ⁷
Maryland	4-year-olds, 20 ¹⁰	4-year-olds, 1:10	Breakfast and Lunch (full-day); Breakfast or Lunch (half-day)
Massachusetts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ¹³
Michigan	4-year-olds, 18	4-year-olds, 1:8	Snack ⁹
Minnesota HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and/or Breakfast ¹³
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁵
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack ⁶
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10	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 ⁹	3- and 4-year-olds, 1:25 ⁹	Depends on length of program day ¹⁰
New Jersey ELLI	4-year-olds, 20	4-year-olds, 2:20	Depends on length of program day ⁸
New Mexico	4-year-olds, 20	4-year-olds, 1:10	Snack ⁷
New York	4-year-olds, 20	4-year-olds, 1:9	Depends on length of program day
North Carolina	4-year-olds, 18	4-year-olds, 1:9	Lunch and either Breakfast or Snack
Ohio ECE	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14	Depends on length of program day
Ohio ELI	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ¹²
Oklahoma	4-year-olds, 20	4-year-olds, 1:10	At least one meal ⁸
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch ⁶
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	No meals are required ⁸
Pennsylvania HSSAP	3-year-olds, 17; 4-year-olds, 20	3- and 4-year-olds, 2:17	Lunch and either Breakfast or Snack ¹⁰
Pennsylvania K4	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	No meals are required ⁵
PA Pre-K Counts	4-year-olds, 20 ⁸	4-year-olds, 1:10 ⁸	Snack (half-day); Snack and one meal (full-day)
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack
South Carolina CDEPP	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Breakfast and Lunch
Tennessee	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10	Lunch and either Breakfast or Snack ⁸
Texas	3- and 4-year-olds, No limit ⁷	3- and 4-year-olds, No limit	Depends on length of program day ⁸
Vermont Act 62	3- and 4-year-olds, 20 ¹²	3- and 4-year-olds, 1:10	No meals are required ¹³
Vermont EEI	3- and 4-year-olds, 16	3-year-olds, 1:8; 4-year-olds, 1:10	No meals are required
Virginia	4-year-olds, 18	4-year-olds, 2:18	Breakfast and Snack ⁸
Washington	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9	Depends on length of program day, but at least one meal is required ⁸
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ⁷
Wisconsin 4K	4-year-olds, determined locally	4-year-olds, determined locally	Depends on length of program day ⁸
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and Snack ¹³

STATE

PROGRAM STANDARDS

Screening and referral requirements

Alabama	Vision, Hearing, Health, Dental ⁶
Arizona	Determined locally
Arkansas	Vision, Hearing, Health, Developmental, Dental
California	Health, Developmental; Vision, Hearing, Dental – determined locally ¹¹
Colorado	Health, Developmental; Vision, Hearing, Dental – determined locally
Connecticut	Vision, Hearing, Health, Dental ¹⁴
Delaware	Vision, Hearing, Health, Developmental, Dental, Behavioral
Florida	Determined locally ⁸
Georgia	Vision, Hearing, Health, Developmental, Dental ⁷
Illinois	Vision, Hearing, Health, Developmental
Iowa Shared Visions	Vision, Hearing, Health, Developmental, Dental ⁶
Iowa SVPP	Vision, Hearing, Health, Developmental; Dental – determined locally ¹⁰
Kansas	Vision, Hearing, Health, Developmental, Dental
Kentucky	Vision, Hearing, Health, Developmental
Louisiana 8(g)	Developmental; Vision, Hearing, Health, Dental – determined locally
Louisiana LA4	Vision, Hearing, Health, Developmental; Dental, Mental Health – determined locally
Louisiana NSECD	Vision, Hearing, Health; Developmental, Dental – determined locally
Maine	Vision, Hearing, Developmental; Health, Dental – determined locally
Maryland	Vision, Hearing, Health, Immunization, Lead screening; Developmental, Dental – determined locally ¹¹
Massachusetts	Vision, Hearing, Health ¹⁴
Michigan	Vision, Hearing, Health; Developmental, Dental – determined locally ¹⁰
Minnesota HdSt	Vision, Hearing, Health, Developmental, Dental, Nutritional, Social-emotional, Behavioral
Missouri	None
Nebraska	Determined locally
Nevada	Determined locally
New Jersey Abbott	Vision, Hearing, Health, Developmental; Dental – determined locally
New Jersey ECPA	Vision, Hearing, Health, Developmental; Dental – determined locally
New Jersey ELLI	Vision, Hearing, Health, Developmental; Dental – determined locally
New Mexico	Vision, Hearing, Health, Developmental, Dental
New York	Vision, Hearing, Health, Developmental, Dental, Cognitive, Motor, Language
North Carolina	Vision, Hearing, Health, Developmental, Dental
Ohio ECE	Vision, Hearing, Health, Developmental, Dental, Hematocrit, Lead
Ohio ELI	Vision, Hearing, Health, Developmental, Dental, Hematocrit
Oklahoma	Vision, Hearing, Health, Developmental; Dental – determined locally
Oregon	Vision, Hearing, Health, Developmental, Dental, Immunizations
Pennsylvania EABG	Determined locally
Pennsylvania HSSAP	Vision, Hearing, Health, Developmental, Dental ¹⁰
Pennsylvania K4	Determined locally
PA Pre-K Counts	Determined locally
South Carolina 4K	Vision, Hearing, Health, Developmental, Dental
South Carolina CDEPP	Vision, Hearing, Health; Developmental, Dental – determined locally
Tennessee	Vision, Hearing, Health, Developmental; Dental – determined locally ⁹
Texas	Determined locally
Vermont Act 62	Developmental; Vision, Hearing, Health, Dental – determined locally ¹⁴
Vermont EEI	Developmental ⁵
Virginia	Vision, Hearing, Health; Developmental, Dental – determined locally
Washington	Vision, Hearing, Health, Developmental, Dental, Height, Weight
West Virginia	Vision, Hearing, Health, Developmental, Dental
Wisconsin 4K	Determined locally ⁹
Wisconsin HdSt	Vision, Hearing, Health, Developmental, Dental

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
Alabama	Bilingual or monolingual non-English classes are permitted in pre-K
Arizona	State policy does not regulate services for English Language Learners ⁹
Arkansas	Bilingual or monolingual non-English classes are permitted in pre-K
California	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners ¹⁵
Delaware	Information must be presented to parents in their primary language; Translators or bilingual staff must be available to the extent possible for children who do not speak English
Florida	State policy does not regulate services for English Language Learners
Georgia	Bilingual or monolingual non-English classes are permitted in pre-K
Illinois	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Iowa Shared Visions	State policy does not regulate services for English Language Learners
Iowa SVPP	State policy does not regulate services for English Language Learners
Kansas	Information must be presented to parents in their primary language; ESL services are required for families that do not speak English as their primary language
Kentucky	Bilingual or monolingual non-English classes are permitted in pre-K
Louisiana 8(g)	State policy does not regulate services for English Language Learners
Louisiana LA4	Bilingual or monolingual non-English classes are permitted in pre-K; State pre-K policy does not regulate services for English Language Learners, but districts must meet all federal and state mandates and requirements
Louisiana NSECD	Bilingual or monolingual non-English classes are permitted in pre-K
Maine	Information must be presented to parents in their primary language
Maryland	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Massachusetts	State policy does not regulate services for English Language Learners
Michigan	Bilingual or monolingual non-English classes are permitted in pre-K ¹¹
Minnesota HdSt	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available if 50% or more of the children in a class speak a language other than English
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children who do not speak English; Other services are required for families that do not speak English as their primary language ⁷

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

Nevada	Other services are required for families that do not speak English as their primary language ⁸
New Jersey Abbott	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children who do not speak English – district staff, other parents, or volunteers may assist as necessary
New Jersey ECPA	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children that do not speak English – district staff, other parents, or volunteers may assist as necessary
New Jersey ELLI	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children that do not speak English – district staff, other parents, or volunteers may assist as necessary
New Mexico	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
New York	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children that do not speak English ⁷
North Carolina	State policy does not regulate services for English Language Learners
Ohio ECE	State policy does not regulate services for English Language Learners
Ohio ELI	State policy does not regulate services for English Language Learners ¹³
Oklahoma	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Other supports are required for families that do not speak English as their primary language ⁹
Oregon	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children that do not speak English ⁷
Pennsylvania EABG	Determined locally ⁹
Pennsylvania HSSAP	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children who do not speak English ¹⁰
Pennsylvania K4	State policy does not regulate services for English Language Learners
PA Pre-K Counts	State policy does not regulate services for English Language Learners
South Carolina 4K	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
South Carolina CDEPP	State policy does not regulate services for English Language Learners
Tennessee	Bilingual or monolingual non-English classes are permitted in pre-K
Texas	Bilingual or monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff must be available at all times for children who do not speak English ⁹
Vermont Act 62	State policy does not regulate services for English Language Learners
Vermont EEI	State policy does not regulate services for English Language Learners
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual or monolingual non-English classes are permitted in pre-K
West Virginia	Information must be presented to parents in their primary language
Wisconsin 4K	State policy does not regulate services for English Language Learners
Wisconsin HdSt	State policy does not regulate services for English Language Learners

STATE	PROGRAM STANDARDS
	Support services required for all programs
Alabama	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities
Arizona	None
Arkansas	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
California	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Referral for social services, Transition to K activities, Other support services ¹²
Colorado	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Information and referral for immunization and dental care
Connecticut	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services – family literacy and ESL
Delaware	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Mental health
Florida	None
Georgia	Parent involvement activities, Transition to K activities, Other support services determined locally ⁸
Illinois	Parent education or job training, Parenting support or training, Parent involvement activities, Referral for social services, Transition to K activities
Iowa Shared Visions	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services
Iowa SVPP	Parenting support or training, Parent involvement activities, Child health services, Referral for social services
Kansas	Parenting support or training, Referral for social services, Transition to K activities
Kentucky	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities
Louisiana 8(g)	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Louisiana LA4	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, GED training, Literacy training
Louisiana NSECD	Parenting support or training, Parent involvement activities, Child health services, Referral for social services, Transition to K activities, Other support services – Developmental, Social/emotional
Maine	Some comprehensive services are required, but specific services are determined locally
Maryland	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Other support services
Massachusetts	Some comprehensive services are required but specific services are determined locally
Michigan	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Minnesota HdSt	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities
Missouri	Parent involvement activities, Transition to K activities
Nebraska	Parenting support or training, Parent involvement activities, Transition to K activities, Family development and support based on the family's needs and interests, Other support services determined locally

STATE	PROGRAM STANDARDS
	Support services required for all programs
Nevada	Parenting support or training, Parent involvement activities
New Jersey Abbott	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
New Jersey ECPA	Parent education or job training, Parent involvement activities, Transition to K activities
New Jersey ELLI	Parent involvement activities, Transition to K activities
New Mexico	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
New York	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services ⁸
North Carolina	Parent involvement activities, Transition to K activities, Other support services ⁵
Ohio ECE	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Ohio ELI	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services
Oklahoma	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services ¹⁰
Oregon	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Mental health, Community Partnerships
Pennsylvania EABG	None
Pennsylvania HSSAP	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services ¹⁰
Pennsylvania K4	None
PA Pre-K Counts	None
South Carolina 4K	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Referral for social services, Transition to K activities
South Carolina CDEPP	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities
Tennessee	Parenting support or training, Parent involvement activities, Referral for social services, Transition to K activities, Other support services, Other support services determined locally
Texas	Some comprehensive services are required, but specific services are determined locally
Vermont Act 62	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to kindergarten activities
Vermont EEI	Parent involvement activities, Transition to K activities
Virginia	Parent involvement activities, Child health services, Referral for social services, Support services determined locally
Washington	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services ⁹
West Virginia	Transition to K activities, Other locally determined support services
Wisconsin 4K	Parent involvement activities, Child health services, Referral for social services, School counseling
Wisconsin HdSt	Parent education or job training, Parenting support or training, Parent involvement activities, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services in accordance with Head Start performance standards

STATE	PROGRAM STANDARDS	
	Number of parent conferences or home visits required annually	Accreditation requirements
Alabama	2	None ⁷
Arizona	None ¹⁰	NAEYC, National Early Childhood Program Accreditation Commission (NECPA), National Accreditation Commission for Early Care and Education, Association for Christian Schools International, Association Montessori International, or American Montessori Society
Arkansas	2	Arkansas Child Care Quality Accreditation System
California	2	None
Colorado	1	None
Connecticut	None ¹⁶	NAEYC, New England Association of Schools and Colleges (NEASC), Head Start, or Montessori
Delaware	4	None
Florida	None	National Council for Private School Accreditation, Commission of Private School Accreditation, Commission on International and Trans-Regional Accreditations, Florida Association of Academic Nonpublic Schools, or an accrediting organization recognized by the state under the Gold Seal Quality Care Program ⁹
Georgia	2	None
Illinois	Determined locally	None
Iowa Shared Visions	None	NAEYC
Iowa SVPP	3	None
Kansas	2	None
Kentucky	2	None
Louisiana 8(g)	Determined locally	None
Louisiana LA4	2	None
Louisiana NSECD	2	Louisiana Board of Elementary and Secondary Education (BESE), Brumfield Dodd, Class A Licensed Child Care accredited by NAEYC Class A – Daycare Accreditation
Maine	1	None
Maryland	2	None
Massachusetts	2	NAEYC (center-based), NAFCC (family child care with CDA substitute), NEASC (public and private schools under the UPK legislation)
Michigan	4	None
Minnesota HdSt	2	None
Missouri	None	Missouri Accreditation Center (MoA) or NAEYC ⁶
Nebraska	2 parent conferences and 2 home visits	None
Nevada	None	None
New Jersey Abbott	Number is not mandated	None
New Jersey ECPA	Number is not mandated	None
New Jersey ELLI	Number is not mandated	None
New Mexico	4	An early childhood accrediting body such as NAEYC or NECPA ⁸
New York	Determined locally	None
North Carolina	None	None
Ohio ECE	2	None
Ohio ELI	2	None
Oklahoma	2	State Public School Accreditation through the state DOE
Oregon	4	None
Pennsylvania EABG	Determined locally	None
Pennsylvania HSSAP	2	None
Pennsylvania K4	Determined locally	None
PA Pre-K Counts	None	None
South Carolina 4K	4	None
South Carolina CDEPP	2 center-based conferences are required annually	Licensed by the SC Department of Social Services ⁵
Tennessee	2	None
Texas	Determined locally	State-level accreditation by Texas Education Agency
Vermont Act 62	2	None
Vermont EEI	2	None
Virginia	Determined locally	None
Washington	3 hours of parent-teacher conferences and 3 hours of individualized family support services per year	None
West Virginia	2	None
Wisconsin 4K	Determined locally	State school accreditation
Wisconsin HdSt	2	None

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Name of early learning standards document
Alabama	Alabama Performance Standards for 4-year-olds
Arizona	Arizona Department of Education Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations
Colorado	Building Blocks to Colorado's Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Early Learning Foundations for School Success
Florida	Voluntary Prekindergarten Education Standards 2008
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas	The Kansas Early Learning Document
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children
Louisiana LA4	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 Learning Guidelines
Maryland	Maryland Model for School Readiness (MMSR) / Voluntary State Curriculum (VSC) for Prekindergarten
Massachusetts	Guidelines for Preschool Learning Experiences
Michigan	Early Childhood Standards of Quality for Prekindergarten
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 to 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	New Mexico Early Learning Outcomes – Full Version
New York	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 ECE	Early Learning Content Standards and Program Guidelines
Ohio ELI	Early Learning Content Standards and Program Guidelines
Oklahoma	Pre-Kindergarten Curriculum Guidelines
Oregon	Early Childhood Foundations for ages birth to 5
Pennsylvania EABG	Pennsylvania Learning Standards for Early Childhood
Pennsylvania HSSAP	Pennsylvania Learning Standards for Early Childhood
Pennsylvania K4	Pennsylvania Learning Standards for Early Childhood
PA Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
South Carolina 4K	South Carolina Early Learning Standards
South Carolina CDEPP	South Carolina Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Prekindergarten Curriculum Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2006 ECEAP Performance Standards and Washington State Early Learning Benchmarks
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 early learning standards document

Alabama	www.children.alabama.gov
Arizona	www.ade.az.gov/earlychildhood
Arkansas	http://www.arkansas.gov/childcare/programsupport/pdf/aeceframework.pdf
California	http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf
Colorado	http://www.cde.state.co.us/resultsmatter/download/BuildingBlocksDraft6July07.pdf
Connecticut	http://www.sde.ct.gov/sde
Delaware	http://www.doe.k12.de.us/programs/earlychildhood/preschool.shtml
Florida	Not provided online
Georgia	http://dec.al.ga.gov
Illinois	www.isbe.net/earlychi
Iowa Shared Visions	http://www.iowa.gov/educate/content/view/940/1016/
Iowa SVPP	http://www.iowa.gov/educate/content/view/940/1016/
Kansas	www.ksde.org and www.kskits.org
Kentucky	http://www.education.ky.gov/NR/rdonlyres/E479F0D8-7278-4CD3-BF8C-75813E08E71C/0/FinalFullVersionKYECS_1_13_06.pdf
Louisiana 8(g)	http://www.doe.state.la.us/lde/uploads/3014.pdf
Louisiana LA4	http://www.doe.state.la.us/lde/uploads/3014.pdf
Louisiana NSECD	http://www.doe.state.la.us/lde/uploads/3014.pdf
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	www.mdk12.org/instruction
Massachusetts	http://www.eec.state.ma.us/docs/taguidelinesforpreschoollearningexperiences.pdf and http://www.eec.state.ma.us/docs/taearlychildhoodprogramstandards.pdf
Michigan	http://www.michigan.gov/mde/0,1607,7-140-6530_6809-103343--,00.html
Minnesota HdSt	http://www.education.state.mn.us/mdeprod/groups/EarlyLearning/documents/Publication/009530.pdf
Missouri	http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html
Nebraska	http://www.nde.state.ne.us/ech/ELGuidelines/index.htm
Nevada	www.doe.nv.gov/Standards_Pre-Kinder.html
New Jersey Abbott	http://www.nj.gov/education/ece/code/expectations/
New Jersey ECPA	http://www.nj.gov/education/ece/code/expectations/
New Jersey ELLI	http://www.nj.gov/education/ece/code/expectations/
New Mexico	www.newmexicokids.org
New York	http://www.emsc.nysed.gov/nyc/upk.html
North Carolina	www.ncpublicschools.org/success/downloads/foundations.pdf
Ohio ECE	www.ode.state.oh.us
Ohio ELI	www.ode.state.oh.us
Oklahoma	http://sde.state.ok.us/Curriculum/PASS/default.html
Oregon	http://www.ode.state.or.us
Pennsylvania EABG	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&q=124386&early_childhoodNav=1106981&early_childhoodNav=163561#Standards
Pennsylvania HSSAP	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&q=124386&early_childhoodNav=1106981&early_childhoodNav=163561#Standards
Pennsylvania K4	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&q=124386&early_childhoodNav=1106981&early_childhoodNav=163561#Standards
PA Pre-K Counts	http://www.pde.state.pa.us/early_childhood/cwp/view.asp?a=316&q=124386&early_childhoodNav=1106981&early_childhoodNav=163561#Standards
South Carolina 4K	http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs_book_022608.pdf
South Carolina CDEPP	http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs_book_022608.pdf
Tennessee	http://state.tn.us/education/ci/earlychildhood/index.shtml
Texas	www.tea.state.tx.us/ed_init/pkguidelines/index.html
Vermont Act 62	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEI	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/VDOE/Instruction/Elem_M/FoundationBlocks.pdf
Washington	http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/EarlyLS.htm
Wisconsin HdSt	http://www.collaboratingpartners.com/EarlyLS.htm

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Year standards adopted	Year standards last revised	Application of standards to programs
Alabama	2004	2008	Programs are required to follow state standards
Arizona	2003	2005	State standards are offered as guidance but not required
Arkansas	1996	2004	Programs are required to follow state standards
California	2008 ¹³	Not revised	State standards are offered as guidance but not required
Colorado	2007	2007	State standards are offered as guidance but not required
Connecticut	1999	Not revised	Programs are required to follow state standards
Delaware	2003	Under revision	Programs are required to follow state standards
Florida	2005	2008	Programs are required to follow state standards
Georgia	1996	Under revision ⁹	Programs are required to follow state standards
Illinois	2003	Not revised	Programs are required to follow state standards
Iowa Shared Visions	2006	Not revised	State standards are offered as guidance but not required
Iowa SVPP	2007	2006	Programs are required to follow state standards
Kansas	2007	Under revision	State standards are offered as guidance but not required
Kentucky	2003	2008	State standards are offered as guidance but not required ¹⁰
Louisiana 8(g)	2003	2003	Programs are required to follow state standards
Louisiana LA4	2003	2006	Programs are required to follow state standards
Louisiana NSECD	2003	Under revision	Programs are required to follow state standards
Maine	2005	Not revised	Programs are required to follow state standards
Maryland	2004	2004	Programs are required to follow state standards ¹²
Massachusetts	2003	2003	Programs are required to follow state standards
Michigan	1986	2005	Programs are required to follow state standards
Minnesota HdSt	2003	2005	State standards are offered as guidance but not required
Missouri	2001	2005	State standards are offered as guidance but not required
Nebraska	2005	2008	State standards are offered as guidance but not required
Nevada	2004	Not revised	Programs are required to follow state standards
New Jersey Abbott	2002	Under revision	Programs are required to follow state standards
New Jersey ECPA	2002	Under revision	Programs are required to follow state standards
New Jersey ELLI	2002	Under revision	Programs are required to follow state standards
New Mexico	2005	2008	Programs are required to follow state standards
New York	2001	2007	Programs are required to follow state standards
North Carolina	2005	2004	Programs are required to follow state standards
Ohio ECE	2003 and 2005	Not revised	Programs are required to follow state standards
Ohio ELI	2005 and 2007	2005 and 2007	Programs are required to follow state standards
Oklahoma	1996	2005	Programs are required to follow state standards
Oregon	2007	Not revised	State standards are offered as guidance but not required
Pennsylvania EABG	2005	2007	Programs are required to follow state standards
Pennsylvania HSSAP	2005	2007	State standards are offered as guidance but not required
Pennsylvania K4	2005	2007	Programs are required to follow state standards
PA Pre-K Counts	2005	2007	Programs are required to follow state standards
South Carolina 4K	2007	2007	Programs are required to follow state standards
South Carolina CDEPP	2007	2007	Programs are required to follow state standards
Tennessee	2004	Under revision	Programs are required to follow state standards
Texas	1999	2008	State standards are offered as guidance but not required
Vermont Act 62	2003	Revision planned for 2009	Programs are required to follow state standards
Vermont EEI	2003	Revision planned for 2009	Programs are required to follow state standards
Virginia	2003	2007	Programs are required to follow state standards
Washington	2006	2005	State standards are offered as guidance but not required
West Virginia	2004	Not revised	Programs are required to follow state standards
Wisconsin 4K	2003	2007	State standards are offered as guidance but not required
Wisconsin HdSt	2003	2007	State standards are offered as guidance but not required

STATE

STATEWIDE EARLY LEARNING STANDARDS

Supports for early learning standards in state pre-K provided by states

Alabama	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Arizona	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Arkansas	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
California	Trainings or workshops
Colorado	Trainings or workshops, Technical assistance, State monitoring or reporting assesses program alignment with ELS
Connecticut	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Delaware	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Florida	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Georgia	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Alignment with Kindergarten Georgia Performance Standards
Illinois	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Iowa Shared Visions	Trainings or workshops
Iowa SVPP	Align curricula and assessments with ELS
Kansas	Trainings or workshops, Technical assistance ⁶
Kentucky	Higher education courses, Trainings or workshops, Technical assistance, State monitoring or reporting assesses program alignment with ELS, Other efforts are made to encourage use of ELS
Louisiana 8(g)	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Louisiana LA4	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Training provided for child care and Head Start to encourage the use of the standards
Louisiana NSECD	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Mandatory regional workshops and continuing education
Maine	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Maryland	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Massachusetts	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Michigan	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS, Distribution of standards on CD-ROM accompanying training; Web-based Implementation Manual in-depth
Minnesota HdSt	Trainings or workshops, Technical assistance
Missouri	Technical assistance
Nebraska	Higher education courses, Trainings or workshops, Technical assistance, Programs are encouraged to align their practices with the Early Learning Guidelines
Nevada	Trainings or workshops, Technical assistance, State monitoring or reporting assesses program alignment with ELS

STATE

STATEWIDE EARLY LEARNING STANDARDS

Supports for early learning standards in state pre-K provided by states

Nevada	Trainings or workshops, Technical assistance, State monitoring or reporting assesses program alignment with ELS
New Jersey Abbott	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New Jersey ECPA	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New Jersey ELLI	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New Mexico	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
New York	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
North Carolina	Higher education courses, Trainings or workshops, Technical assistance, Other efforts are made to encourage use of ELS ⁶
Ohio ECE	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Ohio ELI	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Oklahoma	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Aligned to K-12 standards, Local school administrators ensure program alignment with pre-K standards
Oregon	Other efforts are made to encourage use of ELS ⁸
Pennsylvania EABG	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Pennsylvania HSSAP	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Pennsylvania K4	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
PA Pre-K Counts	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
South Carolina 4K	Higher education courses, Trainings or workshops
South Carolina CDEPP	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Tennessee	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Texas	Trainings or workshops
Vermont Act 62	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Vermont EEI	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Virginia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Washington	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
West Virginia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Wisconsin 4K	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Trainers and resources are available
Wisconsin HdSt	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Trainers and resources are available, Work with WI Head Start Collaboration Office and WI Head Start Association

STATE	STATEWIDE EARLY LEARNING STANDARDS	Standards specific to pre-K?
	Are standards linked to child assessments?	
Alabama	No	Yes
Arizona	Yes, required ongoing progress monitoring assessment must be aligned with Early Learning Standards and data entered twice per year into the state accountability data system	Yes
Arkansas	Yes, State Pre-K Assessment (Work Sampling) was correlated to the Early Childhood Frameworks prior to implementation	Yes
California	No	Yes
Colorado	Yes ¹⁵	Yes
Connecticut	Yes, The CT Preschool Assessment Framework or other assessments aligned with state framework	Yes
Delaware	No	Yes
Florida	Yes, the statewide kindergarten screener is aligned with the VPK Education Standards as required by law	Yes
Georgia	Yes, used to document progress, communicate with parents, and assist in guiding instruction	Yes
Illinois	Yes, most publishers of required assessments used in PFA have aligned their assessment to the standards	Yes
Iowa Shared Visions	No	Yes
Iowa SVPP	No	Yes
Kansas	No	Yes ⁷
Kentucky	Yes, districts must choose assessments from the Kentucky Early Childhood Continuous Assessment Guide, all of which are aligned with state standards	Yes
Louisiana 8(g)	Yes, portfolio assessments	Yes
Louisiana LA4	Yes, portfolio assessments	Yes
Louisiana NSECD	Yes, pre- and post-assessment of Developing Skills Checklist	Yes
Maine	No	Yes
Maryland	Yes, alignment to the kindergarten assessment (modified Work Sampling System)	Yes
Massachusetts	Yes, all EEC-approved assessment tools can be aligned with or used to demonstrate that the Guidelines for Preschool Learning Experiences are being used	Yes
Michigan	Yes ¹²	Yes
Minnesota HdSt	No	Yes
Missouri	Yes, observational assessment conducted in March or April	Yes
Nebraska	Yes, High/Scope COR, Creative Curriculum Developmental Continuum, or AEPS	Yes
Nevada	No	Yes
New Jersey Abbott	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Jersey ECPA	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Jersey ELLI	Yes, developmental screenings, documentation/assessment for teachers, professional development, portfolio assessment	Yes
New Mexico	Yes, New Mexico PreK Observational Assessment Tools	Yes
New York	Yes, all New York State Learning Standards are linked to the Grade 3 and 4 Statewide Testing Program	Yes
North Carolina	Yes, instructional assessments are consistent practices and expectations defined in early learning standards	Yes
Ohio ECE	Yes, linked to literacy assessment	Yes
Ohio ELI	Yes, state standards are tied to early literacy assessment	Yes
Oklahoma	Yes, teachers must assess their students using assessments aligned to the learning standards	Yes
Oregon	No	Yes
Pennsylvania EABG	Yes ¹⁰	Yes
Pennsylvania HSSAP	Yes ¹¹	Yes
Pennsylvania K4	Yes, a variety of published assessment and curricula instruments can be used	Yes
PA Pre-K Counts	Yes, crosswalks to published assessments have been completed	Yes
South Carolina 4K	No	Yes
South Carolina CDEPP	Yes, Work Sampling System	Yes
Tennessee	No	Yes
Texas	No	Yes
Vermont Act 62	No	Yes
Vermont EEI	Yes, approved assessment instruments must align or be very closely linked to VELs	Yes
Virginia	Yes, the Phonological Awareness Literacy Screening aligns with the literacy preschool standards	Yes
Washington	No	Yes
West Virginia	Yes, through online Creative Curriculum and COR	Yes
Wisconsin 4K	No	Yes
Wisconsin HdSt	No	Yes

STATE	STATEWIDE EARLY LEARNING STANDARDS NEGP domains addressed in standards				
	Physical well-being/ motor development	Social/emotional development	Approaches toward learning	Language development	Cognitive and general knowledge
Alabama	✓	✓	✓	✓	✓
Arizona	✓ ¹¹	✓ ¹¹	✓ ¹¹	✓ ¹¹	✓ ¹¹
Arkansas	✓	✓	✓	✓	✓
California		✓	✓	✓	✓
Colorado	✓	✓	✓	✓	✓
Connecticut	✓	✓	✓	✓	✓
Delaware	✓	✓	✓	✓	✓
Florida	✓	✓	✓	✓	✓
Georgia	✓	✓	✓	✓	✓
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions	✓	✓	✓	✓	✓
Iowa SVPP	✓	✓	✓	✓	✓
Kansas	✓	✓	✓	✓	✓
Kentucky	✓	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓	✓
Massachusetts	✓	✓	✓	✓	✓
Michigan	✓	✓	✓	✓	✓
Minnesota HdSt	✓	✓	✓	✓	✓
Missouri	✓	✓	✓	✓	✓
Nebraska	✓	✓	✓	✓	✓
Nevada	✓	✓	✓	✓	✓
New Jersey Abbott	✓	✓	✓	✓	✓
New Jersey ECPA	✓	✓	✓	✓	✓
New Jersey ELLI	✓	✓	✓	✓	✓
New Mexico	✓	✓	✓	✓	✓
New York		✓	✓	✓	✓
North Carolina	✓	✓	✓	✓	✓
Ohio ECE			✓	✓	✓
Ohio ELI			✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓
Oregon	✓	✓	✓	✓	✓
Pennsylvania EABG	✓	✓	✓	✓	✓
Pennsylvania HSSAP	✓	✓	✓	✓	✓
Pennsylvania K4	✓	✓	✓	✓	✓
PA Pre-K Counts	✓	✓	✓	✓	✓
South Carolina 4K	✓	✓	✓	✓	✓
South Carolina CDEPP	✓	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓	✓
Texas	✓	✓	✓	✓	✓
Vermont Act 62	✓	✓	✓	✓	✓
Vermont EEI	✓	✓	✓	✓	✓
Virginia	✓	✓	✓	✓	✓
Washington	✓	✓	✓	✓	✓
West Virginia	✓	✓	✓	✓	✓
Wisconsin 4K	✓	✓	✓	✓	✓
Wisconsin HdSt	✓	✓	✓	✓	✓

Footnotes are grouped by state at the end of Appendix A. All data are for the '07-'08 school year, unless otherwise noted.

STATE

PERSONNEL

Minimum teacher degree requirement

Alabama	BA (public and nonpublic)
Arizona	HSD (public and nonpublic) ¹²
Arkansas	BA/BS in ECE or CD (one for every three classrooms); other classrooms, AA in ECE or CD (public and nonpublic) ⁸
California	CDA (public and nonpublic) ¹⁴
Colorado	CDA or AA in ECE or CD (public and nonpublic) ¹⁶
Connecticut	CDA (public and nonpublic) ¹⁷
Delaware	CDA (public and nonpublic) ⁸
Florida	BA (summer); CDA (academic year) ¹⁰
Georgia	AA (public and nonpublic) ¹⁰
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic) ⁷
Iowa SVPP	BA (public and nonpublic) ¹¹
Kansas	BA (public)
Kentucky	BA (public and nonpublic) ¹¹
Louisiana 8(g)	BA (public)
Louisiana LA4	BA (public and nonpublic)
Louisiana NSECD	BA (nonpublic) ⁴
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)
Massachusetts	BA (public); None (nonpublic) ¹⁵
Michigan	BA (public and nonpublic) ¹³
Minnesota HdSt	BA (public); CDA (nonpublic) ¹⁴
Missouri	BA (public and nonpublic)
Nebraska	BA (public and nonpublic)
Nevada	BA (public and nonpublic)
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public and nonpublic) ⁹
New York	BA and NYS teaching certificate (public); AA or CDA (nonpublic) ⁹
North Carolina	BA (public); AA and working toward BA and birth-K license within 4 years (nonpublic) ⁷
Ohio ECE	AA (public); CDA (nonpublic) ⁶
Ohio ELI	HSD (public and nonpublic) ¹⁴
Oklahoma	BA/BS and ECE certification (public and nonpublic)
Oregon	BA and teaching license plus 15 ECE credits (public); CDA (nonpublic) ⁹
Pennsylvania EABG	BA and ECE certification (public); AA (nonpublic)
Pennsylvania HSSAP	CDA (public and nonpublic) ¹²
Pennsylvania K4	BA and ECE certification (public)
PA Pre-K Counts	BA in ECE (public); AA in ECE or CD (child care and Head Start); private school ECE certification and 18 credits (nursery) ⁹
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic)
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont Act 62	BA (public and nonpublic) ¹⁵
Vermont EEI	BA (public and nonpublic) ⁶
Virginia	BA (public); HSD (nonpublic) ⁹
Washington	AA or BA (public and nonpublic)
West Virginia	BA in ECE or pre-K special education (public); AA (nonpublic) ⁸
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); CDA (nonpublic) ¹⁴

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Alabama	Early Childhood (P-3) or Child Development (public and nonpublic)
Arizona	None (public and nonpublic)
Arkansas	Early Childhood Education/Child Development degree (birth–5), or P–4 certification (public and nonpublic) ⁸
California	Child Development Associate Teacher permit, Child Development Teacher Permit, or Child Development Master Teacher Permit - birth to 13 (public and nonpublic)
Colorado	None (public and nonpublic)
Connecticut	None (public and nonpublic)
Delaware	None (public and nonpublic)
Florida	EC or EE certification (summer); Meets CDA requirements (academic year)
Georgia	Degree and certification in ECE or Montessori (public and nonpublic)
Illinois	EC certificate - Birth–3 (public and nonpublic)
Iowa Shared Visions	Birth to 3rd grade with special ed, birth to 3rd grade, or birth to kindergarten (public); None (nonpublic)
Iowa SVPP	Birth to 3rd grade with special ed, birth to 3rd grade, or birth to kindergarten (public and nonpublic)
Kansas	EE certification, ECE certification, ECE special ed, Early childhood Unified (B–K, B–3rd) or EE certification with ECE endorsement (public)
Kentucky	Interdisciplinary Early Childhood Education - birth to kindergarten (public and nonpublic)
Louisiana 8(g)	Nursery, K, Pre-K–3, or Early Intervention (public)
Louisiana LA4	Nursery school, kindergarten, Pre-K–3, early intervention, or noncategorical preschool handicapped (public and nonpublic)
Louisiana NSECD	Pre-K–3, Pre-K, Early Interventionist, Nursery, K, or Noncategorical Preschool Handicapped (nonpublic)
Maine	EC birth - 5 (public and nonpublic)
Maryland	Certification in N–3 (public and nonpublic)
Massachusetts	Early childhood teachers of students with and without disabilities, pre-K to grade 2 (public); 3 credits (nonpublic)
Michigan	EE certification with ECE endorsement (public); EE certification with ECE endorsement, EE certification with CDA, or Child Development (nonpublic)
Minnesota HdSt	License or certification in Early Childhood (public); None (nonpublic) ¹⁴
Missouri	ECE - birth–grade 3, ECE SpEd - birth–grade 3, or 4-year child development degree (public and nonpublic)
Nebraska	ECE birth to grade 3, Early Childhood Special Education birth to grade 3, Preschool disabilities birth to kindergarten, Early Childhood Education Unified birth to grade 3 (public and nonpublic)
Nevada	Early Childhood license or endorsement - either birth–K or birth–grade 2 (public and nonpublic)
New Jersey Abbott	P–3, N–K, EE + 2 years preschool teaching experience, Special Education Pre-K–12, CEAS (Certificate of Eligibility with Advanced Standing) for P–3, or CE (Certificate of Eligibility) for P–3 (public and nonpublic)
New Jersey ECPA	P–3, N–K, EE + 2 years preschool teaching experience, Special Education Pre-K–12, CEAS (Certificate of Eligibility with Advanced Standing) for P–3, or CE (Certificate of Eligibility) for P–3 (public and nonpublic)
New Jersey ELLI	P–3, N–K, EE + 2 years preschool teaching experience, Special Education Pre-K–12, CEAS (Certificate of Eligibility with Advanced Standing) for P–3, or CE (Certificate of Eligibility) for P–3 (public and nonpublic)
New Mexico	Early Childhood Education Birth to Grade 3 (public and nonpublic)
New York	ECE certification - birth–grade 2, Certificate in Students With Disabilities - birth–grade 2, N–6, Pre-K, K–6 (public and nonpublic)
North Carolina	Birth–Kindergarten Licensure (public and nonpublic)
Ohio ECE	Pre-K Associate, Pre-K–3, EC license, kindergarten add on to K–8 license plus early childhood hours, K–8, K–5 plus early childhood hours for BA (public); Meets CDA requirements (nonpublic)
Ohio ELI	Pre-K–3 license, Pre-K Associate (public); Pre-K Associate (nonpublic)
Oklahoma	ECE - Birth–3rd grade (public and nonpublic)
Oregon	ECE endorsement - Pre-K–grades 3–9 (public); Meets CDA requirements (nonpublic)
Pennsylvania EABG	ECE certification - N–3 (public); None (nonpublic)
Pennsylvania HSSAP	ECE certification (public); None (nonpublic)
Pennsylvania K4	ECE certification or EE certification (public)
PA Pre-K Counts	ECE certification (public); None (nonpublic)
South Carolina 4K	Early Childhood Certification - Pre-K to grade 3 (public)
South Carolina CDEPP	Early Childhood Certification - Pre-K to grade 3 (public)
Tennessee	Pre-K–3, Pre-K–4, Pre-K–K, Pre-K–1 SpEd, or Pre-K–3 SpEd (public and nonpublic)
Texas	Generalist Teaching Certificate - ECE through grade 4 (public and nonpublic)
Vermont Act 62	Early childhood educator - birth to grade 3 or early childhood special educator - birth to age 6 (public and nonpublic)
Vermont EEI	Early childhood educator - birth to grade 3 (public and nonpublic)
Virginia	Early/Primary Education - Pre-K–3, EE - Pre-K–6, Early Childhood for Three- and Four-Year-Olds (Add-On Endorsement) (public)
Washington	30 quarter units in ECE ¹⁰
West Virginia	Certification in birth–5, ECE, preschool special needs, or EE with PK/K endorsement (public); None (nonpublic)
Wisconsin 4K	ECE birth–age 8, ECE birth–age 12 or birth–K (public and nonpublic) ¹⁰
Wisconsin HdSt	ECE birth–age 8 or ECE birth–age 12 (public); Meets CDA requirements (nonpublic)

STATE	PERSONNEL	
	Education level of teachers during 2007-2008	Minimum assistant teacher degree requirement
Alabama	BA, 79%; MA, 19%; Continuing Education or Montessori, 2%	CDA (public and nonpublic)
Arizona	Not available	HSD (public and nonpublic) ¹³
Arkansas	CDA, 9%; AA, 12%; BA, 62%; MA, 14%; Post-Master's/Doctorate, 3%	CDA (public and nonpublic) ⁹
California	Not available	CD Assistant Teacher Permit (public and nonpublic) ¹⁴
Colorado	Not available	No educational requirement, but must meet Colorado Department of Human Services Licensing Requirements (public and nonpublic)
Connecticut	CDA, 28%; AA, 28%; BA, 30%; MA, 12%; Early Childhood Certificate, 2%	No minimum degree required (public and nonpublic)
Delaware	CDA, 14%; AA, 24%; BA, 40%; MA, 17%; Enrolled in EC program, 5%	HSD (public and nonpublic) ⁸
Florida	CDA, 61.8%; AA, 8.5%; BA, 26.7%; MA, 3.0%	No minimum degree required (public and nonpublic) ¹¹
Georgia	AA, 21%; BA, 78%; Montessori, 1%	HSD (public and nonpublic) ¹¹
Illinois	BA, 100%	AA (public and nonpublic)
Iowa Shared Visions	HSD, 7%; CDA, 12%; AA, 7%; BA, 52%; MA, 16%; Doctorate, 2%; Not reported, 4%	HSD (public and nonpublic)
Iowa SVPP	BA, 100%	CDA or Iowa Paraeducator certificate (public and nonpublic) ¹²
Kansas	BA or higher, 100%	CDA (public)
Kentucky	CDA/AA, 26%; BA/MA, 74%	HSD (public); No minimum degree required (nonpublic) ¹¹
Louisiana 8(g)	BA or higher, 100%	Determined locally (public)
Louisiana LA4	BA or higher, 100%	HSD (public and nonpublic) ⁹
Louisiana NSECD	BA, 77%; MA, 23%	CDA (nonpublic) ⁵
Maine	BA, 79%; MA, 21%	Ed Tech II, which requires 30 college credit hours (public and nonpublic)
Maryland	BA, 100%	HSD (public and nonpublic)
Massachusetts	Not available	HSD (public); At least 18 years of age plus 3-credit child development course or CDA (nonpublic)
Michigan	BA or higher, 100%	CDA (public and nonpublic) ¹⁴
Minnesota HdSt	Not available ¹⁴	Meets child care regulations (public and nonpublic) ¹⁵
Missouri	CDA, 1%; AA, 1%; BA/BS, 98%	HSD and high school vocational certificate (public and nonpublic) ⁷
Nebraska	BA required, breakdown not available	12 semester hours of undergraduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)
Nevada	HSD, 33%; AA, 13%; BA, 34%; MA, 16%; Ph.D./Ed.D., 3%	HSD (public and nonpublic)
New Jersey Abbott	BA, 80.9%; MA, 18.7%; Other: Ph.D., 0.4%	HSD, unless Title I school (public); HSD (nonpublic) ⁸
New Jersey ECPA	BA required, breakdown not available	HSD, unless Title I school (public); HSD (nonpublic) ¹¹
New Jersey ELLI	BA required, breakdown not available	HSD, unless Title I school (public); HSD (nonpublic) ⁹
New Mexico	CDA, 16%; AA, 16%; BA, 43%; MA, 16%; CDA + 45 Hour ECE Entry Level Cert., 9%	AA (public and nonpublic) ¹⁰
New York	Not available	HSD + 9 college credits in EC and Level I Teaching Assistant Certificate (public); HSD (nonpublic) ¹⁰
North Carolina	HSD, 2.4%; AA, 19.3%; BA, 68.9%; MA, 9.3%; Ph.D., 0.1%	CDA or NCLB requirements (public); CDA (nonpublic) ⁸
Ohio ECE	HSD, 1%; AA, 11%; BA, 40%; MA, 39%; Education Specialist, Doctorate, or Non-degree, 9%	HSD (public and nonpublic)
Ohio ELI	CDA, 22%; AA, 35%; BA, 39%; MA, 4%	HSD (public and nonpublic)
Oklahoma	BA/BS or higher, 100%	Meet NCLB requirements (public and nonpublic) ¹¹
Oregon	CDA, 20%; AA, 29%; BA, 41%; MA, 10%	HSD or GED (public and nonpublic)
Pennsylvania EABG	Not available	No minimum degree required (public and nonpublic) ¹¹
Pennsylvania HSSAP	CDA, 7%; AA, 18%; BA, 62%; MA, 13%	HSD (public and nonpublic) ¹⁰
Pennsylvania K4	BA required, breakdown not available	Meet NCLB requirements (Title I schools); Determined locally (other schools) ⁶
PA Pre-K Counts	BA, 76.3%; MA, 8.1%; Other, 15.6% ¹⁰	No minimum degree required (public and nonpublic) ¹¹
South Carolina 4K	BA required, breakdown not available	HSD (public)
South Carolina CDEPP	Not available	HSD (public and nonpublic)
Tennessee	BA, 100%	CDA (pilot program) HSD + pre-K experience (VPK) ¹⁰
Texas	BA, 84.2%; MA, 15.5%; Doctorate, 0.3%	HSD (public and nonpublic)
Vermont Act 62	BA required, breakdown not available	Determined locally ¹⁶
Vermont EEI	CDA/AA, 16%; BA, 63%; MA, 21%	AA or NCLB requirement (public); HSD plus 6 credits in ECE (nonpublic)
Virginia	CDA, 1%; AA, 1%; BA, 98%	HSD or GED (public); No minimum degree required (nonpublic)
Washington	HSD, 1%; CDA, 3%; AA, 40%; BA, 41%; MA, 7%; Some college, 8%	CDA or 12 quarter credits ECE (public and nonpublic)
West Virginia	Not available	HSD (public and nonpublic)
Wisconsin 4K	BA or higher, 100%	License (public); 18 years old plus one course in EC (nonpublic) ¹¹
Wisconsin HdSt	Not available	Determined locally (public); one course in EC (nonpublic) ¹⁵

STATE	PERSONNEL	
	Assistant teacher specialized training requirement	Teacher in-service requirement
Alabama	BS, continuing education, and teacher certification in early childhood or child development (public and nonpublic)	40 clock hours per year
Arizona	None (public and nonpublic)	12 clock hours per year
Arkansas	CDA (Birth to 5) or degree in early childhood education (Birth to 5) (public and nonpublic)	60 clock hours per year (public); 30 clock hours per year (nonpublic)
California	None (public and nonpublic)	105 clock hours per 5 years
Colorado	None (public and nonpublic)	15 clock hours per year
Connecticut	None (public and nonpublic)	6 clock hours per year ¹⁸
Delaware	None (public and nonpublic)	15 clock hours per year ⁹
Florida	None (public and nonpublic)	10 clock hours per year ¹²
Georgia	None (public and nonpublic)	15 clock hours per year
Illinois	None (public and nonpublic)	120 clock hours per 5 years
Iowa Shared Visions	None (public and nonpublic)	6 credit hours per 5 years (public); None (nonpublic)
Iowa SVPP	Iowa Paraeducator certificate (public and nonpublic)	6 credit hours per 5 years
Kansas	None (public)	15 clock hours per year ⁸
Kentucky	None (public and nonpublic)	28 clock hours per year
Louisiana 8(g)	None (public)	150 clock hours per 5 years
Louisiana LA4	District training (public and nonpublic) ⁹	18 clock hours per year ¹⁰
Louisiana NSECD	CDA or AS or higher in early childhood, education, or family studies (nonpublic)	18 clock hours per year ⁶
Maine	None (public and nonpublic)	90 clock hours per 5 years
Maryland	None (public and nonpublic)	6 credit hours per 5 years ¹³
Massachusetts	None (public and nonpublic)	20 clock hours per year
Michigan	CDA (public and nonpublic) ¹⁴	6 credit hours per 5 years ¹⁵
Minnesota HdSt	None (public and nonpublic)	15 clock hours per year ¹⁶
Missouri	None (public and nonpublic)	22 clock hours per year ⁸
Nebraska	12 semester hours of undergraduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)	12 clock hours per year
Nevada	None (public and nonpublic)	6 credit hours per 5 years
New Jersey Abbott	None (public and nonpublic)	100 clock hours per 5 years
New Jersey ECPA	None (public and nonpublic)	100 clock hours per 5 years
New Jersey ELLI	None (public and nonpublic)	100 clock hours per 5 years
New Mexico	Early care and education (public and nonpublic)	At least 45 clock hours per year
New York	Teaching Assistant Skills Test (public); None (nonpublic) ¹⁰	175 clock hours per 5 years
North Carolina	None (public and nonpublic)	15 credit hours per 5 years
Ohio ECE	None (public and nonpublic)	20 clock hours per 2 years ⁷
Ohio ELI	None (public and nonpublic)	20 clock hours per 2 years
Oklahoma	Meet NCLB requirements (public and nonpublic) ¹¹	75 clock hours per 5 years
Oregon	None (public and nonpublic)	15 clock hours per year
Pennsylvania EABG	None (public and nonpublic)	180 clock hours per 5 years
Pennsylvania HSSAP	None (public and nonpublic)	15 clock hours per year ¹³
Pennsylvania K4	Locally determined (public)	180 clock hours per 5 years
PA Pre-K Counts	None (public and nonpublic)	180 clock hours per 5 years ¹²
South Carolina 4K	None (public)	15 clock hours per year ¹
South Carolina CDEPP	Early childhood development credential (public and nonpublic) ⁶	15 clock hours per year
Tennessee	ECERS, ELLCO, Personal Safety, TN Early Learning Developmental Standards, Developmentally Appropriate Practices, Child Care Rules and Regulations (public and nonpublic)	18 clock hours per year
Texas	None (public and nonpublic)	150 hours per 5 years
Vermont Act 62	None (public); Determined locally (nonpublic) ¹⁶	9 credit hours per 7 years ¹⁷
Vermont EEI	None (public); Determined locally (nonpublic) ⁷	9 credit hours per 7 years (public)
Virginia	None (public and nonpublic)	15 clock hours per year
Washington	None (public and nonpublic)	15 clock hours per year
West Virginia	None (public and nonpublic)	15 clock hours per year
Wisconsin 4K	None (public and nonpublic)	6 credit hours per 5 years ¹²
Wisconsin HdSt	None (public and nonpublic)	15 clock hours per year ¹⁶

STATE

PERSONNEL

	Assistant teacher in-service requirement	Are teachers required to be paid on public school salary scale?
Alabama	40 clock hours per year	Yes
Arizona	None or determined by the accrediting body	No
Arkansas	30 clock hours per year	Yes
California	None	No
Colorado	15 clock hours per year	No
Connecticut	6 clock hours per year ¹⁸	No
Delaware	15 clock hours per year ⁹	Yes (public); No (nonpublic)
Florida	10 clock hours per year	Yes (public); No (nonpublic)
Georgia	15 clock hours per year	No ¹²
Illinois	None	Yes
Iowa Shared Visions	None	Yes (public); No (nonpublic)
Iowa SVPP	None	Yes (public); No (nonpublic)
Kansas	15 clock hours per year ⁸	Yes (public); NA (nonpublic)
Kentucky	18 clock hours per year	Yes (public); No (nonpublic) ¹²
Louisiana 8(g)	Determined locally	Yes (public); No (nonpublic) ⁵
Louisiana LA4	18 clock hours per year ¹⁰	Yes (public); No (nonpublic) ¹¹
Louisiana NSECD	18 clock hours per year ⁶	No
Maine	90 clock hours per 5 years	Yes (public); No (nonpublic) ⁸
Maryland	None ¹³	Yes
Massachusetts	20 clock hours per year	Yes (public); No (nonpublic)
Michigan	12 clock hours per year ¹⁵	No ¹⁶
Minnesota HdSt	2% of total work hours ¹⁷	No ¹⁸
Missouri	22 clock hours per year ⁸	Yes (public); No (nonpublic)
Nebraska	12 clock hours per year	No
Nevada	None	Yes (public); No (nonpublic) ⁹
New Jersey Abbott	Determined locally ⁹	Yes
New Jersey ECPA	Determined locally ¹²	Yes
New Jersey ELLI	Determined locally ¹⁰	Yes
New Mexico	At least 45 clock hours per year	Yes (public); No (nonpublic) ¹¹
New York	75 clock hours per 5 years	Yes (public); No (nonpublic)
North Carolina	15 clock hours per year	Yes ⁹
Ohio ECE	15 clock hours per year ⁸	No
Ohio ELI	None	No
Oklahoma	None ¹²	Yes ¹³
Oregon	None	Yes (public); No (nonpublic)
Pennsylvania EABG	Determined locally	Yes (public); No (nonpublic)
Pennsylvania HSSAP	None	No ¹⁴
Pennsylvania K4	Determined locally	Yes
PA Pre-K Counts	24 clock hours per year	Yes ¹³
South Carolina 4K	15 clock hours per year ¹	Yes (public); No (nonpublic)
South Carolina CDEPP	15 clock hours per year	Yes (public); No (nonpublic)
Tennessee	18 clock hours per year	Yes (public); No (nonpublic) ¹¹
Texas	None	Yes
Vermont Act 62	6 clock hours per year ¹⁸	Yes (public); No (nonpublic)
Vermont EEI	6 clock hours per year	Yes (public); No (nonpublic)
Virginia	15 clock hours per year	Yes (public); No (nonpublic)
Washington	None	No
West Virginia	15 clock hours per year	Yes (public); No (nonpublic) ⁹
Wisconsin 4K	None ¹³	Yes (public); No (nonpublic)
Wisconsin HdSt	Amount not specified	Yes (public); No (nonpublic)

STATE

PERSONNEL

	Teacher average annual salary	Assistant teacher average annual salary
Alabama	\$35,000-\$39,999 (public); \$30,000-\$34,999 (nonpublic)	\$15,000-\$19,999 (public); \$10,000-\$14,999 (nonpublic)
Arizona	Data not available	Data not available
Arkansas	\$30,000-\$34,999 (public and nonpublic)	\$15,000-\$19,999 (public and nonpublic)
California	Data not available	Data not available
Colorado	Data not available	Data not available
Connecticut	Data not available	Data not available
Delaware	\$30,000-\$34,999 (public); \$25,000-\$29,999 (nonpublic) ¹⁰	\$10,000-\$14,999 (public); \$15,000-\$19,999 (nonpublic) ¹⁰
Florida	\$45,000-\$49,999 (public); Data not available (nonpublic) ¹³	Data not available
Georgia	\$35,000-\$39,999 (public); \$20,000-\$24,999 (nonpublic) ¹³	\$10,000-\$14,999 (public and nonpublic)
Illinois	\$35,000-\$39,999 (public and nonpublic) ⁴	\$15,000-\$19,999 (public and nonpublic)
Iowa Shared Visions	\$25,000-\$29,999 (public); Data not available (nonpublic)	Data not available
Iowa SVPP	Data not available	Data not available
Kansas	Data not available	Data not available; determined at local level
Kentucky	Data not available	Data not available
Louisiana 8(g)	Data not available ⁵	Data not available
Louisiana LA4	\$45,000-\$49,999 (public); Data not available (nonpublic) ¹²	\$15,000-\$19,999 (public); Data not available (nonpublic) ¹²
Louisiana NSECD	\$30,000-\$34,999 (nonpublic) ⁷	\$15,000-\$19,999 (nonpublic) ⁷
Maine	\$35,000-\$39,999 (public); Data not available (nonpublic)	Data not available
Maryland	\$60,000-\$64,999 (public and nonpublic)	\$20,000-\$24,999 (public and nonpublic)
Massachusetts	Data not available	Data not available
Michigan	\$45,000-\$49,999 (public); \$30,000-\$34,999 (nonpublic)	\$15,000-\$19,999 (public); \$20,000-\$24,999 (nonpublic)
Minnesota HdSt	\$30,000-\$34,999 (public); \$25,000-\$29,000 (nonpublic)	\$20,000-\$24,999 (public); \$15,000-\$19,999 (nonpublic)
Missouri	Data not available	Data not available
Nebraska	Data not available	Data not available
Nevada	\$35,000-\$39,999 (public); \$30,000-\$34,999 (nonpublic) ⁹	\$20,000-\$24,999 (public and nonpublic)
New Jersey Abbott	\$55,000-\$59,999 (public); \$45,000-\$49,999 (nonpublic) ¹⁰	\$25,000-\$29,999 (public); \$20,000-\$24,999 (nonpublic) ¹⁰
New Jersey ECPA	Data not available	Data not available
New Jersey ELLI	Data not available	Data not available
New Mexico	Data not available	Data not available
New York	Data not available	Data not available
North Carolina	\$40,000-\$44,999 (public); Data not available (nonpublic) ¹⁰	\$20,000-\$24,999 (public); Data not available (nonpublic)
Ohio ECE	Data not available	Data not available
Ohio ELI	Data not available	Data not available
Oklahoma	\$30,000-\$34,999 (public and nonpublic) ¹³	Data not available ¹⁴
Oregon	Data not available ¹⁰	\$15,000-\$19,999 (public and nonpublic)
Pennsylvania EABG	\$35,000-\$39,999 (public and nonpublic)	Data not available
Pennsylvania HSSAP	Data not available	Data not available
Pennsylvania K4	Data not available	Data not available
PA Pre-K Counts	\$35,000-\$39,999 (public and nonpublic)	Data not available
South Carolina 4K	\$40,000-\$44,999 (public)	\$10,000-\$14,999 (public)
South Carolina CDEPP	\$40,000-\$44,999 (public); \$20,000-\$24,999 (nonpublic)	\$10,000-\$14,999 (public); \$5,000-\$9,999 (nonpublic)
Tennessee	\$30,000-\$34,999 (public and nonpublic)	\$15,000-\$19,999 (public); Data not available (nonpublic)
Texas	Data not available	Data not available
Vermont Act 62	Data not available	Data not available
Vermont EEI	Data not available	Data not available
Virginia	\$45,000-\$49,999 (public); Data not available (nonpublic)	Data not available
Washington	Data not available ¹¹	Data not available ¹¹
West Virginia	\$35,000-\$39,999 (public); Data not available (nonpublic)	\$20,000-\$24,999 (public); Data not available (nonpublic)
Wisconsin 4K	\$45,000-\$49,999 (public); Data not available (nonpublic)	Data not available
Wisconsin HdSt	Data not available	Data not available

STATE	PERSONNEL
	State supports for teacher education
Alabama	Scholarships, Mentors, Technical assistance
Arizona	Scholarships, Other ¹⁴
Arkansas	Scholarships, Mentors
California	Scholarships, Mentors, Stipends for staff retention based on school or training classes attended
Colorado	Scholarships, Loan forgiveness
Connecticut	Scholarships, Other ¹⁹
Delaware	None
Florida	Scholarships, Loan forgiveness, Mentors, The Florida T.E.A.C.H. Early Childhood Scholarship, Florida Child Care WAGES Project.
Georgia	Scholarships, Other ¹⁴
Illinois	Scholarships, Loan forgiveness, Mentors
Iowa Shared Visions	Scholarships
Iowa SVPP	Staff development offerings ¹³
Kansas	None
Kentucky	Scholarships, Mentors, Regional Training Centers, Summer Academies, Classrooms of Excellence, Centers of Excellence
Louisiana 8(g)	Mentors, Tuition assistance for certification
Louisiana LA4	Scholarships, Tuition exemption programs
Louisiana NSECD	Scholarships, Mentors, Online training and tutorials
Maine	Scholarships ⁹
Maryland	Scholarships, Loan forgiveness, Mentors, Literacy coaches ¹⁴
Massachusetts	Scholarships, Other supports ¹⁶
Michigan	Mentors, Other ¹⁷
Minnesota HdSt	Scholarships
Missouri	Scholarships, T.E.A.C.H. scholarships
Nebraska	None
Nevada	Support to attend trainings and conferences, Scholarships through the T.E.A.C.H. Early Childhood program
New Jersey Abbott	Scholarships, Loan forgiveness, Mentors
New Jersey ECPA	Mentors
New Jersey ELLI	Mentors
New Mexico	Scholarships, Loan forgiveness, Mentors ¹²
New York	Scholarships, Mentors, Candidate Fee Subsidy Program
North Carolina	Scholarships, Mentors ¹¹
Ohio ECE	None
Ohio ELI	Mentors, Regional Professional Development
Oklahoma	Scholarships, Loan forgiveness, Mentors, Other ¹⁵
Oregon	Scholarships, Mentors
Pennsylvania EABG	Scholarships, Loan forgiveness, Mentors
Pennsylvania HSSAP	Scholarships, Loan forgiveness, Mentors
Pennsylvania K4	Scholarships, Loan forgiveness, Mentors
PA Pre-K Counts	Scholarships, Loan forgiveness, Mentors
South Carolina 4K	Loan forgiveness, Mentors
South Carolina CDEPP	Scholarships, Mentors
Tennessee	Mentors, Summer workshops ¹²
Texas	TxBESS ¹⁰
Vermont Act 62	Scholarships, Access through the Higher Ed Collaborative-EC/ECSE program
Vermont EEI	Scholarships, Regular workshops and/or conferences
Virginia	Scholarships, Mentors
Washington	Scholarships, Training, Conferences ¹²
West Virginia	Scholarships, Mentors
Wisconsin 4K	Scholarships, Mentors, Stipends ¹⁴
Wisconsin HdSt	Scholarships, Mentors, Stipends ¹⁷

STATE

RESOURCES

	Total 2007-2008 spending	How much of total spending came from ...
Alabama	\$10,000,000	State, \$10,000,000
Arizona	\$12,507,717	State, \$12,507,717
Arkansas	\$150,558,754 ¹⁰	State, \$85,395,744; TANF, \$7,500,000; Required local, \$57,663,010 ¹⁰
California	\$333,507,727 ¹⁵	State, \$333,507,727 ¹⁵
Colorado	\$45,720,034 ¹⁷	State, \$28,433,185; Required local, \$17,286,849 ¹⁷
Connecticut	\$81,707,353	State, \$62,465,669; Required local, \$18,941,684; Non-required local, \$300,000 ²⁰
Delaware	\$5,727,800	State, \$5,727,800
Florida	\$336,469,116	State, \$336,469,116
Georgia	\$325,000,000	State, \$325,000,000
Illinois	\$309,596,682	State, \$309,596,682
Iowa Shared Visions	\$21,665,777	State, \$7,721,481; Federal, \$12,400,000; Required local, \$1,544,296
Iowa SVPP	\$14,670,000 ¹⁴	State, \$14,670,000
Kansas	\$17,857,511	State, \$17,857,511
Kentucky	\$104,408,655	State, \$75,127,000; Federal, \$14,617,397; Non-required local, \$14,664,258
Louisiana 8(g)	\$12,674,104	State, \$12,674,104
Louisiana LA4	\$85,500,000	State, \$83,500,000; Non-required local, \$2,000,000
Louisiana NSECD	\$8,500,000	TANF, \$8,500,000
Maine	\$8,776,484	State, \$4,510,608; Required local, \$4,265,876 ¹⁰
Maryland	\$237,231,252	State, \$104,509,466; Federal, \$9,842,164; Required local, \$122,879,622
Massachusetts	\$73,396,646 ¹⁷	State, \$48,053,559; TANF, \$6,886,933; Federal, \$18,456,154
Michigan	\$97,850,000	State, \$97,850,000
Minnesota HdSt	\$19,520,751 ¹⁹	State, \$19,520,751
Missouri	\$12,794,517	State, \$12,794,517
Nebraska	\$14,988,240	State, \$6,200,647; Federal, \$4,974,144; Required local, \$3,813,449
Nevada	\$3,251,671	State, \$3,251,671
New Jersey Abbott	\$477,356,871 ¹¹	State, \$477,356,871 ¹¹
New Jersey ECPA	\$36,500,000	State, \$36,500,000
New Jersey ELLI	\$2,684,550	State, \$2,684,550
New Mexico	\$10,909,000 ¹³	State, \$10,909,000 ¹³
New York	\$361,293,769	State, \$361,293,769
North Carolina	\$193,230,160	State, \$140,635,709; Federal, \$28,869,550; Non-required local, \$23,724,901
Ohio ECE	\$28,705,839	State, \$28,705,839
Ohio ELI	\$110,803,484 ¹⁵	TANF, \$110,803,484 ¹⁵
Oklahoma	\$263,651,189	State, \$139,735,130; Federal, \$34,274,655; Required local, \$89,641,404 ¹⁶
Oregon	\$42,500,000	State, \$42,500,000
Pennsylvania EABG	\$15,548,078	State, \$15,548,078
Pennsylvania HSSAP	\$40,000,000 ¹⁵	State, \$40,000,000
Pennsylvania K4	Fiscal data not available	Fiscal data not available
PA Pre-K Counts	\$75,000,000	State, \$75,000,000
South Carolina 4K	\$31,218,520	State, \$21,832,678; Required local, 9,385,842
South Carolina CDEPP	\$16,988,837	State, \$16,988,837
Tennessee	\$99,938,000	State, \$80,000,000; Required local, \$19,938,000 ¹³
Texas	\$694,211,195	State, \$685,031,195; TANF, \$9,180,000
Vermont Act 62	\$13,300,000 ¹⁹	State, \$13,300,000 ¹⁹
Vermont EEI	\$1,302,206	State, \$1,302,206
Virginia	\$74,014,494	State, \$46,916,828; Required local, \$27,097,666
Washington	\$47,919,000	State, \$47,919,000
West Virginia	\$96,482,702	State, \$59,452,747; Federal, \$34,344,487; Non-required local, \$2,685,468
Wisconsin 4K	\$131,000,000	State, \$85,000,000; Required local, \$46,000,000
Wisconsin HdSt	\$7,212,500	State, \$7,212,500

STATE

RESOURCES

State funding sources and amounts

Alabama	Education Trust Fund, \$10,000,000
Arizona	AZ State Family Literacy, General Revenue/Maintenance and Operations, Amounts not specified
Arkansas	General state revenue, \$85,395,744 ¹⁰
California	State general fund, \$333,507,727
Colorado	General Fund, General Fund Exempt, State Public School Fund (CF), State Public School Fund (CFX), State Education Fund, \$28,433,185
Connecticut	General fund, \$62,456,669 ²⁰
Delaware	Early Childhood Assistance Program, \$5,727,800
Florida	General revenue appropriations, \$336,469,116
Georgia	Lottery, \$325,000,000
Illinois	General revenue, \$309,596,682
Iowa Shared Visions	Legislative allocation general fund, \$7,721,481
Iowa SVPP	General revenue funds, \$14,670,000
Kansas	State general funds, \$17,857,511
Kentucky	State biennium budget, \$75,127,000
Louisiana 8(g)	8(g) funds, \$12,674,104 ⁴
Louisiana LA4	State general fund, \$83,500,000
Louisiana NSECD	None
Maine	State, \$4,510,608
Maryland	State, \$104,509,466
Massachusetts	State, \$48,053,559
Michigan	School aid fund, \$85,600,000; General fund, \$12,250,000
Minnesota HdSt	General revenue funds, \$19,520,751 ¹⁹
Missouri	Entrance fees to the gambling boats, Amount not specified
Nebraska	Tax Equity and Educational Opportunities Support Act Funding (TEEOSA), \$2,839,244; Nebraska Early Childhood Education Grant, \$3,194,629; State Special Education Flexible Funds, \$166,774
Nevada	General revenue funds, \$3,251,671
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	State general fund, \$10,909,000
New York	Allocational grant, \$361,293,769
North Carolina	Lottery, \$84,635,709; General fund, \$56,000,000
Ohio ECE	State, \$28,705,839
Ohio ELI	TANF, \$110,803,484
Oklahoma	State aid formula, Amount not specified
Oregon	State general fund, \$42,500,000
Pennsylvania EABG	General revenue, \$15,548,078
Pennsylvania HSSAP	PA Department of Education, \$40,000,000
Pennsylvania K4	Fiscal data not available
PA Pre-K Counts	General revenue, \$75,000,000
South Carolina 4K	Not reported
South Carolina CDEPP	General fund, \$16,988,837
Tennessee	General revenue funds, \$55,000,000; Lottery, \$25,000,000
Texas	General revenue funds, \$685,031,195
Vermont Act 62	State, \$13,300,000
Vermont EEI	General revenue funds, \$1,302,206
Virginia	State general revenue funds, \$46,916,828
Washington	State general funds, \$47,919,000
West Virginia	State aid funding formula, \$59,452,747
Wisconsin 4K	State general school aid and property tax, \$85,000,000
Wisconsin HdSt	Head Start State Supplement, \$7,212,500

STATE	RESOURCES
	Federal funding sources and amounts
Alabama	Unknown ⁸
Arizona	IDEA, Even Start, Head Start, Amounts not specified
Arkansas	TANF transfer, \$7,500,000
California	None
Colorado	None
Connecticut	None
Delaware	USDA CACFP, Amount not specified
Florida	None
Georgia	None
Illinois	None
Iowa Shared Visions	Unknown ⁸
Iowa SVPP	None
Kansas	None
Kentucky	IDEA Part B Preschool, \$10,210,755; Title I for Preschool, \$4,406,642
Louisiana 8(g)	Unknown ⁶
Louisiana LA4	IDEA, Even Start, Title I, Amounts unknown ¹³
Louisiana NSECD	TANF, \$8,500,000
Maine	Title I, IDEA, USDA Child and Adult Care Food Program, Amounts not specified ¹¹
Maryland	Federal, \$9,842,164
Massachusetts	TANF, \$6,886,933; CCDF, \$18,456,154
Michigan	None
Minnesota HdSt	None ¹⁹
Missouri	Unknown
Nebraska	IDEA Part B Base, \$1,777,239; IDEA Part B Enrollment, \$324,453; IDEA Part C, \$196,972; Head Start, \$2,149,446; Title 1 Part A, \$297,266; Title 1 Part B Even Start, \$78,680; Title 1 Part C Migrant, \$111,219; Child Care Subsidy, \$38,869
Nevada	None
New Jersey Abbott	TANF, IDEA, CACFP, Title I, Head Start, Amounts unknown
New Jersey ECPA	TANF, IDEA, CACFP, Title I, Head Start, Amounts unknown
New Jersey ELLI	TANF, IDEA, CACFP, Title I, Amounts unknown ¹¹
New Mexico	USDA Child and Adult Care Food Program, IDEA, Title I, Amounts not specified ¹³
New York	Unknown
North Carolina	Title I, \$9,360,729; Head Start, \$15,177,069; 619 Part B, \$3,119,265; CACFP \$1,212,487
Ohio ECE	None
Ohio ELI	TANF, \$110,803,484
Oklahoma	Child Nutrition Program, Special Education, Title I, Bilingual Education, Amounts not specified
Oregon	None
Pennsylvania EABG	Unknown
Pennsylvania HSSAP	Federal Head Start ¹⁵
Pennsylvania K4	None
PA Pre-K Counts	None
South Carolina 4K	None
South Carolina CDEPP	None
Tennessee	Head Start, Title I, IDEA, USDA Child Adult Care Food Program, Even Start, Amounts not specified
Texas	TANF, \$9,180,000
Vermont Act 62	None
Vermont EEI	None
Virginia	None
Washington	None
West Virginia	IDEA, \$4,352,057; Title I, \$8,686,944; Head Start, \$20,006,879; TANF/subsidy, \$1,137,403; Even Start, \$161,204
Wisconsin 4K	IDEA, USDA, TANF/CCDF, Amounts not specified
Wisconsin HdSt	TANF, IDEA, USDA Child and Adult Care Food Program, Amounts not specified

STATE

RESOURCES

	Required local funding sources and amounts	Non-required local funding sources and amounts
Alabama	Local match for fully funded programs, Amount not specified ⁹	None
Arizona	Unknown ¹⁵	Space, Equipment, Training, Amount not specified
Arkansas	Required local match of cash or in-kind services, \$57,663,010	None
California	None	Unknown (State Preschool Program); None (PKFLP)
Colorado	Property tax revenues, Specific ownership tax, \$17,286,849	Unknown
Connecticut	Parent fees, \$9,091,333; Care4Kids, \$9,850,351 ²¹	Local community sources for administration of program, \$300,000 ²²
Delaware	None	Unknown ¹¹
Florida	None	None
Georgia	None	None
Illinois	None	None
Iowa Shared Visions	20% Local match, \$1,544,296	None
Iowa SVPP	None	None
Kansas	None	None
Kentucky	None	District general funds, \$14,664,258
Louisiana 8(g)	None	None
Louisiana LA4	None	Space, Equipment, Salaries, Training, Professional development, Transportation, Other support services, \$2,000,000
Louisiana NSECD	None	None
Maine	Local match, \$4,265,876 ¹²	None
Maryland	Local match, \$122,879,622	None
Massachusetts	None	None
Michigan	None	None
Minnesota HdSt	None	None ¹⁹
Missouri	None	Unknown
Nebraska	Local district funds, \$2,937,316; Parent fees, \$238,531; Other, \$637,602	None
Nevada	None	None
New Jersey Abbott	None	None
New Jersey ECPA	None	None
New Jersey ELLI	General funds and/or parent tuition, Amount unknown ¹²	None
New Mexico	None	In-kind, Amount not specified ¹³
New York	Unknown ¹¹	Unknown ¹¹
North Carolina	None	Smart Start, \$13,826,193; City-county, \$2,022,924; Subsidy, \$2,886,314; Other, \$4,989,470
Ohio ECE	None	None
Ohio ELI	None	Co-pay for families at 165% FPL and above, Amount not specified
Oklahoma	Local match, \$89,641,404	None
Oregon	None	None
Pennsylvania EABG	None	Unknown
Pennsylvania HSSAP	None	None
Pennsylvania K4	None	None
PA Pre-K Counts	None	None
South Carolina 4K	None	None
South Carolina CDEPP	None	None
Tennessee	Local match, \$19,938,000	None
Texas	None	Local fund sources or tuition, Amount not specified ¹¹
Vermont Act 62	None	None
Vermont EEL	None	None
Virginia	Local funds, \$27,097,666 ¹⁰	None ¹¹
Washington	None	Unknown
West Virginia	None	Other/Private, \$2,685,468
Wisconsin 4K	Local property taxes, \$46,000,000 ¹⁵	None
Wisconsin HdSt	None	None

STATE	RESOURCES	
	School funding or state aid formula?	Who is included in the school funding/state aid formula?
Alabama	No	NA
Arizona	Yes, State formula	Only targeted populations are included ¹⁶
Arkansas	No ¹¹	NA
California	No ¹⁶	NA
Colorado	Yes ¹⁸	Only targeted populations are included; 3-year-olds are included ¹⁹
Connecticut	Yes ²³	All 3- and 4-year-olds in targeted communities
Delaware	No	NA
Florida	Yes ¹⁴	4-year-olds are included
Georgia	No	NA
Illinois	No	NA
Iowa Shared Visions	No ⁹	NA
Iowa SVPP	Yes ¹⁵	4-year-olds in awarded districts
Kansas	Yes ⁹	Only targeted populations are included – Children who meet at least one of eight criteria
Kentucky	Yes ¹³	Only targeted populations are included – At-risk 4-year-olds and 3- and 4-year-olds with disabilities
Louisiana 8(g)	Yes ⁷	Public school districts receive a \$75,000 base and \$13.79 per pupil allocation ⁷
Louisiana LA4	No	NA
Louisiana NSECD	No	NA
Maine	Yes ¹³	4-year-olds are included
Maryland	Yes ¹⁵	Only targeted populations are included – Economically disadvantaged or homeless 4-year-olds
Massachusetts	No	NA
Michigan	Yes ¹⁸	Only targeted populations are included ¹⁹
Minnesota HdSt	No	NA
Missouri	No	NA
Nebraska	Yes ⁸	All 4-year-olds being served in an approved early childhood program are included
Nevada	No	NA
New Jersey Abbott	No	NA
New Jersey ECPA	No	NA
New Jersey ELLI	No	NA
New Mexico	Yes ¹⁴	Only targeted populations are included ¹⁵
New York	Yes, State aid ¹²	4-year-olds are included
North Carolina	No	NA
Ohio ECE	Yes ⁹	Only targeted populations are included; 3-year-olds are included
Ohio ELI	No ¹⁶	NA
Oklahoma	Yes ¹⁷	4-year-olds are included
Oregon	No	NA
Pennsylvania EABG	Yes ¹²	3-year-olds are included; 4-year-olds are included
Pennsylvania HSSAP	No	NA
Pennsylvania K4	No ⁷	NA
PA Pre-K Counts	No	NA
South Carolina 4K	Yes	Only targeted populations are included ²
South Carolina CDEPP	Yes ⁷	Only targeted populations are included ⁸
Tennessee	Yes ¹⁴	Only targeted populations are included ¹⁵
Texas	Yes ¹²	Only targeted populations are included
Vermont Act 62	Yes ²⁰	NA
Vermont EEI	No	NA
Virginia	Yes ¹²	Only targeted populations are included ¹
Washington	No	NA
West Virginia	Yes	4-year-olds are included; Only targeted populations are included – 3- and 5-year-olds with disabilities are included
Wisconsin 4K	Yes ¹⁶	4-year-olds are included
Wisconsin HdSt	No ¹⁸	NA

STATE	RESOURCES
Agencies eligible to receive funding directly	
Alabama	Public schools, Head Start, Private CC, Faith-based centers, Private schools, Military centers, Universities, Community organizations
Arizona	Public schools
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Education cooperatives, University-based programs
California	Public schools, Head Start, Private CC, Faith-based centers without religious content, Other public agencies
Colorado	Public schools
Connecticut	Municipalities
Delaware	Public schools, Head Start, Private CC, Faith-based centers, For profit child care, Post-secondary education child care, Community-based organizations
Florida	Early learning coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Military, Technical colleges, Universities, Charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family child care home networks ⁵
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Public schools
Kansas	Public schools
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA4	Public schools, Approved charter schools
Louisiana NSECD	Head Start, Private CC, Faith-based centers, Nonpublic and charter schools (must be licensed by LA DOE and adhere to NSECD standards)
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Michigan	Public schools, Head Start, Private CC, Faith-based centers (no religious content)
Minnesota HdSt	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Educational service units ⁹
Nevada	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹⁰
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, University child care programs, Tribal programs ¹⁶
New York	Public schools
North Carolina	Public schools, Head Start, Public-private agency (Smart Start partnerships), Other non-profit organizations
Ohio ECE	Public schools
Ohio ELI	Public schools, Head Start, Private CC, Faith-based centers
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Higher education, Community colleges, Government agencies
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4	Public schools
PA Pre-K Counts	Public schools, Head Start, Private CC with Keystone STARS 2,3,4, Licensed nursery schools
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, South Carolina First Steps ⁹
Tennessee	Public schools, Head Start, Private CC, Faith-based centers, Other ¹⁶
Texas	Public schools, Charter schools
Vermont Act 62	Public schools
Vermont EEL	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Parent child centers, Any community provider of ECE
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Local governments, Colleges/universities
West Virginia	Public schools
Wisconsin 4K	Public schools
Wisconsin HdSt	Head Start

STATE	RESOURCES
	Agencies with which subcontracting is permitted
Alabama	None
Arizona	Head Start, Private CC, Faith-based centers
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Education cooperatives, University-based providers
California	Public schools, Head Start, Private CC, Faith-based centers without religious content, Other public agencies
Colorado	Head Start, Private CC, Faith-based centers without religious content, Public agencies such as city recreation centers or university and college lab school programs, Even Start programs
Connecticut	Public schools, Head Start, Private CC, Faith-based centers
Delaware	Public schools, Head Start, Private CC, Faith-based centers, Family CC, For profit child care, Post-secondary education child care, Community-based organizations
Florida	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Georgia	None
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Head Start, Private CC, Faith-based centers
Kansas	Public schools ¹⁰
Kentucky	Public schools, Head Start, Private CC, Faith-based centers ¹⁴
Louisiana 8(g)	None
Louisiana LA4	Head Start, Private CC, Universities or technical colleges ⁵
Louisiana NSECD	Public schools, Head Start, Private CC
Maine	Public schools, Head Start, Private CC, Family CC
Maryland	Public schools, Head Start, Private CC
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other ²⁰
Minnesota HdSt	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Head Start programs and licensed early childhood programs that partner with schools or ESUs and agree to meet Rule 11
Nevada	None
New Jersey Abbott	Head Start, Private CC, Faith-based centers, Family CC
New Jersey ECPA	Head Start, Private CC, Faith-based centers, Family CC
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers, Family CC
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, University child care programs, Early childhood consultants
New York	Head Start, Private CC, Faith-based centers, Family CC, Libraries, Museums
North Carolina	Public schools, Head Start, Private CC, Faith-based centers
Ohio ECE	Public schools, Head Start, Private CC, Faith-based centers
Ohio ELI	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Oklahoma	Head Start, Private CC, Faith-based centers, Assisted living center, Universities
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Higher education, Community colleges, Government agencies
Pennsylvania EABG	Public schools, Head Start, Private Keystone STARS participating CC
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania K4	Public schools, Head Start, Private CC, Faith-based centers, Family CC
PA Pre-K Counts	Public schools, Head Start, Private CC with Keystone STARS 2,3,4, Licensed nursery schools ¹⁴
South Carolina 4K	Public schools, Head Start
South Carolina CDEPP	None
Tennessee	Head Start, Private CC, Faith-based centers, Family CC, Housing authorities, Higher education
Texas	Public schools, Head Start, Private CC, Faith-based centers
Vermont Act 62	Head Start, Private CC, Faith-based centers, Family CC
Vermont EEI	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Community providers of ECE
Virginia	Public schools, Head Start, Private CC, Faith-based centers
Washington	Public schools, Head Start, Private CC, Family CC, Local governments, Colleges/universities
West Virginia	Head Start, Private CC, Faith-based centers
Wisconsin 4K	Head Start, Private CC, Family CC, Faith-based centers without religious content
Wisconsin HdSt	Public schools, Private CC, Family CC

STATE	RESOURCES	
	Is there a percentage of slots required to be offered in nonpublic school settings?	Is there a required local match?
Alabama	No	Yes, 50% of granted amount ¹⁰
Arizona	Yes ¹⁷	No
Arkansas	No	Yes, 40% of total funding
California	No	No
Colorado	No ²⁰	No
Connecticut	No	No
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	No	Yes, 20% of the total grant
Iowa SVPP	No	No
Kansas	No	No
Kentucky	No	No
Louisiana 8(g)	No	No
Louisiana LA4	No ¹⁴	No
Louisiana NSECD	No	No
Maine	No ¹⁴	Yes ¹⁵
Maryland	No	No
Massachusetts	No	No
Michigan	No ²⁰	Yes
Minnesota HdSt	No	No
Missouri	No	No
Nebraska	No	Yes, 100%
Nevada	No	No
New Jersey Abbott	No ¹²	No
New Jersey ECPA	No ¹³	No
New Jersey ELLI	No ¹³	Yes ¹⁴
New Mexico	Yes ¹⁷	No
New York	No ¹³	No
North Carolina	No	Yes ¹²
Ohio ECE	No	No
Ohio ELI	No	No
Oklahoma	No ¹⁸	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	Yes	Yes, as per federal Head Start requirement
Pennsylvania K4	No	No
PA Pre-K Counts	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	Yes ¹⁷
Texas	No	No
Vermont Act 62	No ²¹	No
Vermont EEI	No	No
Virginia	No	Yes ¹⁰
Washington	No	No
West Virginia	Yes ¹⁰	No
Wisconsin 4K	No ¹⁷	Yes ¹⁸
Wisconsin HdSt	No	No

STATE

RESOURCES

Do HdSt programs participating in state pre-K receive the same amount of per-child funding as other provider types?

Alabama	Yes
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	Yes
Connecticut	Yes
Delaware	Yes
Florida	Yes
Georgia	Yes
Illinois	Yes
Iowa Shared Visions	Per-child state funding is determined locally ⁷
Iowa SVPP	Per-child state funding is determined locally ⁶
Kansas	Head Start programs do not participate in the state pre-K initiative
Kentucky	Yes
Louisiana 8(g)	Head Start programs do not participate in the state pre-K initiative
Louisiana LA4	Per-child state funding is determined locally ¹⁵
Louisiana NSECD	Head Start programs do not participate in the state pre-K initiative
Maine	Per-child state funding is determined locally ¹⁶
Maryland	Yes ¹⁶
Massachusetts	Yes
Michigan	Yes
Minnesota HdSt	Per-child state funding is determined locally ²⁰
Missouri	Yes
Nebraska	Yes
Nevada	Head Start programs do not participate in the state pre-K initiative ¹¹
New Jersey Abbott	Per-child state funding is determined locally ¹³
New Jersey ECPA	Yes ¹⁴
New Jersey ELLI	Yes ¹⁵
New Mexico	Yes
New York	Per-child state funding is determined locally ¹⁴
North Carolina	Per-child state funding is determined locally ¹³
Ohio ECE	Per-child state funding is determined locally ¹⁰
Ohio ELI	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania EABG	Per-child state funding is determined locally ¹³
Pennsylvania HSSAP	Per-child state funding is determined locally
Pennsylvania K4	Head Start programs do not participate in the state pre-K initiative
PA Pre-K Counts	Yes ¹⁵
South Carolina 4K	Head Start programs do not participate in the state pre-K initiative
South Carolina CDEPP	Yes
Tennessee	Yes
Texas	No, per-child funding is different for state pre-K programs in Head Start settings ¹³
Vermont Act 62	Per-child state funding is determined locally ²²
Vermont EEI	Per-child state funding is determined locally ⁹
Virginia	Head Start programs do not participate in the state pre-K initiative
Washington	Yes ¹³
West Virginia	Yes
Wisconsin 4K	Per-child state funding is determined locally ¹⁹
Wisconsin HdSt	NA, all children are served in Head Start settings ¹⁹

STATE	RESOURCES
Are per-child/per-classroom funding amounts the same for child care centers and public schools participating in this state pre-K initiative?	
Alabama	Yes
Arizona	Yes
Arkansas	Yes
California	Yes
Colorado	Yes
Connecticut	Yes
Delaware	Yes
Florida	Yes
Georgia	Yes
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SVPP	Per-child/per-classroom funding amounts are determined locally ¹⁶
Kansas	Child care centers do not participate in this state pre-K initiative
Kentucky	Yes ¹⁵
Louisiana 8(g)	Child care centers do not participate in this state pre-K initiative
Louisiana LA4	Per-child/per-classroom funding amounts are determined locally ¹⁵
Louisiana NSECD	No, per-child/per-classroom funding amounts are different for child care centers ⁸
Maine	Per-child/per-classroom funding amounts are determined locally ¹⁶
Maryland	Yes
Massachusetts	Yes
Michigan	Yes
Minnesota HdSt	Per-child/per-classroom funding amounts are determined locally ²⁰
Missouri	No, per-child/per-classroom funding amounts are different for child care centers ⁹
Nebraska	Yes
Nevada	Per-child/per-classroom funding amounts are determined locally ¹²
New Jersey Abbott	Per-child/per-classroom funding amounts are determined locally ¹⁴
New Jersey ECPA	Yes
New Jersey ELLI	Yes
New Mexico	Yes
New York	Per-child/per-classroom funding amounts are determined locally ¹⁴
North Carolina	Per-child/per-classroom funding amounts are determined locally ¹³
Ohio ECE	Per-child/per-classroom funding amounts are determined locally ¹⁰
Ohio ELI	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania EABG	Per-child/per-classroom funding amounts are determined locally ¹³
Pennsylvania HSSAP	Per-child/per-classroom funding amounts are determined locally ¹⁶
Pennsylvania K4	Per-child/per-classroom funding amounts are determined locally
PA Pre-K Counts	Yes ¹⁵
South Carolina 4K	Child care centers do not participate in this state pre-K initiative
South Carolina CDEPP	Yes
Tennessee	Yes
Texas	No, per-child/per-classroom funding amounts are different for child care centers ¹⁴
Vermont Act 62	Per-child/per-classroom funding amounts are determined locally ²²
Vermont EEI	Per-child/per-classroom funding amounts are determined locally ⁸
Virginia	Yes
Washington	Yes
West Virginia	No, per-child/per-classroom funding amounts are different for child care centers
Wisconsin 4K	Per-child/per-classroom funding amounts are determined locally ¹⁹
Wisconsin HdSt	Child care centers do not participate in this state pre-K initiative

STATE	RESOURCES	
	Is there a minimum rating (based on the state's QRS) that a setting must receive to be eligible for state pre-K funds?	Does the state permit the use of TANF funds?
Alabama	No	Not used
Arizona	The state does not have a quality rating system ¹⁸	Not used
Arkansas	The state does not have a quality rating system ¹²	Yes, To support state pre-K; For transportation to state pre-K
California	The state does not have a quality rating system	Not used
Colorado	No	Yes, To support state pre-K; For transportation to state pre-K
Connecticut	The state does not have a quality rating system ²⁴	Not used
Delaware	No ¹²	Not used
Florida	The state does not have a quality rating system	Not used
Georgia	The state does not have a quality rating system ¹⁵	Not used
Illinois	No	Yes, To support state pre-K; For transportation to state pre-K
Iowa Shared Visions	No ¹⁰	Yes, To support state pre-K; For transportation to state pre-K ¹¹
Iowa SVPP	No	Not used
Kansas	The state does not have a quality rating system	Not used
Kentucky	No ¹⁶	Not used
Louisiana 8(g)	No	Not used
Louisiana LA4	Yes ¹⁶	Yes, To support state pre-K; For transportation to state pre-K
Louisiana NSECD	Yes ⁹	Yes, To support state pre-K
Maine	Yes ¹⁷	Not used
Maryland	The state does not have a quality rating system	Not used
Massachusetts	The state does not have a quality rating system ¹⁸	Yes, To support state pre-K; For transportation to state pre-K
Michigan	The state does not have a quality rating system ²¹	Not used
Minnesota HdSt	No ²¹	Not used
Missouri	The state does not have a quality rating system	Yes, To support state pre-K
Nebraska	The state does not have a quality rating system	Not used
Nevada	The state does not have a quality rating system	Yes, To support state pre-K; For transportation to state pre-K ¹³
New Jersey Abbott	Yes ¹⁵	Yes, To support state pre-K; For transportation to state pre-K ¹⁶
New Jersey ECPA	No	Yes, To support state pre-K; For transportation to state pre-K ¹⁵
New Jersey ELLI	No	Yes, To support state pre-K; For transportation to state pre-K ¹⁶
New Mexico	No	Not used
New York	The state does not have a quality rating system	Yes, To support state pre-K; For transportation to state pre-K
North Carolina	Yes ¹⁴	Not used
Ohio ECE	The state does not have a quality rating system	Yes, To support state pre-K; For transportation to state pre-K
Ohio ELI	No ¹⁷	Yes, To support state pre-K; For transportation to state pre-K
Oklahoma	No ¹⁹	Not used
Oregon	The state does not have a quality rating system	Yes, To support extended-day and/or extended-year pre-K services ¹¹
Pennsylvania EABG	No ¹⁴	Not used
Pennsylvania HSSAP	No ¹⁷	Yes, To support state pre-K ¹⁸
Pennsylvania K4	No ⁸	Yes, To support state pre-K
PA Pre-K Counts	Yes, in child care facilities ¹⁶	Not used
South Carolina 4K	The state does not have a quality rating system	Yes, For transportation to state pre-K
South Carolina CDEPP	The state does not have a quality rating system	Yes, To support state pre-K
Tennessee	Yes ¹⁸	Not used
Texas	No ¹⁵	Yes, To support state pre-K
Vermont Act 62	Yes ²³	Not used ²⁴
Vermont EEI	No ⁹	Yes, To support state pre-K; For transportation to state pre-K
Virginia	The state does not have a quality rating system ¹³	Yes, To support state pre-K; For transportation to state pre-K
Washington	The state does not have a quality rating system ¹⁴	Not used ¹⁵
West Virginia	The state does not have a quality rating system	Yes, To support state pre-K
Wisconsin 4K	The state does not have a quality rating system	Yes, To support state pre-K ²⁰
Wisconsin HdSt	The state does not have a quality rating system	Yes, To support state pre-K

STATE

RESOURCES

Can a child be funded by both state pre-K and child care subsidy money?

Alabama	No
Arizona	Yes, but the child care subsidy amount is partially reduced ¹⁹
Arkansas	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
California	Yes, but the child care subsidy amount is partially reduced ¹⁷
Colorado	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Connecticut	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Delaware	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹³
Florida	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Georgia	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Illinois	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Iowa Shared Visions	Yes, but the child care subsidy amount is partially reduced
Iowa SVPP	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁷
Kansas	Yes, but the child care subsidy amount is partially reduced ¹¹
Kentucky	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁷
Louisiana 8(g)	No
Louisiana LA4	No
Louisiana NSECD	No
Maine	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁸
Maryland	No
Massachusetts	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds (UPK)
Michigan	Yes, but the child care subsidy amount is partially reduced ²²
Minnesota HdSt	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ²²
Missouri	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Nebraska	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Nevada	No
New Jersey Abbott	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁷
New Jersey ECPA	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁶
New Jersey ELLI	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁷
New Mexico	Yes, but the child care subsidy amount is partially reduced ¹⁸
New York	No
North Carolina	Yes, but the child care subsidy amount is partially reduced ¹⁵
Ohio ECE	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹¹
Ohio ELI	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Oklahoma	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Oregon	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Pennsylvania EABG	Yes, but the child care subsidy amount is partially reduced ¹⁵
Pennsylvania HSSAP	Yes, but the child care subsidy amount is partially reduced ¹⁹
Pennsylvania K4	Yes, but the child care subsidy amount is partially reduced ⁹
PA Pre-K Counts	Yes, but the child care subsidy amount is partially reduced ¹⁷
South Carolina 4K	No
South Carolina CDEPP	No
Tennessee	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁹
Texas	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Vermont Act 62	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Vermont EEI	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁰
Virginia	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁴
Washington	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds ¹⁶
West Virginia	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Wisconsin 4K	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds
Wisconsin HdSt	Yes, and the child care subsidy amount is not affected by the use of state pre-K funds

STATE

MONITORING

Information collected for monitoring purposes

Alabama	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Arizona	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Arkansas	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records; Other information, such as a compliance checklist of all program rules and regulations ¹³
California	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Colorado	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Other information, such as reports on audited revenue and expenditures for district level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades 3–12, graduation rates, retention rates, and placement in special education in grades K–12 ²¹
Connecticut	Structured observations of classroom quality; Program facilities and safety procedures; Results of program self-assessments; Program records
Delaware	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; Other information, such as triennial compliance monitoring ¹⁴
Florida	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Georgia	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records ¹⁶
Illinois	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records
Iowa Shared Visions	Documentation of program-level outcomes; Program records
Iowa SVPP	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records ¹⁸
Kansas	Documentation of children's learning and/or child outcomes; Program records
Kentucky	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program records; Other information, such as documentation of transition data ¹⁸
Louisiana 8(g)	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records Other information, such as audits of financial records
Louisiana LA4	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Louisiana NSECD	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Maine	Other information ¹⁹
Maryland	Program records; Other information, such as information to determine compliance with state prekindergarten activities
Massachusetts	Program facilities and safety procedures; Program records; Other information ¹⁹
Michigan	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records ²³
Minnesota HdSt	Program facilities and safety procedures; Results of program self-assessments; Program records ²³
Missouri	Structured observations of classroom quality; Program facilities and safety procedures; Results of program self-assessments; Program records
Nebraska	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records

STATE

MONITORING

Information collected for monitoring purposes

Nevada	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program records
New Jersey Abbott	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records ¹⁸
New Jersey ECPA	Program records
New Jersey ELLI	Structured observations of classroom quality; Program records
New Mexico	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Results of program self-assessments; Program records
New York	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Other information, such as Basic Educational Data System information on each enrolled pre-K student
North Carolina	Structured observations of classroom quality; Results of program self-assessments; Participation in a state quality rating system; Other information, such as on-site monitoring by contractor and Office of School Readiness personnel
Ohio ECE	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Ohio ELI	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Participation in a state quality rating system; Program records; Other information, such as an internal monitoring document ¹⁸
Oklahoma	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Oregon	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Pennsylvania EABG	Documentation of children's learning and/or child outcomes; Other information, such as mid- and end-year reports including fiscal data, and site visits to a random sampling
Pennsylvania HSSAP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Optional participation in a state quality rating system; Program records ²⁰
Pennsylvania K4	None
PA Pre-K Counts	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system for child care; Program records
South Carolina 4K	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments
South Carolina CDEPP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records
Tennessee	Structured observations of classroom quality; Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records
Texas	None
Vermont Act 62	State does not require collection of information for monitoring purposes
Vermont EEI	Results of program self-assessments; Program records; Budget reports
Virginia	Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program facilities and safety procedures; Program records
Washington	Documentation of children's learning and/or child outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records; Other information, such as intensive on-site program review every four years ¹⁷
West Virginia	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Results of program self-assessments
Wisconsin 4K	Other information, such as special education, fiscal reports, enrollment reports, program schedule, etc.
Wisconsin HdSt	Other information, such as submission of Head Start PIR and descriptions of program models

STATE

MONITORING

How is monitoring information collected by the state?

Alabama	Site visits by monitors of the state oversight agency, up to three visits per year; Site visits by technical assistants employed by the state, up to 10 visits per year
Arizona	Site visits by staff of the state oversight agency, one per six years; Submission of information by program or local entity, annually; Monitoring information is collected through other means, child progress data collected in state database twice a year
Arkansas	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, annually; Submission of information by program or local entity, annually
California	Site visits by staff of the state oversight agency and by consultants employed by the state, programs operated by local educational agencies, minimum of one per four years and programs operated by non-local educational agencies, at least one per three years; Submission of information by program or local entity, at least once per year
Colorado	Site visits by staff of the state oversight agency, average one per three years, based on staff availability; Submission of information by program or local entity, annually; Monitoring information is collected through other means: Department of Human Services Child Care Licensing visits; Financial records submissions, annually ²²
Connecticut	Site visits by staff of the state oversight agency, one per year; Site visits by consultants employed by the state; Community liaisons paid through grant funds monitor programs on a quarterly basis; Submission of information by program or local entity; Communities submit an RFP annually and conduct an annual evaluation of each program; Monitoring information is collected through other means, monthly data reports submitted ²⁵
Delaware	Site visits by staff of the state oversight agency, one per year; Site visits by consultants employed by the state, minimum of one to three per year based on TA plan; Submission of information by program or local entity, quarterly; Monitoring information is collected through other means, annual program information reports
Florida	Site visits by the Agency for Workforce Innovation, once a year; Site visits by consultants employed by the state, licensed child care facilities are visited regularly by the Dept. of Children and Families or local licensing agency; Submission of information by program or local entity, annually
Georgia	Site visits by staff of the state oversight agency, two per year; Submission of information by program or local entity, six per year
Illinois	Site visits by staff of the state oversight agency, varies; Site visits by consultants employed by the state, varies; Submission of information by program or local entity, annual data; quarterly fiscal
Iowa Shared Visions	Monitoring information is collected through other means, review of year end reports ¹²
Iowa SVPP	Site visits by staff of the state oversight agency, one per five years ¹⁹
Kansas	Submission of information by program or local entity, programs send in child results (group level) for their program based upon the locally determined child outcomes in the grant required areas of learning (cognitive, physical, social, aesthetic, language/communication)
Kentucky	Submission of information by program or local entity; Program report of school data, submitted June 30 each year ¹⁹
Louisiana 8(g)	Site visits by staff of the state oversight agency and consultants employed by the state, 50-75% of programs each year; Submission of information by program or local entity, 100% of programs each year ⁸
Louisiana LA4	Site visits by staff of the state oversight agency and by consultants employed by the state, all new teachers, teachers scoring below 5.0 on the ECERS-R; Submission of information by program or local entity, monthly, quarterly, semi-annual, and annual reports are submitted on-line; Monitoring information is collected through other means, applications and program budgets are reviewed and approved by program and fiscal staff
Louisiana NSECD	Site visits by staff of the state oversight agency and by consultants employed by the state, minimum of two per year; Monitoring information is collected through other means, NSEC end-of-year report, in addition to student's individual pre- and post-DSC report
Maine	Submission of information by program or local entity, periodically; Monitoring information is collected through other means ²⁰
Maryland	Site visits by consultants employed by the state, two per year to monitor compliance with regulations of the prekindergarten programs; Monitoring information is collected through other means, LEAs provide annual updates regarding prekindergarten in their comprehensive master plans
Massachusetts	Submission of information by program or local entity, annually; Monitoring information is collected through the fiscal monitoring department; Fiscal monitoring staff does not always do a site visit ¹⁹
Michigan	Site visits by staff of the state oversight agency, competitive programs monitored once per three years and school district programs are monitored based on problems or special issues; Submission of information by program or local entity, submitted in an annual application, mid-year, and final reports ²³
Minnesota HdSt	Site visits by staff of the state oversight agency, minimum of once per three years; Submission of information by program or local entity, monthly or annually depending on the item
Missouri	Site visits by staff of the state oversight agency, varies; Site visits by consultants employed by the state, annually; Submission of information by program or local entity, annually
Nebraska	Site visits by staff of the state oversight agency and by consultants employed by the state, at least one per year; Submission of information by program or local entity, one per year in an annual program report

STATE

MONITORING

How is monitoring information collected by the state?

Nevada	Site visits by staff of the state oversight agency and consultants employed by the state, annually and/or as needed; Submission of information by program or local entity, mid-year and end of year
New Jersey Abbott	Site visits by staff of the state oversight agency, throughout the year; Site visits by consultants employed by the state, about 11% of classrooms each year; Submission of information by program or local entity, annual review of district records on finances, professional development, curriculum, administration, community collaboration, and several other program areas
New Jersey ECPA	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, annual program and budget submission
New Jersey ELLI	Site visits by staff of the state oversight agency and by consultants employed by the state, one per year (randomly selected districts/sites)
New Mexico	Site visits by staff of the state oversight agency, two per year; Site visits by consultants employed by the state, 25% of programs are assessed annually with ECERS-R; Submission of information by program or local entity, quarterly reports; Monitoring information is collected through other means, a database is maintained with a variety of program information and demographics
New York	Site visits by staff of the state oversight agency; Submission of information by program or local entity, data submission, desk reviews, final reports
North Carolina	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, annually; Monitoring information is collected through other means, ECERS-R evaluation conducted for all second year classrooms and subsequently through QRS re-evaluations
Ohio ECE	Site visits by staff of the state oversight agency, one per year; Submission of information by program or local entity, frequency depends upon the information
Ohio ELI	Site visits by staff of the state oversight agency, one per year for program records review; Site visits by consultants employed by the state, at least two per year for program review and continuous improvement work; Submission of information by program or local entity, submit internal monitoring report three times per year
Oklahoma	Site visits by staff of the state oversight agency (Department of Education's Regional Accreditation Officers), minimum of four per year; Site visits by consultants employed by the DOE, as needed; Submission of information by program or local entity, minimum of one time per year
Oregon	Site visits by staff of the state oversight agency, one per year; Site visits by consultants employed by the state, as needed; Submission of information by program or local entity, one time per year and as needed; Monitoring information is collected through other means ¹²
Pennsylvania EABG	Site visits by staff of the state oversight agency, one per year, randomly selected; Submission of information by program or local entity, beginning of year application, mid- and end-year reports
Pennsylvania HSSAP	Site visits by consultants employed by the state, annually; Submission of information by program or local entity, quarterly
Pennsylvania K4	NA
PA Pre-K Counts	Site visits by consultants employed by the state, minimum of one per year; Submission of information by program or local entity, monthly and quarterly
South Carolina 4K	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, annually
South Carolina CDEPP	Site visits by staff of the state oversight agency and by consultants employed by the state, minimum of three per classroom; Submission of information by program or local entity, three per year
Tennessee	Site visits by staff of the state oversight agency, minimum of two per site and as needed; Site visits by consultants employed by the state, minimum of one per site; Submission of information by program or local entity, ongoing throughout the year ²⁰
Texas	NA
Vermont Act 62	NA
Vermont EEI	Site visits by consultants employed by the state, on an as-needed basis; Submission of information by program or local entity, annually ¹¹
Virginia	Site visits by staff of the state oversight agency and by consultants employed by the state, one per two years
Washington	Site visits by staff of the state oversight agency, minimum of one per four years; Submission of information by program or local entity, monthly and annually
West Virginia	Site visits by staff of the state oversight agency and by consultants employed by the state, as needed; Submission of information by program or local entity, annually
Wisconsin 4K	Site visits by staff of the state oversight agency; Submission of information by program or local entity, minimum one per year
Wisconsin HdSt	Submission of information by program or local entity, annually

STATE

MONITORING

What program records are reviewed for monitoring purposes?

Alabama	Program financial records, Staff records and documentation, Child administrative records, Classroom records
Arizona	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Arkansas	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
California	Program financial records, Staff records and documentation, Child administrative records, Classroom records
Colorado	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Connecticut	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, 10 quality components as outlined in annual program evaluation
Delaware	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, health records and family records
Florida	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Georgia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Illinois	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Iowa Shared Visions	Program financial records, Staff records and documentation
Iowa SVPP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Kansas	Other program records are reviewed, auditors look at documents to ascertain appropriateness of funding for each child
Kentucky	Program financial records, Staff records and documentation, Child administrative records, Other program records are reviewed, teacher credentials
Louisiana 8(g)	Program financial records, Staff records and documentation, Child administrative records, Classroom records
Louisiana LA4	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Compliance with program guidelines and regulations
Louisiana NSECD	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, NSECD end-of-year report, Performance review and rating
Maine	None
Maryland	None
Massachusetts	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed ²⁰
Michigan	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, all programs must submit scores from the High/Scope Program Quality Assessment
Minnesota HdSt	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Missouri	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, licensing and accreditation certificates, parent involvement, parent education, community set-aside records
Nebraska	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, All records are subject to review at monitoring visits

STATE

MONITORING

What program records are reviewed for monitoring purposes?

Nevada	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, such as assessment data, progress towards meeting outcome indicators and objectives
New Jersey Abbott	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
New Jersey ECPA	Program financial records, Staff records and documentation, Child administrative records, Classroom records
New Jersey ELLI	Program financial records, Staff records and documentation, Child administrative records, Classroom records
New Mexico	Program financial records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, CYFD programs are monitored by the Child Care Licensing Bureau for compliance with Child Care Facilities Regulations
New York	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, each school district superintendent must sign a Statement of Assurances attesting to compliance and program quality requirements
North Carolina	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, overall adherence to program standards (e.g., class size, adult to child ratio, etc.)
Ohio ECE	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Ohio ELI	Staff records and documentation, Child administrative records, Classroom records
Oklahoma	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Oregon	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, family and health records
Pennsylvania EABG	None
Pennsylvania HSSAP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Pennsylvania K4	NA
PA Pre-K Counts	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
South Carolina 4K	None
South Carolina CDEPP	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Tennessee	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Texas	NA
Vermont Act 62	NA
Vermont EEI	Other records are reviewed, such as budgets that pertain to EEI, student assessment results, program summary
Virginia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Washington	Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other program records are reviewed, policies, family support contact records, child health coordination records
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	None

STATE

MONITORING

How is information collected through monitoring used for program improvement?

Alabama	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance, Mentoring
Arizona	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring
Arkansas	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
California	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring, Other purposes
Colorado	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, to guide CDE staff services and support visits
Connecticut	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring
Delaware	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Florida	Corrective actions/sanctions, Funding decisions about programs, Technical assistance, Mentoring ¹⁵
Georgia	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance, Mentoring
Illinois	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Iowa Shared Visions	Teacher professional development
Iowa SVPP	Other purposes ¹⁹
Kansas	Other purposes ¹²
Kentucky	Teacher professional development, Adjustments to curricula, Technical assistance, Mentoring, Special education technical assistance
Louisiana 8(g)	Teacher professional development, Corrective actions/sanctions, Technical assistance
Louisiana LA4	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance
Louisiana NSECD	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Maine	Teacher professional development, Technical assistance
Maryland	Technical assistance, LEAs are required to keep and review program records, To validate programmatic information from master plan updates and compliance with regulations
Massachusetts	Corrective actions/sanctions, Funding decisions about programs, To inform future grant awards
Michigan	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Annual program goals ²⁴
Minnesota HdSt	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Missouri	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Nebraska	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance

STATE

MONITORING

How is information collected through monitoring used for program improvement?

Nevada	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring, To guide programs in developing program improvement plans
New Jersey Abbott	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
New Jersey ECPA	Teacher professional development, Funding decisions about programs, Technical assistance
New Jersey ELLI	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
New Mexico	Teacher professional development, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, Implementation of the Observational Assessment process and implementation of program standards based upon individual program needs ¹⁹
New York	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring, To be made part of school performance records to parents/public
North Carolina	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Ohio ECE	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Ohio ELI	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring
Oklahoma	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Oregon	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Pennsylvania EABG	Teacher professional development, Technical assistance
Pennsylvania HSSAP	Teacher professional development, Funding decisions about programs, Technical assistance
Pennsylvania K4	NA
PA Pre-K Counts	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
South Carolina 4K	Teacher professional development, Technical assistance
South Carolina CDEPP	Teacher professional development, Adjustments to curricula, Technical assistance, Mentoring
Tennessee	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Mentoring
Texas	NA
Vermont Act 62	NA
Vermont EEI	Teacher professional development, Funding decisions about programs, Technical assistance
Virginia	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance
Washington	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Technical assistance, Mentoring
West Virginia	Teacher professional development, Adjustments to curricula, Technical assistance
Wisconsin 4K	Teacher professional development, Technical assistance, To verify funded enrollment and others
Wisconsin HdSt	Technical assistance, To provide an overview of the impact on children and families

STATE

MONITORING

Most recent formal evaluation of state pre-K program

Alabama	Parent satisfaction, program quality, and child outcomes were assessed during the 2006-2007 school year
Arizona	This pre-K initiative has been evaluated in the past ²⁰
Arkansas	An evaluation is ongoing, measuring the effects of ABC pre-K on academic progress
California	This pre-K initiative has not been evaluated, and there are no current plans to do so
Colorado	This pre-K initiative has been evaluated in the past ²³
Connecticut	A longitudinal study is planned
Delaware	An evaluation is ongoing or planned
Florida	This pre-K initiative has been evaluated in the past ¹⁶
Georgia	This pre-K initiative was evaluated in 2005
Illinois	A multi-year evaluation is planned that will cover FY09 and FY10
Iowa Shared Visions	This pre-K initiative has been evaluated in the past, examining the relationship between program quality and child outcomes between 2004-2007
Iowa SVPP	Child outcomes data is collected and will be evaluated
Kansas	An evaluation has been ongoing since 2006-2007 ¹²
Kentucky	An evaluation is ongoing or planned
Louisiana 8(g)	An evaluation is ongoing or planned ⁸
Louisiana LA4	An evaluation is ongoing or planned ¹⁷
Louisiana NSECD	This pre-K initiative has been evaluated in the past ¹⁰
Maine	This pre-K initiative has not been evaluated, and there are no current plans to do so
Maryland	A longitudinal study of the benefits of the Extended Elementary Education Program (EEEP) was conducted in 1994
Massachusetts	An evaluation is ongoing or planned ²¹
Michigan	An evaluation is ongoing or planned
Minnesota HdSt	This pre-K initiative has not been evaluated, and there are no current plans to do so
Missouri	This pre-K initiative was evaluated in 2003 and 2007
Nebraska	An evaluation is ongoing or planned ¹⁰
Nevada	An evaluation is ongoing or planned ¹⁴
New Jersey Abbott	An evaluation is ongoing or planned ¹⁹
New Jersey ECPA	This pre-K initiative has not been evaluated, and there are no current plans to do so
New Jersey ELLI	This pre-K initiative has not been evaluated, and there are no current plans to do so
New Mexico	An evaluation began in 2005 and is ongoing, measuring child outcomes in literacy and math and assessing classroom environment ²⁰
New York	The state-wide pre-K initiative has not been evaluated, and there are no current plans to do so
North Carolina	An evaluation is ongoing, focusing on program characteristics and child outcomes
Ohio ECE	An evaluation looking at program quality is planned during the next school year ¹²
Ohio ELI	An evaluation is ongoing or planned ¹⁹
Oklahoma	This pre-K initiative was evaluated in 2003, 2005, and 2006
Oregon	This pre-K initiative has not been evaluated, and there are no current plans to do so
Pennsylvania EABG	This pre-K initiative has not been evaluated, and there are no current plans to do so
Pennsylvania HSSAP	This pre-K initiative has not been evaluated, and there are no current plans to do so
Pennsylvania K4	This pre-K initiative has not been evaluated, and there are no current plans to do so
PA Pre-K Counts	This pre-K initiative has not been evaluated, and there are no current plans to do so
South Carolina 4K	This pre-K initiative has not been evaluated, and there are no current plans to do so
South Carolina CDEPP	An evaluation is ongoing or planned ¹⁰
Tennessee	An evaluation is ongoing or planned ²¹
Texas	Texas Evaluation Study of Prekindergarten Programs, July 1995 ¹⁶
Vermont Act 62	This pre-K initiative has not been evaluated, and there are no current plans to do so
Vermont EEI	This pre-K initiative has not been evaluated, and there are no current plans to do so
Virginia	This pre-K initiative has been evaluated in the past ¹⁵
Washington	The pre-K initiative has been evaluated in the past, 1999 ¹⁸
West Virginia	An evaluation is ongoing ¹¹
Wisconsin 4K	This pre-K initiative has been evaluated in the past ²¹
Wisconsin HdSt	This pre-K initiative has not been evaluated, and there are no current plans to do so

STATE	Was the evaluation of state pre-K mandated by the state?	MONITORING Required assessment for pre-K
Alabama	Yes	Specific assessments were selected by the OSR office
Arizona	Yes	Work Sampling, Creative Curriculum, High/Scope COR, or Galileo Plus
Arkansas	Yes	Work Sampling System ¹⁴
California	NA	Desired Results Developmental Profile
Colorado	No ²⁴	Work Sampling, High/Scope COR, Creative Curriculum Developmental Continuum ¹⁵
Connecticut	Yes	Any curriculum or assessment that is aligned with the Connecticut Preschool Curriculum and Assessment Framework that addresses learning standards and outcomes
Delaware	Yes	Creative Curriculum and Work Sampling
Florida	Yes ¹⁶	None
Georgia	No	Georgia's Pre-K Child Assessment ¹⁷
Illinois	No	Required, assessment instruments are determined locally from a provided list
Iowa Shared Visions	Yes ¹³	Developmental Continuum, Work Sampling, IGDl, COR; Use of specific assessment tools are locally determined
Iowa SVPP	Yes	Locally determined research- or evidence-based assessment
Kansas	No	Locally determined developmentally appropriate assessment
Kentucky	Yes	Districts may choose an assessment tool from the Kentucky Continuous Assessment Guide
Louisiana 8(g)	No	DSC and portfolios ⁹
Louisiana LA4	Yes	DSC and portfolio assessment
Louisiana NSECD	No ¹⁰	DSC ¹¹
Maine	NA	Required, assessment instruments are determined locally
Maryland	Yes	None
Massachusetts	No	Work Sampling, High/Scope COR, Creative Curriculum Developmental Continuum, and Ages and Stages (UPK)
Michigan	Yes	High/Scope COR, Creative Curriculum Developmental Continuum, and Work Sampling are recommended ²⁵
Minnesota HdSt	NA	Required, assessment instruments are determined locally and must comply with federal Head Start requirements
Missouri	Yes	Preschool Exit Observational Assessment
Nebraska	Yes ¹⁰	High/Scope COR, preschool through kindergarten; Creative Curriculum Developmental Continuum Assessment for Ages 3-5; Assessment, Evaluation, and Programming System for Infants and Children (AEPS, 2nd Edition)
Nevada	Yes	Peabody Picture Vocabulary Test-IV (PPVT) and Expressive One-Word Picture Vocabulary Test (EOWPVT) to measure student achievement; State-created Program Quality Indicator Checklist to assess the overall program and environment
New Jersey Abbott	Yes	DOE-approved program quality assessment instrument; New Jersey Early Learning Assessment System (NJELAS); District-needs assessment; Early childhood screening assessment at school entry to determine needs for comprehensive diagnostic assessment
New Jersey ECPA	NA	Performance-based assessment
New Jersey ELLI	NA	Performance-based assessment
New Mexico	Yes	The New Mexico PreK Observational Assessment based on New Mexico PreK Early Learning Outcomes
New York	Yes ¹⁵	Required, assessment instruments are determined locally ¹⁶
North Carolina	Yes	Recommended, High/Scope COR, Work Sampling, Creative Curriculum Assessment Tool, Galileo On-line Assessment System, and Learning Accomplishment Profile Third Edition
Ohio ECE	No	Get It, Got It, Go! ¹³
Ohio ELI	Yes ¹⁹	Get It, Got It, Go! ²⁰
Oklahoma	No	Required, assessment instruments are determined locally
Oregon	NA	Required, assessment instruments are determined locally ¹³
Pennsylvania EABG	NA	Required, assessment instruments are determined locally ¹⁶
Pennsylvania HSSAP	NA	Locally determined assessment must be aligned with early learning standards
Pennsylvania K4	NA	Locally determined assessment must be aligned with early learning standards
PA Pre-K Counts	NA	Locally determined assessment must be aligned with early learning standards ¹⁸
South Carolina 4K	NA	None
South Carolina CDEPP	Yes	Work Sampling
Tennessee	Yes	None
Texas	No	None
Vermont Act 62	NA	Required, programs must report on child progress ²⁵
Vermont EEI	NA	Work Sampling, Creative Curriculum Development Continuum, COR, Brigance ¹²
Virginia	Yes	Phonological Awareness Literacy Screening for Pre-K (PALS Pre-K)
Washington	Yes	Required, assessment instruments are determined locally ¹⁹
West Virginia	No	Online assessment for Creative Curriculum
Wisconsin 4K	No	None
Wisconsin HdSt	NA	Requirements as per federal Head Start program requirements

STATE

MONITORING

Kindergarten programs required to assess learning and development?

Alabama	At kindergarten entry and during the kindergarten year
Arizona	Kindergarten programs are not required to assess children's learning and development
Arkansas	During the kindergarten year
California	Kindergarten programs are not required to assess children's learning and development
Colorado	During the kindergarten year
Connecticut	At kindergarten entry
Delaware	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	During the kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry and during the kindergarten year
Iowa SVPP	At kindergarten entry
Kansas	Kindergarten programs are not required to assess children's learning and development
Kentucky	Kindergarten programs are not required to assess children's learning and development
Louisiana 8(g)	At kindergarten entry and during the kindergarten year
Louisiana LA4	At kindergarten entry
Louisiana NSECD	At kindergarten entry
Maine	Kindergarten programs are not required to assess children's learning and development
Maryland	At kindergarten entry
Massachusetts	Kindergarten programs are not required to assess children's learning and development
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota HdSt	Kindergarten programs are not required to assess children's learning and development
Missouri	Kindergarten programs are not required to assess children's learning and development
Nebraska	Kindergarten programs are not required to assess children's learning and development
Nevada	Kindergarten programs are not required to assess children's learning and development
New Jersey Abbott	During the kindergarten year
New Jersey ECPA	During the kindergarten year
New Jersey ELLI	Kindergarten programs are not required to assess children's learning and development
New Mexico	At kindergarten entry
New York	During the kindergarten year
North Carolina	During the kindergarten year
Ohio ECE	At kindergarten entry
Ohio ELI	At kindergarten entry and during the kindergarten year
Oklahoma	During the kindergarten year
Oregon	Kindergarten programs are not required to assess children's learning and development
Pennsylvania EABG	During the kindergarten year
Pennsylvania HSSAP	During the kindergarten year
Pennsylvania K4	During the kindergarten year
PA Pre-K Counts	During the kindergarten year
South Carolina 4K	Kindergarten programs are not required to assess children's learning and development
South Carolina CDEPP	Kindergarten programs are not required to assess children's learning and development
Tennessee	Kindergarten programs are not required to assess children's learning and development
Texas	At kindergarten entry
Vermont Act 62	Kindergarten programs are not required to assess children's learning and development
Vermont EEI	Kindergarten programs are not required to assess children's learning and development
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	Kindergarten programs are not required to assess children's learning and development
West Virginia	At kindergarten entry and during the kindergarten year
Wisconsin 4K	Kindergarten programs are not required to assess children's learning and development
Wisconsin HdSt	Kindergarten programs are not required to assess children's learning and development

STATE

MONITORING

Required kindergarten assessment instruments

Alabama	DIBELS
Arizona	NA ²¹
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	DIBELS, PALS, or DRA 2 ²⁵
Connecticut	Kindergarten Inventory ²⁶
Delaware	NA ¹⁵
Florida	Kindergarten Screener, Early Childhood Observation System (ECHOS) and two measures from DIBELS: Letter Naming and Initial Sound
Georgia	GKIDS
Illinois	NA
Iowa Shared Visions	BRI, PAT, DIBELS, PALS
Iowa SVPP	BRI, PAT, DIBELS, or other appropriate tool to assess phonemic awareness
Kansas	NA ¹³
Kentucky	NA
Louisiana 8(g)	DRA, DIBELS
Louisiana LA4	Brigance, DSC, DRA, DIBELS, DIAL, ESRI, Chicago
Louisiana NSECD	DSC ¹¹
Maine	NA
Maryland	Maryland Model for School Readiness (MMSR) kindergarten assessment system (modified Work Sampling System)
Massachusetts	NA ²²
Michigan	NA
Minnesota HdSt	NA
Missouri	NA
Nebraska	NA
Nevada	NA ¹⁵
New Jersey Abbott	Early Learning Assessment System (ELAS)
New Jersey ECPA	Early Learning Assessment System (ELAS)
New Jersey ELLI	NA
New Mexico	DIBELS
New York	Assessment instruments are determined locally
North Carolina	North Carolina K-2 literacy and math assessment
Ohio ECE	Kindergarten Readiness Assessment-Literacy; Determined locally - general health, communication, language delay, etc. ¹⁴
Ohio ELI	None
Oklahoma	Reading Sufficiency: DIBELS, Literacy First, or Basic Early Assessment of Reading (BEAR)
Oregon	NA
Pennsylvania EABG	Assessment instruments are determined locally
Pennsylvania HSSAP	Locally determined assessment must be aligned with learning standards
Pennsylvania K4	Assessment instruments are determined locally
PA Pre-K Counts	Assessment instruments are determined locally
South Carolina 4K	NA ³
South Carolina CDEPP	NA
Tennessee	NA
Texas	Assessment instruments are determined locally
Vermont Act 62	NA
Vermont EEI	NA
Virginia	NA
Washington	NA
West Virginia	Assessment instruments are determined locally
Wisconsin 4K	NA
Wisconsin HdSt	NA

ALABAMA – Alabama Pre-Kindergarten Program 2007-2008

- 1 During 2007-2008 a pre-K task force was created by the Governor's Office to provide oversight and make policy decisions for the Office of School Readiness.
- 2 Local programs can make some decisions within the parameters of the Office of School Readiness Operating Guidelines.
- 3 Though 187 children are labeled as special needs, it is unclear how many of them received special needs services.
- 4 State pre-K funds are blended with IDEA funds.
- 5 Private child care centers may offer this service but are not required to do so. It is a local decision between providers and families.
- 6 Developmental screenings were recommended but not required.
- 7 While accreditation is not required, it is strongly encouraged.
- 8 Funding sources listed were believed to be used but the exact contributions are unknown as programs are not asked for this information.
- 9 Each fully funded program (n=84) was required to provide a 50 percent match of their grant award amount, which varies from program to program. Sources from which the local match was pulled by each program is unknown.
- 10 The local match is 50 percent of the individual site grant award amount. Individual grant award amounts vary based on factors such as teacher credentials, accreditation, whether the site offered teacher benefits, and program assessment scores.

ARIZONA – Early Childhood Block Grant (ECBG) – Prekindergarten Component 2007-2008

- 1 Money is available to all public entities (public schools/charter schools) based on their previous year K-3 free lunch eligibility count as reported in the state accountability database. ECBG is allocated through a funding formula to each district.
- 2 Allocations are available to all qualifying schools. Those with extremely small allocations may choose not to apply for their available funds. All remaining funds are re-allocated midyear to qualifying schools at their request.
- 3 Arizona's ECBG is not child-specific money; funds may be blended (a local decision) with IDEA, Head Start, or district maintenance and operation funds to serve preschoolers with special education needs.
- 4 Most ECBG programs operate for 4 hours per day, 3-5 days per week. Number of hours is locally determined with a minimum recommended operation of 12 hours per week.
- 5 Some schools offer extended-day or wrap-around services, usually funded through other sources although the number is unknown.
- 6 School districts can choose to allow children younger than age 5 to enter kindergarten, as long as they are 5 by January 1. This is a local decision and most children are 5 prior to kindergarten entry.
- 7 Children must be eligible for free or reduced-price lunch in order to be enrolled.
- 8 State licensing requires meals be served, depending on the length of program and time of day.
- 9 State policy does not apply at the pre-K level.
- 10 None are required in statute. However, most programs follow school schedules and meet with parents quarterly.
- 11 Other specific standards that are required include health and safety, math, science, social studies, and fine arts.
- 12 As of July 1, 2009, all state-funded pre-K teachers must hold an early childhood certification or endorsement, which requires a bachelor's degree. Since 2005, most programs have hired new staff that have or are eligible for the EC certification or endorsement. The Arizona Department of Education is working closely with the state's community colleges and universities to offer scholarships and on-site classes to allow current teachers to attain their degree and meet this requirement.
- 13 Assistant teachers who work in Title I schools are required by NCLB to have an AA degree.
- 14 Other supports include numerous professional development opportunities on a wide variety of topics pertinent to pre-K educators, as well as mentoring during monitoring visits.
- 15 Local funds support ECBG and vary by school or program.
- 16 This formula is based on previous year data of the number of K-3 children eligible for free lunch.
- 17 State law requires that all parents are given a choice from a list of interested and eligible programs, either private or federal.
- 18 Programs receiving ECBG money are required to be accredited.
- 19 State child care subsidy can be used for non-ECBG program hours only.
- 20 The evaluation was completed in July 2008 after a three-year time period. It included the review of financial accounting practices, distribution of grant monies, expenditures, and the department's monitoring of preschool providers.
- 21 An assessment is conducted in kindergarten, but the type is locally determined.

ARKANSAS – Arkansas Better Chance (ABC)/Arkansas Better Chance for School Success (ABCSS) 2007-2008

- 1 The state Department of Education receives the funding and contracts with the Division of Child Care and Early Childhood Education to administer the pre-K program.
- 2 School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75 percent of fourth graders score below proficient on benchmark exams are required to establish an ABC/ABCSS pre-K program.
- 3 The only data available is the total number of 3- and 4-year-old ABC children receiving special education services.
- 4 Special education receives a separate appropriation to serve children in addition to the funding flowing to state pre-K. Services provided by the separate appropriation include: follow-up assessments, speech therapy, occupational therapy, and salaries for behavioral specialists who work with preschool teachers on social-emotional needs.
- 5 Wrap-around/extended-day services are supported through federal child care subsidy and/or private funds.
- 6 Children with special needs may apply for age waivers.
- 7 Foster children, children in other custody, military families, and families with substance abuse are all income-exempt. Other risk factors only count with birth-5 programs under the original ABC program. All other children must meet the income requirements.
- 8 There must be one BA/BS lead teacher for every three classrooms. The lead teacher must have a degree in early childhood education, child development or equivalent with a P-4 license. The other two teachers must have minimum of an AA/AS degree in early childhood education or child development.
- 9 Assistant teachers may substitute an associate degree in early childhood or child development for CDA.
- 10 An additional \$15,877,743 of state and local funds were allocated to a home-visiting program option and is not included in these totals.
- 11 Funding is based on a cost quality model, which was developed by an early education taskforce and has been adjusted for inflation annually.
- 12 There is a QRIS currently in development.
- 13 Structured observations of classroom quality use the Environment Rating Scales.

¹⁴ Children are assessed at three data collection points during the year.

CALIFORNIA – State Preschool Program & Prekindergarten and Family Literacy Program (PKFLP)

- ¹ The State Preschool Program is offered in 98 percent of counties, while the PKFLP is offered in 69 percent of counties, specifically counties with low-performing schools.
- ² Fiscal year 2007-2008 was the first year of implementation for PKFLP. Even though all of the funds have been allocated, some contracts have not yet been executed. It is anticipated that when fully enrolled, this program will provide services to more than 12,000 children.
- ³ Children may be served in multiple programs and locations resulting in duplicate counts. It is also unknown how many of the programs are also Head Start programs, which can be in either public schools or private agencies. Faith-based centers cannot provide religious content and the number of children in those settings is unknown.
- ⁴ The part-day program is funded to operate at least 3 hours per day, 175 days per year. The full-day program is funded to operate full-time (6.5 hours or more per day), 246 days per year unless the contract specifies a lower minimum days of operation.
- ⁵ Transportation is an optional reimbursable expense for the State Preschool Program.
- ⁶ In the State Preschool Program, a child who is age-eligible for kindergarten (or their fifth birthday is on or before December 2) can be in the program for one additional year if there are no other age-eligible children waiting to be enrolled. State regulations allow up to 10 percent of children to be over age.
- ⁷ For the State Preschool Program, after all children receiving protective services, children who are at-risk of abuse, neglect, or exploitation, or children from families who are income-eligible are enrolled, up to 10 percent of children can be from families who are over-income by no more than 15 percent. For PKFLP, up to 20 percent of children can be from families who are over income.
- ⁸ For PKFLP, sliding scale fee also applies to children from families whose income in relation to family size falls within a specific fee scale.
- ⁹ Although there is no limit to class size, programs typically enroll 24 children in the class. Three-year-olds are only served in the State Preschool Program.
- ¹⁰ Contractors must provide meals and snacks that meet nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program. Contractors must provide breakfast or lunch if they specified in their original application for services that those meals would be provided. For a 3-hour program, licensing regulations only require a snack.
- ¹¹ Decisions regarding vision and hearing screening are made at the local level. A physical exam including vision, hearing, and general health is required for program entry. Health and social services referrals and follow-up to meet family needs is required for all State Preschool Programs.
- ¹² In addition to the activities listed above, PKFLP provides opportunities for parents to work with their children on interactive literacy activities, coordination of literacy services to families, and staff development regarding improved instructional strategies, knowledge and application of appropriate assessments of pre-reading skills, and information on working with families for guided practice in interactive literacy activities.
- ¹³ The preschool learning foundations were published, though not adopted, in the 2007-2008 fiscal year. The Desired Results Developmental Profile-Revised (DRDP-R) is being aligned with the learning foundations and when it is aligned, preschools will fully implement the learning foundations by using the DRDP-R2 in the 2011-2012 school year.
- ¹⁴ 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. The Child Development Assistant Teacher Permit requires 6 credits in ECE or child development.
- ¹⁵ The amounts are actual expenditures as of August 1, 2008. Annual audits are due on October 15, 2008, when adjustments may be made to this amount.
- ¹⁶ Funding is appropriated through the annual state budget for the State Preschool Program.
- ¹⁷ Full-day preschool contracts combine funds for full-day services.

COLORADO – Colorado Preschool and Kindergarten Program (CPKP)

- ¹ In 2007-2008, the CPKP was allowed to serve 2,454 children in the second half of their kindergarten day. These children are reflected in the total number of children served. In addition, under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPKP. State statute also allows 5 percent of the preschool slots to fund a child to participate in a full-day preschool program using two slots, and 266 children were served in this manner.
- ² Children in special education are supported with a .5 per pupil operating revenue (PPOR) in the school finance formula, from state categorical funds under the Exceptional Children's Educational Act (ECEA), an IDEA Part B allocation, and an IDEA Section 619 preschool allocation. If children are eligible for .5 PPOR state funding as a special education student, they cannot be funded in CPKP. Programs are encouraged to blend CPKP funding, early childhood special education funding, and other funding to create inclusive classrooms.
- ³ These numbers include 2,454 children served in the second half of their kindergarten day and 266 children served in full-day programs using two slots. State statute requires that children be served in licensed child care centers or preschools. Children are served in a family child care home under a waiver granted through the early childhood councils, and private agencies also include public nonprofits. The number of faith-based centers is unknown.
- ⁴ Programs operate the equivalent of 2.5 hours per day for 4 days per week. The program is funded for 5 days per week, although statute requires the children to attend 4 days per week or the equivalent, with the fifth day being funded for home visits, teacher planning time, completion of child assessments, or staff training. Programs may extend the hours and days beyond the minimum requirement of 10 hours per week, and programs must provide 360 hours of teacher-pupil contact time during the course of the school year.
- ⁵ District advisory councils are encouraged to coordinate the program with full-day, full-year programs if there is a need for the services.
- ⁶ Statute encourages programs to use additional funding sources to provide wrap-around or extended-day services. Individual district councils determine how these services are supported.
- ⁷ Colorado does not have uniform cut-off dates for entry into preschool. Districts establish their age eligibility date for preschool to align with their kindergarten eligibility dates. State statute does not allow funding for a child who turns 3, 4, or 5 after October 1 and as a result, no district establishes cut-off dates for preschool or kindergarten later than that. However, school districts may establish dates as early as June 1 for eligibility for kindergarten. There is no designated cut-off date for the maximum age a child could be served in preschool. However, there is a limitation on the number of years a child can be funded in the program and 3-year-olds must have three or more risk factors to qualify for funding.
- ⁸ During the 2007-2008 school year, the legislature passed a bill to allow highly advanced gifted children to be admitted to kindergarten as 4-year-olds. School districts can choose to serve these children without PPOR funding. The maximum age a child can be served in a grade is a local decision.
- ⁹ CPKP rules and regulations state that a child may only be funded by CPKP for one year as a 4-year-old, in the year before they attend kindergarten.
- ¹⁰ Eligibility factors for the CPKP are defined in statute.
- ¹¹ Income can be one of the eligibility factors considered and is identified as the qualifying factor used most frequently by programs.
- ¹² Locally determined risk factors that have been selected by district advisory councils include: if parent is incarcerated, parent is on active military duty, developmental delay that raises concerns for school readiness but does not require special education services. Other state-specified risk factors include: child is in need of language development, including the ability to speak English.
- ¹³ Three-year-olds must have three or more risk factors. Four-year-olds can qualify with only one risk factor present. However, districts report that CPKP children average more than three risk factors regardless of their age.
- ¹⁴ 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.
- ¹⁵ Under Colorado's system for measuring outcomes for children and families, Results Matter, programs are required to implement one of three assessment systems to measure children's outcomes: Work Sampling, the High/Scope Child Observation Record, or the Creative Curriculum Developmental Continuum.

- 16 Teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They also must be supervised by someone with at least a bachelor's degree in early childhood education or child development.
- 17 Total funding for the CPKP for the 2007-2008 school year for both preschool and full-day kindergarten students was \$53,805,313.92. The funding amounts listed are only reflective of the funding provided for the preschool component of the program, which funded 13,902 preschool slots in 2007-2008. In previous years, total funding for both preschool and full-day kindergarten was reported.
- 18 Funding is provided based on the school finance formula, which is also used to calculate funding for K-12.
- 19 Both preschool children funded by the CPKP and children eligible for special education are eligible for funding in the public school finance formula.
- 20 Where a child is served in CPKP depends on the resources available within the community. CPKP district advisory councils are required to send out a request for proposal at least once every two years to all licensed early childhood programs in their community to determine which programs might be qualified and interested in serving CPKP children. Statute prohibits contracting out the preschool program unless the board is assured that the community program will meet the quality standards.
- 21 Not all programs provide the same measures of data on the quality of effectiveness.
- 22 This legislative session an additional four positions were approved to provide service and support to districts implementing CPKP.
- 23 The Colorado DOE obtained a grant from the U.S. DOE that funded a three-year study of the program during its pilot phase. The study was performed by the University of Colorado on CPKP students during fiscal years 1990-1992. The program was also audited in 1996 and 2000 by the state Auditor's Office. With the implementation of Results Matter the process for evaluating the program's effectiveness will be ongoing.
- 24 The state audits were requested by the Legislative Audit Committee. School districts are mandated to provide effectiveness data to the DOE and Results Matter ensures this data are consistently measured, reliable and valid.
- 25 In 2007, the state Board of Education identified and approved three assessments for the annual Colorado Basic Literacy Act outcome measure for grades K-3, from which districts may choose one. The assessments are: DIBELS, PALS, and DRA 2. These are administered as a pre- and post-test in the kindergarten year.

CONNECTICUT – Connecticut School Readiness 2007-2008

- 1 The Governor's Early Childhood Education Cabinet acts in an advisory capacity regarding Connecticut's Early Care and Education (birth through age 8) policies and initiatives working collaboratively across multiple agencies.
- 2 The 63 eligible communities are identified as 19 priority school districts as defined by legislation and 44 competitive municipalities (those with one or more schools in which 40 percent or more of the children are eligible for free or reduced-price lunch, or are one of the communities identified within the 50 lowest wealth ranked towns in the state).
- 3 School Readiness is an entitlement program. Towns can turn down all or partial funding if they choose not to serve any or all eligible children.
- 4 The number of slots used in October 2007 was 8,699. The total number of children served in competitive and priority municipalities, based on June 2008 reports, is 9,600.
- 5 Special education students enrolled in School Readiness could be receiving funding from 619 part B, state-funded pre-K and other sources.
- 6 Hours vary by program. Full-day programs operate 7-10 hours, 50 weeks/year, while school-day programs are 6 hours, 180 days/year, and part-day programs operate at least 2.5 hours up to 4 hours, 180 to 250 days/year. Extended-day programs provide the hours, days and weeks to make an existing program, funded from another source, equivalent to a full-day program.
- 7 Communities may allow a small number of kindergarten-eligible children to remain in the program (up to 5 percent of the total served) if the child has been enrolled in the School Readiness program for one year and the parent or guardian, School Readiness provider, and the local or regional school district all agree that the child is not ready for kindergarten and the most suitable placement is the School Readiness program.
- 8 Districts determine locally if they wish to enroll their children in kindergarten earlier than they are eligible. Parents are not required to send children to school until they reach the age of 7 and must complete an opt-out form if not sending their child to kindergarten.
- 9 All families with all income levels can apply for School Readiness spaces in priority and competitive municipalities; however, 60 percent of children enrolled in each town must meet the income guidelines of at or below 75 percent of the state median income.
- 10 Exemption for part-time programs may be available if the School Readiness council establishes a policy.
- 11 School Readiness policy does not require eligibility to be reassessed during the school year. There are approximately 16 percent of children in the program who are partially subsidized through Care4Kids, which does require that parent income is reassessed every six months.
- 12 The School Readiness program encourages a class size of 18.
- 13 Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children who attend 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 meals.
- 14 Children must have a general health screening by their health care provider upon entry into the program each year. Health forms are required and a lead test is optional.
- 15 It is strongly suggested that programs provide a staff member or volunteer who speaks the child's language.
- 16 There is no requirement specifying how many should be conducted, however, each program must have policies and procedures addressing parent conferences and parent communication.
- 17 The minimum requirement is a CDA and 12 credits in early childhood education for School Readiness classrooms. It is not mandatory for public schools to apply for or offer the School Readiness program; therefore, public schools only need to follow grant requirements if granted funds. The majority of public schools with School Readiness classrooms have a certified teacher present for at least 2.5 hours per day. Connecticut is in the process of proposing an early childhood credential at an associate's and bachelor's level. This credential will cut across public and nonpublic programs. The CDA would no longer be the minimum and at least 50 percent of the teachers in the program would have to hold a BA.
- 18 School Readiness staff must have two annual trainings in ECE and one annual training in serving children with disabilities. They must also document training in language/literacy and diversity. Most centers are licensed by public health where there are requirements for annual training in medication administration, first aid, and nutrition.
- 19 Communities may use Quality Enhancement funds to pay for college credit courses for School Readiness staff and there are some funds for Start bonuses.
- 20 State sources equal the amount actually spent out of the general fund (\$62,456,669), not the amount appropriated in legislation (\$66,281,219). In 2007, for priority districts the full-day rate per child per year was \$8,025, the part-day rate per child per year was \$4,500, the school-day rate per child per year was \$6,000, and the extended-day rate per child per year was \$2,772. The competitive towns receive \$107,000 per year to serve as many children as they can support with School Readiness and other funds.
- 21 Family income must be assessed to determine a parent fee. School Readiness programs are required to collect parent fees for all slot types except for part-day slots if the School Readiness council chooses to waive fees for part-time programs.
- 22 Communities can provide up to \$25,000 toward the administration, coordination and evaluation of the program in order to receive an additional \$25,000 from the state toward those efforts. This past year 12 communities contributed the optional \$25,000 for a total of \$300,000.
- 23 In 2007, the full-day rate per child per year for priority districts was \$8,025, the part-day rate per child per year was \$4,500, the school-day rate per child per year was \$6,000, and the extended-day rate per child per year was \$2,772. The competitive towns receive \$107,000 for the year to serve as many children as they can support with School Readiness and other funds and there is no rate attached to their slots.
- 24 The state is working on developing a quality rating system.
- 25 All programs submit monthly data reports to the state on slot use, health information, family income level, gender, race, parent fees, subsidies, and children with disabilities.
- 26 The Kindergarten Inventory was developed to be used in the first 6 weeks of school and is based on the skills and knowledge outlined in the Connecticut Preschool and Assessment Frameworks.

DELAWARE – Early Childhood Assistance Program (ECAP) 2007-2008

- 1 Funding is provided to serve 843 children, although this number fluctuated with drops and adds throughout the year so there is no way to determine an unduplicated count of the number of children served.
- 2 This does not include the 321 state-funded children served in federal Head Start programs.
- 3 Half-day programs are required to operate a minimum of 3.5 hours a day, although many operate 4 hours a day.
- 4 Most programs align with school district schedules.
- 5 Risk factors are weighted and children with the lowest income and highest risk factors are given priority for slots.
- 6 Once a child is determined eligible they remain so for the full year.
- 7 All programs provide a snack. Morning sessions provide breakfast and afternoon sessions provide lunch.
- 8 New child care regulations came into effect in January 2008 that offer multiple educational/training combinations to qualify for the position. ECAP follows Head Start Performance Standards although some school districts require a minimum of a BA. School districts are exempt from licensing requirements.
- 9 All grantees, except school districts, are in licensed programs that are required to have 18 clock hours per year.
- 10 This information does not include staff in Head Start programs serving state-funded children.
- 11 Individual programs do receive funding and what would be considered in-kind donations, but a match is not required. This information is not tracked.
- 12 The quality rating system is not yet available to all programs. When it is, minimum ratings will be required.
- 13 CCDF funds support full-day, full-year services.
- 14 The state uses federally trained Head Start monitoring teams for compliance monitoring.
- 15 The state banned the statewide assessment of children in kindergarten and first grade.

FLORIDA – Voluntary Prekindergarten Program (VPK) 2007-2008

- 1 The three state agencies share the responsibility for the implementation of the program. Each agency is assigned responsibilities that align with their statutory functions.
- 2 School districts are required to offer the 300-hour VPK program during the summer months (May–August).
- 3 Children receiving special education services are supported by special education, state, and federal funds and are also eligible for the VPK program.
- 4 Children may move between provider types; therefore the number of children enrolled in each type of setting does not equal total enrollment in the program. For example, faith-based providers may also be private agencies or family child care homes, and therefore there may be duplicated enrollment numbers.
- 5 The minimum VPK operating hours are 540 hours for the school-year program and 300 hours for the summer program. The average number of hours per day for the 540-hour program is 3 and the average number of hours per day for the 300-hour summer program is 7.5. VPK providers have the flexibility to determine their specific program schedule as long as the total number of hours is provided.
- 6 Children participating in the state's subsidized child care program can receive wrap-around services.
- 7 Meals and snacks are required for full-day programs.
- 8 Public schools, Head Start, and subsidized child care programs receive vision, hearing and physical health screenings.
- 9 Accreditation is only required for programs that are not licensed.
- 10 Teacher qualification requirements are different for the summer and school-year programs. Teachers in the summer program must have a BA in early childhood, primary or preschool education, family and consumer science, or elementary education. Teachers in the school-year program must have a CDA or equivalent and have completed a Department of Education course on emergent literacy.
- 11 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
- 12 For the CDA or equivalent, the requirement is 10 clock hours per year. For the certified teacher, the requirement is 120 clock hours per 60 months.
- 13 The public school teacher salary is the state average salary for 2007-2008.
- 14 There is a base student allocation (BSA), which appropriates an amount based upon projected attendance/participation.
- 15 The results of the reviews are provided to each coalition/provider in writing. They must review the findings and propose appropriate actions to address deficiencies and improve program quality. Additionally, the state Board of Education is required to calculate a kindergarten readiness rate every year for each private or public school VPK provider.
- 16 An evaluation was conducted of the 2005-2006 program year by the Office of Program Analysis and Government Accountability as requested by the legislature. This survey yielded ways to improve the program, suggestions for governance, and ways to improve services to providers and children.

GEORGIA – Georgia Pre-K Program 2007-2008

- 1 The Georgia Pre-K Program involves a strong public/private partnership that includes every county in the state. It is offered in 162 out of 182 school districts.
- 2 Programs have to meet the criteria through an application process and then there is a selection process.
- 3 Five-year-olds who did not previously attend a Georgia Pre-K program or 5-year-olds with special circumstances can participate in the program. The state does not track the number of 5-year-olds enrolled in their preschool program and these 5-year-olds are included in the enrollment total.
- 4 Specific resources and services as mandated by the IEP process are provided through state and federal funds. Georgia Pre-K Program provides funding for the pre-K classroom experience. A partnership with public school systems provides the teachers for special education students in an inclusive setting.
- 5 Head Start enrollment statewide is approximately 26,849 students. An estimated 4,500 Head Start students participate in Georgia Pre-K Program in a blended setting. Programs in faith-based sites without religious content are offered, but data are not tracked. The 43,952 students in private child care include children in child development centers on military bases, technical schools, and university campuses.
- 6 If a child is age-eligible for kindergarten but has not attended pre-K, he/she is allowed to enroll. Such instances are considered on a case-by-case basis. Children with documented disabilities may also enroll if it is approved by the Department of Retention.
- 7 Parents are required to provide vision, hearing and dental screening within 90 days of initial enrollment. General physical health and developmental screenings are required but are the family's responsibility to provide.
- 8 Programs with a high number of children in poverty may be served by a resource coordinator whose job requires providing the resources and assistance to families that are in need of more comprehensive services.
- 9 The early learning standards were last revised in 2005, and current revisions are expected to be completed for the 2009-2010 school year.
- 10 School districts are exempt from licensing requirements.
- 11 Beginning in the 2008-2009 school year, assistant teachers will be required to have a CDA.
- 12 Most teachers who are in a public school and are state certified are paid on a public school salary scale.
- 13 Average salaries for teachers by degrees are: certified - \$ 32,608.46; BA - \$23,660.73; AA - \$19,526.32.
- 14 Another state support is an MOU with technical colleges for helping assistant teachers in obtaining higher degrees. Georgia also offers the HOPE scholarship, which is a tuition-based scholarship for technical and university credentialing.

- 15 To be eligible for pre-K funding, programs must be in compliance with state licensing and federal nutrition requirements.
- 16 There is a state-developed program assessment used to evaluate program quality annually.
- 17 Georgia's Pre-K Child Assessment Program includes the Work Sampling System. A state developed progress report is required to be completed two times per year.

ILLINOIS – Preschool for All 2007-2008

- 1 Services specified in the IEP are covered with IDEA funds.
- 2 The number of risk factors is not specified, but children have to be eligible based on multiple factors. Priority is given to children at greatest risk as indicated by number and gravity of factors.
- 3 While all programs funded with Preschool for All funds are half-day and provide a snack, there are a number of full-day prekindergarten programs that provide lunch and are funded by the same source.
- 4 The reported number is the median first year salary of pre-K–12 teachers.
- 5 Family child care home networks may work with center-based programs to enroll children with no financial penalty to the home care provider.

IOWA – Shared Visions 2007-2008

- 1 In addition, 36 programs are offered by Head Start grantees out of 415 total Head Start programs, and 14 programs are offered in child care centers.
- 2 There were 120 preschoolers with disabilities enrolled in *Shared Visions* but not included in the enrollment total.
- 3 The average length of the program is 6.5 hours per day, 4.7 days per week. Generally, programs operate on a school calendar schedule.
- 4 Eighty percent of children must be eligible for free lunch or from families with incomes below 130 percent FPL. Programs may enroll 20 percent of children based on secondary risk factors such as disability or developmental delay, low parent education, history of abuse, homelessness, non-English speaking family, parent substance abuse, teen parent, low birth weight or child health risk, or being in foster care.
- 5 Applicants for *Shared Visions* funding are required through their grant applications to address meals and meet the requirements of NAEYC accreditation. Meals are dependent on the hours of operation but are required by NAEYC criteria.
- 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.
- 7 NAEYC accreditation requires teachers to have a minimum of a CDA. For Department of Human Services licensing, 10 hours of in-service within the first two years are also required.
- 8 Federal sources are allocated at the local level but not at the state level.
- 9 Funding is determined by a grant process and based on the applicant's original budget. Funds are not allocated on a per-child basis.
- 10 Programs must be accredited by NAEYC.
- 11 Local Community Empowerment may contribute TANF or state dollars to support these activities.
- 12 Year end reports are reviewed on progress towards the grant outcomes and budget reports. Also, grantees are tracked on how they are performing related to NAEYC standards and whether they have met new standards.
- 13 State law allows a percentage of the funds to be set aside for program evaluation. Currently, the program is engaged in improvement related to curriculum as a result of the evaluation.

IOWA – Statewide Voluntary Preschool Program 2007-2008

- 1 Of the 64 school districts, two have created a consortium including one to two additional districts. The Department of Education funded 64 school districts but the consortium actually encompasses a total of 67 districts.
- 2 Districts may include children who are 3 and 5 years old but may not receive funding for those children under Iowa's prekindergarten program. Iowa does not currently collect the number of 3- and 5-year-olds in the program.
- 3 Children with IEPs are included or served in the preschool program; however, because their funding is generated from weighted instructional dollars they are not counted in the preschool funding formula.
- 4 These numbers provided for the enrollment by setting type were taken before the total enrollment counts and therefore the numbers do not match up.
- 5 A minimum of 10 hours per week must be provided and funded although programs operate an average of 13 hours per week, 4 days per week. The minimum operating schedule is 360 hours a year or 10 hours a week for 36 weeks.
- 6 Districts collaborate with community-based early childhood providers to provide the preschool program. For example, the district may have an agreement with the Head Start grantee and through braiding funds provide wrap-around or extended-day services.
- 7 Children must be residents of Iowa and be 4 years old. They do not have to be a resident of the school district.
- 8 Generally, districts apply the sliding fee scale to children meeting free and reduced-price lunch qualifications, although most districts provide the program free of charge.
- 9 A meal must be provided if the program is longer than 10 hours per week.
- 10 The Quality Preschool Program Standards require updated health records and a written assessment plan including arranging for developmental screening and referral.
- 11 Teachers must be licensed by the Iowa Board of Educational Examiners and hold an early childhood endorsement.
- 12 The Iowa Para-educator certificate requires 90 hours of generalized education courses plus 45 hours of ECE-specific training.
- 13 Teachers must have 6 credit hours every five years to renew their license and can receive the hours through AEA's, which are staff development offerings aligned with Iowa's Quality Preschool Program Standards, Every Child Reads, and teaching math and science in preschool. The AEA's work in collaboration with the DOE to plan and provide this staff development.
- 14 This is the total spending allocation and may not reflect the final spending amount for the 2007-2008 school year.
- 15 For the state aid formula each student is weighted 0.60 of the state cost per pupil for a total of \$3,328 allotted per pupil.
- 16 The amount per child is specified based on the developed agreement between the district and the agency.
- 17 Districts may not supplant funds, but they may use them to extend the day and/or provide child care services.
- 18 Site monitoring by the DOE will begin in the 2008-2009 school year. Monitoring will include classroom observation as well as a review of the program portfolio.
- 19 The site visits and monitoring system is being developed and implemented for the 2008-2009 school year. It will be used to identify needs, corrective actions, and technical assistance. It will also be used to make funding decisions if program standards and rules are not met and no progress is indicated on the corrective action plans.

KANSAS – At-Risk Four-Year-Old Children Preschool Program 2007-2008

- 1 Children who receive special education services may be in the same classrooms as 4-year-old at-risk children but generate funding from a different source.
- 2 Typically programs are 5 days a week and 3 hours per day, but it is determined locally and varies by program. However, the state requires programs to operate 465 hours per year, which usually equates to 5 days a week and at least 2.5 hours per day. Some districts offer the program over 4 days per week with slightly more time per day.

- 3 Kansas began a pre-K pilot that started in the 2006-2007 school year. There are currently 12 sites around the state and some do allow 4-year-old at-risk programs to extend their half-day program to a full day.
- 4 Income is one of the eight criteria a child must meet of the state-specified risk factors. The others are: having a single parent, having a teen parent, having a Social and Rehabilitation Services referral, if either parent is lacking a HSD or GED, migrant status, limited English proficiency, or if child is developmentally or academically delayed.
- 5 The requirement for a maximum class size of 20 and a staff to child ratio of 1:10 went into effect for the 2007-2008 school year.
- 6 The program is working to provide training on aligning program curriculum with standards. The revised document includes information on how to align standards with curricular choices and with IEP goals and objectives.
- 7 Standards are for birth to age 5. Pre-K standards are included in the continuum.
- 8 All teachers must have 5-6 credit hours or equivalent professional development points to relicense within five years. Effective for the 2007-2008 school year, teachers and assistant teachers must have 15 clock hours of professional development each year.
- 9 School districts receive .5 of the Base State Aid per pupil. If applicable, they also receive weighting for transportation, at-risk, low/high enrollment, and/or local option budget.
- 10 Some interlocal agencies such as service centers or special education co-operatives supply this service.
- 11 If children are in child care part of the day and meet the requirements, they can get funding for the amount of time in which they are in child care.
- 12 There is a state-wide evaluation that is based upon teachers volunteering to participate. Information on child outcomes, teacher classroom practices, and parent practices is collected and shared with local programs and state level agencies and organizations. Results are used to show growth in child learning and are shared with stakeholders at state and local levels.
- 13 Children are not required to attend kindergarten, although most do and all school districts collect information on child learning. There is no statewide assessment for kindergarten; it is locally determined.

KENTUCKY – Kentucky Preschool Program 2007-2008

- 1 An independent district merged with a larger county at the end of the school year, resulting in one fewer school district.
- 2 This enrollment number includes 66 children in a home-based program and 363 itinerant.
- 3 Five-year-olds are counted as primary students and therefore are not kept track of in the preschool program. The total enrollment number includes a supplemental count of 1,136 3-year-olds who received special education services after reaching their third birthday later than December 1. An additional 2,766 children who were not eligible for state funding were served using district funds or tuition; they are not counted here.
- 4 Blended funding could include funds from IDEA, state pre-K funds, district funds, and/or Head Start funds.
- 5 Some of the children were served in Head Start settings and in private agencies, and although the number of locations is known, the number of children served in each is not.
- 6 Children who are diagnosed with a disability and have an IEP are eligible to attend as of their third birthday. At-risk preschool children must be 4 years old on or before October 1.
- 7 Families must be at 150 percent of FPL or the child must have an identified disability.
- 8 Non-eligible 3- and 4-year-old children may be accepted into their district preschool program at the district's discretion based on availability of space. If the district decides to enroll children who are not eligible, they can also decide to charge tuition and most have a sliding scale.
- 9 The requirement is to offer one meal, either breakfast or lunch. Any additional meals or snacks are up to the discretion of the district/program.
- 10 Classrooms of Excellence must use the early learning standards.
- 11 Lead teachers hired before fall 2004 were allowed to continue without requiring any additional certification beyond a CDA or AA, but they may not transfer to other districts. Beginning in the 2008-2009 school year, newly hired assistant teacher in nonpublic settings will be required to have a HSD or GED.
- 12 Teachers' salaries are determined by which institution holds the contract. If the teacher is hired by the school district and teaching in a contracted child care center, he/she would be paid on a certified scale. If the child care center or Head Start program holds the contract, the teacher would not be paid on a certified scale.
- 13 Preschool rates are set (based on the number of children from the previous year, the number of at-risk children, and using three levels of disabilities) depending on the amount allocated by the state.
- 14 Children in enhanced or blended programs could receive Head Start funds in addition to preschool funding. It is a local decision as to whether or not to blend funding, contract with the Head Start or child care center, or contract the preschool services with another district.
- 15 The school district receives the funding and may contract with child care centers. Some districts hold back some of the money for various reasons such as administrative costs, special education, or transportation.
- 16 The state has a quality rating system for child care in which the state-funded preschool program does not participate, with the exception of contracted child care sites. Beginning in the 2008-2009 school year, the sites must achieve a minimum of two stars in order to be approved as a contracted site.
- 17 Child care subsidy money may be used for extended care outside of the public school day.
- 18 Preschool is part of the special education monitoring process that collects, reviews, and monitors documentation with regard to children with disabilities.
- 19 The Preschool Program is in the process of developing a monitoring document to be piloted during the 2008-2009 school year and implemented during the 2009-2010 school year. The monitoring process will include a self assessment and submission of data to the state and a minimum number of districts will be visited by a team of reviewers each year. Currently, site visits are made on an as-needed basis.

LOUISIANA – 8(g) Student Enhancement Block Grant Program 2007-2008

- 1 Most districts operate 5 days per week. Two districts operated 4 days per week in 2007-2008. The number of instructional minutes for both 4- and 5-day schedules is the same.
- 2 The 8(g) program provides funding for the 6-hour instructional day and non wrap-around/extended-day services. Students served with 8(g) funding may be served in LA4 extended-day services in those districts participating in the LA4 program.
- 3 If a participating agency is not providing universal access (serving all 4-year-olds in the district), the agency must use screening within the 8(g) selection process to identify those 4-year-olds who are at risk of being insufficiently ready for school. Priority is given to children from low-income families. Eligibility can also be determined at the local level using economic disadvantage or poverty as a risk factor.
- 4 The 8(g) program stipulates that priority should be given to children from low-income families and that districts not providing universal access should use screening in the selection process. Beyond that, eligibility is determined by individual child or family characteristics as decided locally.
- 5 There is a state minimum salary schedule. Each district pays an additional amount on top of the state schedule.
- 6 Program funds are state funds that are the result of an amendment to the federal Outer Continental Shelf Lands Act, numbered 8(g), to provide Louisiana and six other coastal states a fair and equitable share of mineral revenues. Locals blend and braid 8(g) funds with other state and federal funding to provide programs and an attempt is made to collect information from locals on total funding.
- 7 The Board allocated \$15,700,000 for FY 2007-2008 to the 8(g) Student Enhancement Block Grant program. Of that amount, approximately \$14,000,000 was available to public school systems to provide pre-K programs for at-risk 4-year-olds. Public school systems targeted a total of \$12,674,104 of their available allocations to provide pre-K.
- 8 Independent evaluators contracted by the state board make site visits, interview program administrators, and complete the necessary data collection. Evaluators then rate each project 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.

⁹ The Developing Skills Checklist is used to guide instruction and as a measure of program impact. Portfolios are also used to document student growth.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program

- ¹ Within the DOE, the Division of Curriculum Standards, Elementary Standards Section has administrative authority over the program.
- ² One of the districts is a special school district and includes a program located at the Louisiana School for the Deaf.
- ³ Total enrollment does not include 438 tuition-paying students from families with incomes above the income requirement. In addition, there were 919 4-year-olds who were special education students and were not included in the enrollment total.
- ⁴ If a child qualifies for the program, state funds pay for the instructional day and special education funds pay for additional supports and services as indicated by the IEP.
- ⁵ School systems are encouraged to subcontract with child care centers (for profit and nonprofit) who are enrolled in the voluntary quality rating system (Quality Start) and who meet state board approved guidelines.
- ⁶ LA4 funds also supported 4 hours of before- and after-school enrichment for 1,874 children, and 684 students were served in a summer program during the month of June.
- ⁷ Wrap-around/enrichment programs can be funded with state funds but can also be paid for through a collaborative effort with Head Start. Programs may be provided at the school site, child care, or Head Start center depending on the contractual agreement developed between the parties.
- ⁸ The state provides funding for students eligible for free or reduced-price meals. Families that do not meet this income eligibility may be charged tuition by the local district. All children in the district are eligible to attend either on a free basis or a tuition basis.
- ⁹ Paraprofessionals in public schools must work under the supervision of a certified teacher and may be required to meet district requirements to be highly qualified under NCLB. In nonpublic schools, if the paraprofessional is an employee of the school district, then they must meet the same requirements as those for staff members employed in the public school. If the paraprofessional is an employee of Head Start, then they must meet the Head Start regulations. Paraprofessionals employed at school sites, Head Start, or child care are required to receiving training developed by the local school districts.
- ¹⁰ Hours must be related to early childhood education issues.
- ¹¹ If the teachers are employees of the public school district, they are required to be paid on the same salary scale as other public school teachers. If the teacher is an employee of child care, they are paid according to the salary scale determined by the contractual agreement. If they are a Head Start employee, they are paid according to Head Start salary guidelines.
- ¹² The salary levels indicated are those of public school teachers and public school paraprofessionals. Salary levels may vary dependent on whether or not the teacher or paraprofessional is the employee of the school district or the employee of Head Start or child care programs.
- ¹³ IDEA funds provide supports and services necessary for students with disabilities in LA4 classes. Title I and Even Start funds can be braided with LA4 funds. The exact amount of funding from these sources is unknown.
- ¹⁴ Beginning in the 2009-2010 school year, 10 percent of additional funding is required to be allocated to nonpublic school settings.
- ¹⁵ Funding flows through the local school district that in turn negotiates per-child funding with Head Start or with the child care center.
- ¹⁶ Districts may contract with child care centers that are a Class A licensed center and have a minimum three-star rating, working toward a four-star rating out of a possible five stars. The program will be universal during the 2013-2014 school year and at that time all child care centers will be required to have a five-star rating in the QRS.
- ¹⁷ External evaluation provides information including student assessment and outcomes, demographic data, retention rates, referral rates for special education, and other information needed for longitudinal research.

LOUISIANA – Nonpublic Schools Early Childhood Development Program (NSECD) 2007-2008

- ¹ Total enrollment was 1,114 4-year-olds. The average enrollment was 1,055 4-year-olds.
- ² It is the responsibility of the provider to locate and access services for children with special needs. The NSECD support services coordinator works with providers to identify local, regional, and statewide support services for special education children.
- ³ Summer sessions are offered to program providers dependent on available funds.
- ⁴ Incumbent or new NSECD teachers must be certified in early childhood or working towards certification; those not already state certified must have passed Praxis I and taken all prerequisites to enroll in a pre-K-3 or Early Interventionist alternate certification program and be enrolled by January 2008. They must continually be enrolled and complete their early childhood certification within three years of their hire date.
- ⁵ Beginning in the 2007-2008 school year, only assistant teachers with at least a CDA are hired. Incumbent assistant teachers must enroll in a CDA program and maintain enrollment until completion of the program.
- ⁶ All NSECD teachers and aides are required to complete the NSECD Foundation/Curriculum development on-line training and attend a mandatory one day regional training workshop (at the beginning of the school year) in addition to completing 18 clock hours.
- ⁷ The schools will be reimbursed per child (based on attendance) based on the credentials of their lead teacher and assistant teacher in each classroom. Classrooms having early childhood certified teachers will receive up to \$5,500 annually per child. Classrooms having an elementary education certified teacher will receive up to \$5,250 annually per child and classrooms with an incumbent teacher working towards certification will receive up to \$5,000 annually per child. Each classroom containing a teacher's assistant with a bachelor's degree in education, family studies, or an associate degree in early childhood education will receive up to \$500 annually per child. A classroom containing a teacher's assistant with a CDA or equivalent is eligible to receive an additional \$250 per child annually.
- ⁸ Funding is based on teacher and teacher assistant credentials.
- ⁹ Agencies must have four stars and child care centers are required to be NAEYC accredited. The Louisiana Quality Start rating system is still in its infancy and has not completed issuing out preliminary ratings throughout the state.
- ¹⁰ The evaluation includes a TANF monthly review, annual Department of Social Services audit, annual legislative audit, and a comprehensive five-year longitudinal study. The comprehensive five-year longitudinal study will evaluate student performance from pre-K to third grade LEAP state exams. Pre- and post-DSC student's performance are correlated to factors and issues related to the end of year report (i.e. expenditures, professional development, collaboration and support services).
- ¹¹ NSECD students are tested using the same Developing Skills Checklist pre- and post-testing methodology that is used for public pre-K and are assessed by the same third party using the same statistical methodology and scrutiny.

MAINE – Public Preschool Program 2007-2008

- ¹ Maine currently has 290 school administrative units but is working towards school unit regionalization, with a goal of 80 school administrative units. As public pre-K is approved on a school-by-school basis, and the school districts are in transformation, the total number of elementary schools offering the program is reported this year as opposed to reporting of total number of districts.
- ² All children were reported under the Public Preschool Program category. There were some who were age eligible for kindergarten but placed in pre-K for a more developmentally age appropriate program. The breakdown of this number is not available. Since the cut-off date is 4 by October 15, some children are 3 years old when they initially enroll.
- ³ Other funds (IDEA) support the special services that children require while in the classroom setting while state pre-K funds support the inclusive educational environment.
- ⁴ Programs must operate a minimum of 10 hours/week to receive a per-pupil subsidy. Many schools operate 4 half days with the fifth used for home visits and teacher planning. Some operate 5 days/week as a full school-day program.
- ⁵ It is a local decision as to whether a district will continue to serve children who are not age eligible in a Public Preschool Program.
- ⁶ Districts in partnership with Head Start programs may have income eligibility requirements for a certain ratio of enrolled children.

- 7 While not required, most programs offer a snack and others offer either breakfast or lunch. Programs that partner with Head Start must follow Head Start requirements for meals.
- 8 If a teacher is employed by a public school but works in a community setting, the teacher must be paid at the public school salary level.
- 9 Public schools reimburse employed teachers for professional development and the amount is determined locally.
- 10 Maine provides additional "targeted funds" for pre-K–grade 2 to local school administrative units. There is not a breakdown of a specific allotment to pre-K. The amount is based on an additional 10 percent of the unit's per-pupil reimbursement rate. The amounts for FY 2008 were: \$24,103,395 total allocation; \$12,387,759 state share; \$11,715,633 local share. Also, some schools may expend federal resources (i.e., Title I) towards preschool programs or non-required local sources.
- 11 The USDA CACFP funds are used in some partnership programs. Local decisions are made as to what funds are used to support the public pre-K program.
- 12 Schools are required to provide a local match to draw down their per-pupil state subsidy.
- 13 Once a public preschool program is approved by the Maine DOE, and operates a minimum of 10 hours per week, a school unit submits its per-pupil count as it would with K–12 to receive its per-pupil subsidy.
- 14 More than 50 percent of new programs in the past three years have been initiated in a partnership model. In July 2008, Maine initiated a Collaboration Coach Project to facilitate this planning process and community approaches for a diverse delivery system.
- 15 The local match is tied to the school funding formula.
- 16 The subsidy rate is determined for each individual school unit depending on the school funding formula. If a school partners with Head Start, a school is still reimbursed for those children who are Head Start eligible. When a school district partners with a child care setting, the amount of contractual funding is determined at a local level.
- 17 A community program must hold a certificate of quality from the Department of Health and Human Services in order for a school district to partner or subcontract with it. This certificate is achieved by being at the top star of the QRS.
- 18 Funds for pre-K go directly to the local school unit. If that unit partners with a child care program for delivery of pre-K, then the school unit contracts with the local program. The local program's subsidy amount should not be affected by this contract.
- 19 Schools must meet all the requirements of basic school approval, which includes a school comprehensive education plan with information about how some monitoring activities are implemented.
- 20 Districts need to have plans that include student services, identification of at-risk students, plan for review and development of curriculum aligned with early learning guidelines, personnel plan to include staff evaluation, supervision, and training and development, maintenance and improvement of school facilities, and all policies and plans required by law and rule. They also need to have a local assessment system to measure student progress and how data are used.

MARYLAND – Prekindergarten Program 2007-2008

- 1 Local districts may contract with qualified vendors (accredited child care centers or non-public nursery schools) for prekindergarten.
- 2 The enrollment total includes 3- and 4-year-olds participating in the Judy Center Partnerships.
- 3 Funding cannot be blended but can be coordinated. Preschool special education funds are considered "dedicated" funds (i.e., they must be spent for preschool children with disabilities).
- 4 Some children in the public school count are subcontracted to private agencies. Program settings are based on an enrollment total of 27,179.
- 5 In 2007-2008, 44 percent and 56 percent of all prekindergarteners were in full-day and half-day programs, respectively.
- 6 The state does not fund child care except through child care subsidies for eligible children. Transportation to wrap-around extended-day services is provided by full-day state pre-K programs. State funds can be used to extend the program to full-day but not for child care wrap-around services.
- 7 Local boards of education have established regulations for early admission to prekindergarten.
- 8 Local boards of education may grant waivers on a case-by-case basis.
- 9 Remaining slots may be filled by enrolling 4-year-old applicants who are not from families with economically disadvantaged backgrounds but who represent a student population that exhibits a lack of readiness in personal and social development, language and literacy, mathematical thinking, scientific thinking, social studies, the arts, physical education, or health education.
- 10 By policy, 3-year-olds are not eligible, but state child care licensing regulations require a maximum class size of 20 and a staff-child ratio of 1:10. For approved educational programs for 3- and 4-year-olds, the regulations require a maximum class size of 24 and a staff to child ratio of 1:12.
- 11 Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children.
- 12 All pre-K programs are required to adopt or align a local school system curriculum with Maryland content standards, indicators, and objectives that are identified in the Maryland Model for School Readiness Framework and Standards for Pre-K/Voluntary State Curriculum for Pre-K.
- 13 Some in-service requirements may be imposed locally. Pre-K program teachers receive Maryland Model for School Readiness training aligned with Maryland Teachers Professional Development Standards. In addition, teachers must meet highly qualified teacher requirements under NCLB. Local school systems provide professional development for classroom assistants.
- 14 Scholarship programs are available through the Maryland Higher Education Commission. Mentors and literacy coaches are supplied by local school systems.
- 15 State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the number of FTE for K–12. Compensatory funds account for weights associated with low-income, ELL, and special education students. Local school systems must provide pre-K for all eligible 4-year-olds using state and/or local funds. As of 2007-2008, there is no dedicated pre-K funding.
- 16 Two local school systems supplement Head Start funds with local education funds.

MASSACHUSETTS – Universal Pre-Kindergarten (UPK) and Preschool Scholarships 2007-2008

- 1 Administrative authority is within the Executive Office of Education in the Department of Early Education and Care (EEC).
- 2 The UPK quality program is in 95 cities and towns.
- 3 Some children are served in both UPK quality and Preschool Scholarships programs. There were 4,520 children reached through UPK quality, and 17,176 children served on an average month through Preschool Scholarships.
- 4 Both the Preschool Scholarships and UPK quality grants may be used to support inclusive programming.
- 5 Preschool Scholarships programs may 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 the children served statewide must be served in full-day, full-year programs. UPK quality grantees are required to provide or facilitate access to full-day and full-year programs.
- 6 UPK quality funds can be used to extend hours of operation or support full-day, full-year services. Preschool Scholarship funds may be used to provide wrap-around/extended-day services at Head Start or public school programs.
- 7 Children are no longer eligible for prekindergarten when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten age eligibility.
- 8 Children with special needs can remain in the program longer based on school determination.
- 9 For the UPK quality program, all preschool children in qualifying classrooms are included in the funding formula. For the Preschool Scholarships program, eligibility is based on age, income, and service need of the family.

- 10 Any child may participate in a program that receives UPK quality grant funding. Children must meet at least one of the eligibility criteria or income cutoff in order to qualify for funding from the Preschool Scholarships program.
- 11 Families must meet an income cutoff except for children in foster care, where there is no income requirement, and for children with identified special needs who have a higher income cutoff threshold.
- 12 For children in the Preschool Scholarships program, eligibility is assessed every 12 months at the beginning of the program year and enrollment is guaranteed for the entire preschool year.
- 13 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.
- 14 Preschool Scholarships require programs to have a plan for referring families to dental, vision and hearing screenings; public school preschool screening; mental health, educational and medical services. Programs are not required to provide them directly. However, all LEAs are required to provide screenings under "child find" and evaluation upon referrals for all 3-, 4-, and 5-year-olds.
- 15 Entry-level public school teachers must also have an early childhood certification. 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 three-credit college course in child growth and development. All classrooms funded through the UPK quality program must be accredited by NAEYC, NEASC, or NAFCC, which encompass their own educational requirements.
- 16 Some communities pay for courses for teachers who work in programs receiving Preschool Scholarship funding. EEC administers a professional development program for early educators, and in conjunction with the Board of Higher Education, provides financial assistance for current early childhood practitioners pursuing college degrees.
- 17 Of the total spending, \$7,138,739 went to UPK and \$64,530,929 went to Preschool Scholarships, with a quality line item of \$1,726,978.
- 18 EEC is currently developing a QRIS system, which will ideally be piloted in the 2009-2010 school year, and full implementation will occur as funding is dedicated.
- 19 Programs funded through the UPK quality grants will participate in a state-directed evaluation starting in 2008. Preschool Scholarships funds are distributed through grants to local community lead agencies that provide funding to individual programs. EEC regularly monitors the fiscal and programmatic practices at the lead agency level. Both Preschool Scholarship funds and UPK quality grants go through an extensive annual grant review application process. During the 2007-2008 school year, UPK programs received site visits but Preschool Scholarships did not.
- 20 For programs funded through the UPK quality program, EEC directly collects information on staff qualifications, child information, child assessment, program curriculum, etc. For programs funded through Preschool Scholarship grants, local lead agencies conduct the record reviews of the grantee programs. All EEC-funded programs are subject to periodic financial reviews and all licensed programs receive site visits by EEC staff to verify health and safety standards are met.
- 21 In the 2007-2008 program year, an implementation study on the UPK quality grant program was conducted and further evaluation is planned.
- 22 Each school district conducts screenings for 3- and 4-year-olds and for all children eligible for kindergarten. Such screenings are designed to review a child's development and to assist identification of the need for referral for eligibility evaluation for special education services. Some districts conduct ongoing assessments of children's learning and development.

MICHIGAN – Michigan School Readiness Program (MSRP) 2007-2008

- 1 Charter schools must get their charters altered to be able to apply for MSRP. Some charters are high school only and cannot offer MSRP. Sixty non-school district non-profit agencies also competed successfully for grants.
- 2 This is the number of children planned to be served. Some children were served in the full-day programs using two half-day slots but they are only counted once in the enrollment.
- 3 Children who receive special education funds to cover the basic costs of their classroom program cannot be enrolled in MSRP classrooms and are not included in this number.
- 4 Grantees may choose part-day, alternate-day, or school-day classroom options, or a home-based (home visiting + cluster meetings) model. Part-day, alternate-day and home-based models are reimbursed at one slot per child (\$3,400). School-day classroom programs are reimbursed at two slots per child (\$6,800). The requirement for part-day funding is a minimum of 2.5 hours per day, 4 days per week or full-time 2 days per week for 30 weeks. The requirement for full-day funding is 4 days per week, 6-7 hours per day (the same time and hours as the local district's first grade program), for 30 weeks per year. First-year programs may participate for 20 weeks the first year only.
- 5 Extended services are available if programs can afford them, or if they can work out agreements with other funding sources. Parents may pay tuition for extended time.
- 6 Districts may enroll children in kindergarten who are not yet 5 by December 1 without state funding.
- 7 For the 2008-2009 school year, the income requirement increased to 300 percent FPL.
- 8 There are 25 risk factors that the state Board of Education has identified and each child must have at least two. Risk factor No. 25 is "other," which can be used when there is one factor and suspicion of others or locally developed priorities. Grantees may choose to prioritize enrollment based on local risk factors. Some other risk factors include: language deficiency, destructive or violent temperament, lack of a stable support system, housing in a rural or segregated area, family unemployment, diagnosed family problems, chronically ill parent or sibling, incarcerated parent, family member other than parent has low education level, family history of delinquency, single parent, family density, and parental/sibling loss by death or divorce.
- 9 Part-day programs must provide at least a snack. They are encouraged to provide breakfast or lunch and to extend the minimum time to 3 hours if providing a full meal which allows consistency with kindergarten for transportation. Full-day programs must provide lunch and two snacks or breakfast and lunch and one snack.
- 10 Programs must assure that children have health screenings, including vision and hearing, and they have a medical form on file for each child regarding vision, hearing, health, and dental screenings. Screenings are often provided in the program by the local health department. All programs must make appropriate referrals.
- 11 The program standards require that program policies and procedures promote support and respect for the home language, culture and family composition of each child. It is preferable to hire at least some staff who speak each child's home language, but if that is impossible, then staff are expected to learn key words from each child's home language, and provide translators for parents.
- 12 Programs are required to assess children's progress utilizing instruments that address the standards. Michigan DOE staff continue to focus on child assessment and alignment issues. There are a number of assessments that meet the guidelines. MSRP state staff review grantee plans to promote use of appropriate assessment of children's progress in meeting the early learning expectations.
- 13 All public school teachers must have a bachelor's degree, but if training is incomplete, teachers may be considered "out of compliance" provided they are enrolled in a training program that will bring them into compliance in four years, completing at least two courses per year. If there is a shortage, in subcontracted programs a teacher with 90 credits and at least four years of teaching experience may teach.
- 14 Assistant teachers are given two years to meet the CDA requirement. An associate degree in early childhood education/child development, DCA or equivalent as approved by the state Board of Education, is permissible. If a suitable person cannot be hired, someone can start and be "out of compliance," but must have completed at least one course in child development and have a plan to complete the requirements in two years. The Board equivalent for a CDA includes the same coursework as the national credential. The associate degree option must be focused on teaching preschool children.
- 15 Those who are certified teachers must complete six credit hours or an equivalent number of state Board Continuing Education Units every five years to keep their teaching certification current. New teachers must complete even more training to renew the certificate the first time (most complete a master's degree). All classroom staff must complete 12 clock hours of training annually to keep required child care licenses current. These 12 training hours do not include requirements for training in first aid, CPR, and blood-borne pathogens.
- 16 Most recent data indicate that about 60 percent of MSRP teachers are paid on the public school teacher salary scale, which is not required but recommended.
- 17 Other state supports include state-sponsored webinars, workshops, conference calls, conferences, and other trainings, plus a listserv for pre-K teachers and administrators.
- 18 There are two funding streams. The agency stream is a state-wide competition. The school district portion has both a needs and capacity assessment and a formula. Districts get slots equivalent to the lesser of the formula (half the percentage of children in grades 1-5 eligible for free lunch multiplied by the average kindergarten enrollment the previous two years) or their request (the number of eligible children not served by other programs that they have capacity to serve).

- 19 The formula uses free lunch and only targets 4-year-olds, but the eligibility is much broader.
- 20 School districts can subcontract with for profit or nonprofit agencies. Competitive grantees can only subcontract with nonprofits. The funding that is competitive cannot go to school districts directly, but agencies can subcontract to school districts. Slightly less than 12 percent of the funding is allotted for the competitive program.
- 21 The QRS has been designed but has not been implemented.
- 22 Child care subsidy pays by the hour and does not pay for the hours paid for by pre-K.
- 23 MSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers, but the model is robust and provides a good continuous improvement process. Programs are also monitored every other year for child care licensing purposes. Information obtained from monitoring includes staff qualifications, anonymous child eligibility data, program quality assessment, financial information, and program effectiveness. Safety issues and other issues are alerted by child care licensing, which has primary responsibility for monitoring program safety.
- 24 Each grantee must annually define and report on a program goal, a child development goal, and a family involvement goal. The goals are chosen using data collected by the program quality assessment instrument, aggregation of child assessment information, parent surveys, and other response tools. MDE staff review and send comments on each plan annually, and then review the final reports.
- 25 Programs may choose tools that assess children according to the Early Learning Expectations in the Early Childhood Standards of Quality for Prekindergarten. Program administrators also recommend supplemental tools in specific areas to meet particular needs.

MINNESOTA – Minnesota Head Start 2007-2008

- 1 By statute, state Head Start funding is non-competitively allocated to all federally designated Head Start grantees in Minnesota. This includes one school district, seven tribal governments, and 27 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.
- 2 Local Minnesota Head Start programs do not report the number of children by age who are enrolled as of September 1, 2007. The age breakdown is an estimate based on the PIR number of state-funded children served by age during the 2007-2008 school year.
- 3 Early childhood special education and other locally identified funds are combined with Head Start funds to serve children eligible for special education.
- 4 Minnesota Head Start programs must comply with the federal Head Start requirement of at least 3.5 hours per day, 4 days per week, 32 weeks per year, which is the most common operating schedule.
- 5 Extended hours are primarily supported with child care assistance funds administered through the Minnesota Department of Human Services.
- 6 Head Start programs must obtain approval to use their state allocation for regular Head Start and/or Early Head Start. The minimum child age eligibility for Early Head Start is birth. The minimum age eligibility for Head Start is 3 years old.
- 7 A school board may establish a policy for admission of selected pupils to kindergarten at an earlier age.
- 8 The Minnesota Head Start programs must follow federal regulations. The Head Start Act reauthorized in December 2007 allows programs that are substantially serving all children at 100 percent of FPL to expand eligibility to 130 percent of FPL for up to 35 percent of its funded enrollment (beyond the 10 percent over income already allowed).
- 9 Having a disability is not an eligibility factor but is used to prioritize enrollment either in combination with other eligibility criteria or within the 10 percent allowed for over-income participants.
- 10 Up to 10 percent of a program's enrollment may be over income and not necessarily meet any of the eligibility factors specified previously.
- 11 Program eligibility and priority for enrollment must be reassessed every two years or when transitioning from Early Head Start to Head Start. Eligibility and priority for enrollment may be reassessed when significant changes in circumstances are apparent. Once determined eligible, children and families are generally allowed to complete the program year.
- 12 TANF eligibility is considered when initially determining eligibility but loss of TANF eligibility would not normally result in termination of Head Start eligibility.
- 13 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 daily nutritional needs.
- 14 The Head Start reauthorization that went into effect in December 2007 requires that by 2011 all teachers must have at least an AA degree and 50 percent must have at least a BA related to teaching preschool children. Currently, about 80 percent of teachers in Minnesota Head Start programs have at least an AA and 60 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a BA.
- 15 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. By 2013, all assistant teachers must have a CDA, or be enrolled in a program to receive an AA, BA or CDA in two years. Currently, 50 percent of assistant teachers in Minnesota Head Start programs have at least a CDA or an AA degree.
- 16 The requirement for in-service professional development (including state re-certification requirements) for teachers was 2 percent of total work hours. As of December 2007, the Head Start reauthorization required 15 clock hours of professional development per year.
- 17 The requirement for in-service professional development (including state re-certification requirements) for assistant teachers was 2 percent of total work hours.
- 18 In programs operated by public schools, union provisions may require Head Start teachers to be paid on the public school salary.
- 19 In fiscal year 2008, \$20.1 million was appropriated to the Minnesota Head Start program. The unspent balance was primarily distributed through competitive grants to five grantees. The amount of non-required local sources contributing additional resources to programs is not known. Programs receive approximately 80 percent of their funding from federal Head Start.
- 20 The average state per-child rate cannot exceed the local program's federal Head Start per-child rate, but the per-child rate may vary by setting.
- 21 The state has a quality rating system but is not used to determine eligibility to receive funds for this state prekindergarten initiative.
- 22 The child care subsidy amount is reduced if the local program designates limited hours for Head Start services and does not maintain compliance with Head Start standards throughout the service day.
- 23 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

MISSOURI – Missouri Preschool Project (MPP) 2007-2008

- 1 Full-day programs operate 6.5 hours per day and half-day programs operate 3 hours per day between the hours of 8 a.m. and 5 p.m. Only governmental entities or public school districts can provide a half-day program. Programs are required to operate 12 months a year with the exception of governmental entities or public school districts that can choose to operate for no less than the school year.
- 2 Children with documented disabilities may participate based on their IEP or IFSP.
- 3 Eligibility is based on age. Any other eligibility is determined locally.
- 4 A sliding payment scale is required for all programs charging a fee. It could apply to all children attending.
- 5 A 3-hour program must serve a snack, and may serve a meal. Programs longer than 3 hours must serve one meal and one snack and may serve two meals and a snack.
- 6 School district programs are not required to be accredited, but non-district programs are required to be accredited.
- 7 Assistant teachers must have at least a high school diploma and a high school vocational certificate in ECE. Starting with the 2008-2009 school year, all assistant teachers must have a CDA or higher.
- 8 The initial year of the contract requires staff to attend additional professional development, initial curriculum training, and observational assessment training.

- 9 The first year funding is the same. The nonpublic school setting amount decreases annually through the possible five renewal contracts. Public school funding amount is dependent on accreditation status.

NEBRASKA – Early Childhood Education Grant Program 2007-2008

- 1 This is the number of children enrolled from July 1, 2007 to June 30, 2008. Some Head Start classrooms are integrated into state-funded grant program classrooms. Grant classrooms are inclusive and, therefore, some of the children included in this enrollment count are also included in the special education count.
- 2 School districts must use a combination of funding sources. The specific funding sources accessed by any individual school district varies depending on local district resources, obligations, and partners.
- 3 Programs do not report by location of service. No children receive state-funded preschool services in a family child care home.
- 4 Most programs operate half-day and the most common schedule is 3.5 to 4 hours per day.
- 5 Children with disabilities whose IEP team determines that the best placement for the child would be the prekindergarten program may participate. This is considered a rare exception and not expected to be used by schools often.
- 6 Programs are required to provide at least one meal and/or snack per day that meets USDA Child Nutrition Program guidelines.
- 7 If the majority of children speak a language other than English, one bilingual staff member must be available as an active participant in the classroom. If less than a majority of children speak a language other than English, one bilingual staff member, community resource person, or parent shall be identified as a resource to the program.
- 8 Some school districts receive state aid, or a combination of state aid and grant dollars to fund their programs.
- 9 Educational service units can receive a grant for a consortium of school districts, but cannot receive state aid.
- 10 While an evaluation is required every other year, the Nebraska DOE evaluates the program every year.

NEVADA – State PreKindergarten Education Program 2007-2008

- 1 In addition to nine school districts across the state, one community organization (Great Basin Community College) also received funding for prekindergarten.
- 2 Children who receive special education in state pre-K programs may also receive other special education support services provided within individual school districts.
- 3 Programs are required to operate at least 10 hours per week. Most programs operate 2.5 hours per day, 4 days per week, for the school year of the district in which they are located. However, program operating schedules are determined locally. All programs currently provide half-day programs but the statute does not prevent them from offering full-day programs.
- 4 Some programs partner with other agencies or programs in order to provide additional services.
- 5 Children enrolled in the program must be under kindergarten age (5 years old on or before September 30) and within the traditional pre-K ages of 3 to 5 years old. Priority is given to 4-year-olds and 5-year-olds who are not age-eligible for kindergarten. However, if spaces are available, 3-year-olds may enroll and programs are encouraged to align enrollment with special education students.
- 6 Specific eligibility criteria besides age may be determined locally. Typically, priority is given to 4- and 5-year-olds who will be eligible for kindergarten the following school year. Other eligibility requirements that may be used include income, English Language Learners, referrals, and children with IEPs.
- 7 Eligibility rules, other than age requirements, are determined locally.
- 8 Classes are conducted in English with support as needed and appropriate for non-English speaking students to be successful in the program. This support may include parenting classes, home visits, primary language translation for parents, and exposure to English and Spanish words simultaneously.
- 9 Nonpublic schools are encouraged to follow the local district's teacher salary schedule so as to be competitive. Each district has a salary scale that accounts for teacher degree levels and years of experience.
- 10 Grants for which school districts and/or community organizations may apply are awarded on a competitive basis.
- 11 Although Head Start programs do not currently participate in the state pre-K initiative, they may be eligible to apply through the same competitive grant process.
- 12 Grant award amounts are not determined on a per child/per classroom basis, but rather based on need and through a competitive grant process.
- 13 The use of TANF funds is determined locally.
- 14 A required annual and longitudinal evaluation is conducted each program year.
- 15 All districts do assess kindergarten children, but it is up to the district as to how and with what instruments these assessments are done.

NEW JERSEY – Abbott Preschool Program 2007-2008

- 1 Primary oversight of the preschool education program is through the state Department of Education, Division of Early Childhood Education. The Department of Children and Families (DCF) oversees licensing of private preschool providers. The Department of Human Services oversees the before- and after-school portion of the preschool program.
- 2 School districts oversee their own programs as well as programs operating in any contracting private preschool provider sites.
- 3 Only designated Abbott districts receive funding through this initiative. All 3- and 4-year-old children within those districts are eligible to participate.
- 4 Head Start, faith-based centers, and family child care homes (if any) are all considered private providers.
- 5 Due to a change in regulations from the DCF, the before- and after-care program moved to a voucher system. As a result of this change, providers were only required by the DOE to provide a 6-hour educational program for the extent of the academic year. However, if a provider chose to operate a before- and after-care program and/or a full-year (245 day) program, all children meeting income requirements were paid for through the DCF.
- 6 Children with special needs may be required to enter or exit the program outside the age requirements if the child's IEP states that this is necessary and appropriate for the child.
- 7 Eligibility is based on residency. If a child is no longer a resident of the district he/she is no longer eligible to participate in the program. Districts attempt to keep track of changes in residency throughout the school year.
- 8 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 9 Assistant teachers must attend professional development sessions as they are offered by their district, but the district is not required to provide a specific number of hours.
- 10 The nonpublic school salary average does not include Head Start providers. Shared costs between the DOE and Head Start result in salaries that are artificially low. Therefore using only non-Head Start providers gives a truer estimate of the average teacher salary.
- 11 This is an estimated expenditure total based on 2007-2008 approved projected per-pupil amounts and actual enrollment as of October 2007.
- 12 Districts are encouraged to work with Head Start and private child care centers to avoid duplication of services. However, there is no specific level of collaboration required.
- 13 Per-pupil amounts are based on individually approved program budgets. Head Start provider per-pupil amounts are generally lower than other private provider per-pupil amounts in the same geographic area since certain costs are shared between the state and federal Head Start.
- 14 Programs receive different amounts of funding based on individually approved program budgets. District per-pupil amounts are generally lower than the per-pupil amounts of providers operating within the district.
- 15 As part of the contract signed by the district and provider, individual providers agree to meet a minimum ECERS-R score established by the district.
- 16 The DOE does not have any regulations preventing the use of TANF funds to support state pre-K or transportation to state pre-K.
- 17 The DOE is not aware of changes in TANF subsidies due to the use of pre-K funds.

¹⁸ Evaluation of program-level outcomes is required, but information is not collected by the state.

¹⁹ The Self-Assessment Validation System (SAVS) is an annual process conducted by all 31 Abbott districts. The SAVS requires a review of district records on finances, professional development, curriculum, administration, community collaboration, and several other program areas.

NEW JERSEY – Non-Abbott Early Childhood Program Aid (ECPA) 2007-2008

¹ Primary oversight of the preschool education program is through the state Department of Education, Division of Early Childhood Education. The Department of Children and Families (DCF) oversees licensing of private preschool providers. The Department of Human Services oversees the before- and after-school portion of the preschool program.

² School districts oversee their own programs as well as programs operating in any contracting private preschool provider sites.

³ Only districts where 20 to 40 percent 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 K to all age-eligible children and either half- or full-day preschool to all 4-year-olds.

⁴ Special education students are not included in this enrollment count.

⁵ Head Start, faith-based centers, and family child care homes (if any) are all considered private providers.

⁶ Length of program day varies by district. In some cases, both half- and full-day programs are offered.

⁷ Children with special needs may be allowed to enter or exit the program outside of the age requirements if the child's IEP states that it is necessary and appropriate.

⁸ If a child is no longer a resident of the district he/she is no longer eligible to participate in the program. Districts attempt to keep track of changes in residency throughout the school year.

⁹ Beginning July 1, 2008, the maximum class size changed to 18 and the staff-child ratio requirement changed to 2:18.

¹⁰ Meals are required in full-day programs.

¹¹ In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

¹² Assistant teachers must attend professional development sessions as they are offered by their district, but the district is not required to provide a specific number of hours.

¹³ Districts are encouraged to work with Head Start and private child care centers to avoid duplication of services. However, there is no specific level of collaboration required.

¹⁴ While districts are permitted to work with Head Start agencies, there currently are no Head Start agencies contracting with non-Abbott ECPA districts.

¹⁵ The DOE does not have any regulations preventing the use of TANF funds to support state pre-K or transportation to state pre-K.

¹⁶ The DOE is not aware of changes in TANF subsidies due to the use of pre-K funds.

NEW JERSEY – Early Launch to Learning Initiative (ELLI) 2007-2008

¹ Primary oversight of the preschool education program is through the state Department of Education, Division of Early Childhood Education. The Department of Children and Families (DCF) oversees licensing of private preschool providers. The Department of Human Services oversees the before- and after-school portion of the preschool program.

² School districts oversee their own programs as well as programs operating in any contracting private preschool provider sites.

³ Enrollment numbers are based on a mid-year report submitted by each district. Since several ELLI districts are also non-Abbott ECPA districts, the enrollment total could include some children also included in the non-Abbott ECPA enrollment count. While ECPA funds cover every enrolled preschooler in an ECPA district, ELLI funds only cover specific enrolled preschoolers. Special education students are not included in this enrollment count.

⁴ Head Start, faith-based centers, and family child care homes (if any) are all considered private providers.

⁵ Districts may offer a half-day or full-day program.

⁶ In addition to age, the child must be a resident of the district and qualify for free or reduced-priced lunch. Districts may allow other students in unusual circumstances to be eligible for the program.

⁷ The income requirement applies to all children being funded by ELLI, except for children in unusual circumstances for whom the district has made exceptions.

⁸ Full-day programs must offer meals.

⁹ In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

¹⁰ Assistant teachers must attend professional development sessions as they are offered by their district, but the district is not required to provide a specific number of hours.

¹¹ Districts are required to include special education students in classrooms with ELLI-funded students. Special education students must be supported with special education funding (not with ELLI funding).

¹² Districts are required to include general education students who are not low-income in classrooms with ELLI-funded students. These students may be supported with district general funds or parent tuition.

¹³ Districts are encouraged to work with Head Start and private child care centers to avoid duplication of services. However, there is no specific level of collaboration required.

¹⁴ Special education and local funding or parent tuition must be used to fund other preschoolers in the program, in addition to those receiving ELLI funding.

¹⁵ While districts are permitted to work with Head Start agencies, there currently are no Head Start agencies contracting with ELLI districts.

¹⁶ The DOE does not have any regulations preventing the use of TANF funds to support state pre-K or transportation to state pre-K.

¹⁷ The DOE is not aware of changes in TANF subsidies due to the use of pre-K funds.

NEW MEXICO – New Mexico PreK 2007-2008

¹ Priority for funding is for geographic areas or communities that are served by Title I schools and schools with the highest percentage of children not meeting NCLB AYP in reading and math.

² These children would most likely be receiving ancillary services and not enrolled in the 3- and 4-year-old programs for children with developmental delays. State pre-K funds pay for all services except for specific special education services in a child's IEP.

³ These are contracted numbers that are lower than the budgeted numbers, which are divided equally between public school settings and all other settings.

⁴ Programs are required to provide at least 450 hours of instructional time plus 90 hours of parent or family activities per year. Most programs operate 2.5 hours per day, 5 days per week. Some school districts operate 4 days per week.

⁵ If a child has a developmental delay, the IEP group and the parents may recommend a New Mexico PreK placement instead of kindergarten. This is handled on a case-by-case basis and requires permission from the state agencies.

⁶ Sixty-six percent of the children attending each program must live within the attendance zone of a Title I elementary school. Priority funding is given to programs feeding into schools with the highest percentages of children failing to meet the NCLB AYP requirements in math and reading.

⁷ Either breakfast or lunch must be provided in programs operating more than 3.5 hours per day. Beginning in the 2008-2009 school year, all programs will be required to provide at least one meal per day.

⁸ New Mexico PreK program standards require programs to be accredited within three years of becoming a New Mexico PreK provider.

⁹ For each classroom, the lead teacher must hold a New Mexico Early Childhood Teacher License: Birth Through Third Grade within five years of the program starting.

- 10 Assistant teachers are expected to obtain an AA in ECE within five years of a program starting.
- 11 If teachers in nonpublic school settings have licensure in ECE, New Mexico PreK programs are required to make efforts to compensate teachers at the public school salary schedule for the hours worked as New Mexico PreK staff.
- 12 Teachers receive training on assessment tools and attend a two-day annual institute.
- 13 There are no required local sources. The amounts from federal and non-required local sources is not known but many programs contribute space and other administrative costs. Total spending does not include \$327,000 for a program evaluation, \$1,835,600 for professional development and technical assistance, or \$1 million for program start-up.
- 14 The full-day funding formula for kindergarten children is divided in half to determine the per-child rate for New Mexico PreK. An instructional material amount of \$98 per child was added to this amount.
- 15 The funding formula is used for any child who is attending the New Mexico PreK program.
- 16 Family child care homes participating in New Mexico PreK must be licensed.
- 17 The funding available for New Mexico PreK has historically been divided evenly between public school settings (50 percent) and all other eligible settings (50 percent).
- 18 If a child attends preschool for sufficient hours outside the 2.5 hour New Mexico PreK day, to be eligible for the full-time child care rate the program may receive that additional amount for wrap-around care. If the child's hours meet only the part-time child care rate, the child is only eligible for a child care subsidy for wrap-around care.
- 19 Mentors visit each program on a scheduled basis to assist with implementation of the observational assessment process and implementation of program standards based upon individual program needs.
- 20 The NIEER Statewide Assessment was initiated in 2005 at the beginning of New Mexico PreK. The assessment uses a battery of standardized instruments to sample child outcomes in literacy and math. An additional set of standardized tools measure aspects of classroom environment and teacher-child interactions especially with regard to literacy, numeracy, and overall early childhood learning environments.

NEW YORK – Universal Prekindergarten (UPK) 2007-2008

- 1 The 2007-2008 school year was the first that funding was made available to all school districts in New York state. Of the state's 677 districts, 396 chose to participate in the UPK program for the 2007-2008 school year.
- 2 This number does not include children in New York City because they did not report the number of English Language Learners enrolled. They are working to develop a better way to determine if a 4-year-old is an English Language Learner.
- 3 There were 8,891 children with an IEP enrolled in UPK at the end of the 2007-2008 school year.
- 4 Other settings include Board of Cooperative Educational Services (BOCES), approved preschool special education programs, libraries, and museums.
- 5 Programs may be either full-day (at least 5 hours/day) or half-day (at least 2.5 hours/day), and must operate 5 days a week for a minimum of 180 days per year.
- 6 UPK programs that received TPK funding in 2006-2007 were allowed to serve the same number of 3-year-olds in 2007-2008 as they did in 2006-2007.
- 7 Bilingual staff must be available when necessary to ensure that the needs of the students are met. Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency.
- 8 New York state regulations require that support services must be provided to the maximum extent practical.
- 9 The degree requirement for teachers in nonpublic schools is determined by the agency and most teachers in nonpublic schools have either an AA or CDA. Since 2004, programs in nonpublic 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 2010 as long as uncertified teachers receive on-site supervision by certified teachers.
- 10 Staff employed in nonpublic schools must meet the standards of the licensing or registering agency. All certified paraprofessionals must either have (1) completed two years of college (48 credit hours) or have an associate degree or higher or (2) passed a formal state or local assessment (Teaching Assistant Skills Test). The pre-service specialized training is closely aligned with the criteria from accreditation standards, National Council for Accreditation in Teacher Education (NCATE), NAEYC, and the New York Learning Standards.
- 11 The state formula for determining each LEA grant presumes a local share but amounts and sources of required and non-required local funding are not known.
- 12 A new formula-based UPK grant was enacted in 2007-2008, almost doubling the state funding available for prekindergarten programs for 4-year-olds.
- 13 UPK regulations state that not less than 10 percent of the total grant award to school districts must be set aside for student placements in collaborating agencies.
- 14 Each district and collaborating agency enter into a mutually agreed upon contract that determines the per-child amount.
- 15 An evaluation of the program is required by the state, but there is currently no funding to allow for this evaluation.
- 16 School districts must establish a process for assessing the developmental baseline and progress of all children participating in UPK. The process must, at a minimum, provide on-going assessment of the development of language, cognitive, and social skills.

NORTH CAROLINA – More at Four 2007-2008

- 1 The Office of School Readiness contracts with one entity in a county/region to facilitate implementation of the program locally. Typically, that entity is the public school system or the local partnership for children (Smart Start) and the contracts are split fairly evenly between the two. These contractors subcontract with providers representing a diverse delivery system, including private child care, Head Start, and public schools.
- 2 *More at Four* funds may be blended with IDEA funds to support children receiving special education and to provide for inclusive classroom settings.
- 3 There are some children served in faith-based centers receiving *More at Four* funds. They are included in the private child care count.
- 4 Eighty percent of children served in a county must be at or below 75 percent SMI. However, 4-year-old children of active duty military personnel are automatically eligible for *More at Four* and their enrollment may decrease that percentage. Twenty percent of a county's *More at Four* slots may be used to serve children above 75 percent of SMI if they have another designated risk factor. Risk factors are defined as limited English proficiency, identified disability, chronic health condition, or educational/developmental need.
- 5 Programs must provide information on medical homes and health insurance. Parent conferences and home visits are recommended but not required.
- 6 The Office of School Readiness is finalizing curricula recommendations to be approved by the state Board of Education. All curricula recommendations are aligned with the state early learning standards.
- 7 All lead teachers in *More at Four* classrooms are required to hold a BA in ECE or a related field and a North Carolina birth-kindergarten teacher licensure. Teachers in nonpublic settings may begin in a *More at Four* classroom with a minimum of an AA. However, they are required to obtain a BA and birth-kindergarten license within four years of the classroom beginning to receive *More at Four* funds.
- 8 Assistant teachers in public schools must meet requirements specified by NCLB. NCLB generally requires assistant teachers to hold a two-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 two years experience in an early childhood classroom. An AA is highly encouraged for assistant teachers in nonpublic settings.
- 9 Teachers in nonpublic settings are required to receive comparable salary and benefits once they obtain a birth-kindergarten licensure.
- 10 This figure is the average salary for *More at Four* teachers with a BA.
- 11 Teacher Licensure Unit operates within the Office of School Readiness to help teachers in nonpublic settings obtain a birth-kindergarten licensure. The unit requires the development of professional growth plans and provides mentors and evaluators to support teacher growth.
- 12 Session law requires the use of "other resources" but no specific percentage is required.

- 13 The state allocates the same amount of funding for slots in Head Start and child care settings as in public schools. However, local *More at Four* planning committees may differentiate the funding across diverse settings based on local needs.
- 14 Programs in nonpublic schools must hold a four- or five-star license in order to receive *More at Four* funding.
- 15 Programs may receive 75 percent of the subsidy rate to support the *More at Four* instructional day. One hundred percent of the subsidy rate may be received if wrap-around care is provided.

OHIO – Early Childhood Education (ECE) 2007-2008

- 1 New ECE grants were awarded to 61 districts determined by the poverty based index. Districts that have been receiving ECE funding could not receive additional funding to serve more children.
- 2 Children who receive special education services are funded by state, preschool special education, IDEA, and sometimes district funding.
- 3 Programs operate 3-3.5 hours per day, which is half of the average school day. Most programs operate 4 days per week but there may be some variation in rural communities where transportation is an issue. Programs are required to operate 182 days per year. Programs that receive both ELI and ECE funding offer full-day, year-round services.
- 4 The prekindergarten cut-off date may depend upon the kindergarten eligibility date. Children are eligible for kindergarten at age 5 by either August 1 or September 30. Each district must choose one of the two cut-off dates.
- 5 All children and families enrolled and funded in the program must meet the income requirement. The program is free to children in families up to 100 percent FPL. Families between 101 and 200 percent FPL pay a fee based on the district's sliding fee scale. The district may offer ECE to families above 200 percent FPL but those families are required to pay tuition as set by the district.
- 6 Districts may impose a higher level of requirements. At least 50 percent of teachers in Head Start administered programs must have an AA or higher or be enrolled in an AA or higher education program in ECE. By July 1, 2009, programs that began in FY 2006 must have 100 percent of their teachers holding an AA.
- 7 As a result of push back from the field, the teacher in-service requirement was changed from 20 hours per year to 20 hours per two years.
- 8 Assistant teachers receive in-service in one of four areas including child development, child abuse recognition and prevention, first aid, or prevention of communicable diseases.
- 9 The state has a per-child amount of \$4,987.
- 10 Districts may contract with Head Start, child care, or ELI programs. The per-child amount that districts receive is the same for all funded children. When subcontracting, districts may choose to determine a per-child amount based upon the services the districts may offer (PD, administrative, etc.).
- 11 If a district operates a public prekindergarten program and a child care program, they may use both state pre-K funding and the child care subsidy for services.
- 12 Program quality is assessed using ELLCO as part of a formal evaluation for research purposes.
- 13 Get It, Got It, Go! is the state pre-K assessment. Districts can select other additional assessments.
- 14 Kindergarten Readiness Assessment-Literacy is reported to the state. Districts are also required to assess general health, communication, language delay, etc.

OHIO – Early Learning Initiative (ELI) 2007-2008

- 1 Initial enrollment can occur at any point throughout the year. This number represents the average monthly enrollment.
- 2 A child with an IEP receiving itinerant services and whose family is eligible may be counted in ELI enrollment but this number is unknown.
- 3 Districts receive state funds from the Ohio DOE and in some cases use their own general revenue funds to provide services.
- 4 Enrollment by auspice numbers are based on the award of 12,000 slots.
- 5 ELI is designed to be a full-day, full-year program. Programs can provide half-day, school year services if this meets the needs of the community. Full-day is considered 100 or more hours of attendance per four-week pay cycle. Part-day is considered 55 to 99.5 hours of attendance per four-week pay cycle.
- 6 Families eligible for ELI services may also receive child care if the family needs services after 6 p.m. and/or during the weekend.
- 7 Programs may provide ELI services to a child when the child turns 3 years old, at any month of the year.
- 8 Each district may choose August 1 or September 30 as the cut-off date.
- 9 Families enter the program up to 165 percent FPL and exit the program at 185 percent FPL. However, eligibility is determined by county job and family services based on TANF requirements and Ohio Department of Job and Family Services policies.
- 10 Families are assessed one year after initial authorization for services and enrollment into ELI but children are assured of continuous services for a full year. Children of families who no longer qualify may be referred to early childhood programs operated by the district and/or may be provided information with child care options.
- 11 ELI is a TANF-funded program. As such, waivers are in place to eliminate work requirements and co-pays for families up to 165 percent FPL.
- 12 Programs must provide meals or snacks depending upon the hours of attendance.
- 13 Each program is required to have a written plan for how they will "engage families to increase their knowledge of child development, parenting skills and self-confidence." This should include strategies to assist families who do not speak English fluently.
- 14 Districts may require teachers to have a BA or higher based on their policy and/or union requirements. At least 50 percent of lead teachers or teachers providing the instructional portion within ELI must have an AA degree or higher. All other teachers must be enrolled in higher education programs working towards an AA degree.
- 15 TANF is the primary source of funding for ELI. Programs may also use funding from Head Start, public preschool, co-pay for child care, or the USDA. The state does not collect information on funding amounts.
- 16 The funding for ELI is reimbursement for services for hours of attendance. Full-time programs are reimbursed \$726 per child per 100 or more hours per four-week pay period. Part-time programs are reimbursed \$545 for 55 to 99.5 hours per four-week pay period. Programs that operate fewer than 55 hours per four-week pay period receive an hourly reimbursement rate of \$53 per child.
- 17 The rating system began after ELI was launched. ELI programs licensed through the Ohio Department of Job and Family Services are required to participate in the state's quality rating system.
- 18 ELI programs that are licensed by the Ohio Department of Job and Family Services must apply to participate in the quality rating program. The Ohio DOE requires all ELI programs to participate in a program evaluation using the ELLCO assessment conducted by two external reviewers.
- 19 Learning Points Associates was contracted to perform a formal evaluation using the ELLCO to assess program quality for research purposes. The ELLCO has been used for three years. This evaluation was required for the first two years of ELI.
- 20 Get It, Got It, Go! is required as a pre- and post-measure for all children in programs administered by the Ohio DOE. Programs must select an evidence-based curriculum with embedded assessment to monitor child progress.

OKLAHOMA – Early Childhood Four-Year-Old Program 2007-2008

- 1 The Four-Year-Old Program is voluntary for school districts to offer and for families to attend. The only eligibility requirement is age.
- 2 Oklahoma also has a Pilot Early Childhood program, a state-funded grant program for at-risk children ages 0 through 3. The DOE provides \$10 million in state funds with a \$15 million match from the private sector. There are 2,094 3-year-olds enrolled in the public school programs, despite the fact that there is no state funding for these children.
- 3 There are 1,328 3-year-olds with special needs served by the public schools but they do not receive state funding. There are also 3,846 5-year-olds receiving special education services through the public schools (this data is collected by age rather than grade level).

- 4 State, local, and federal funds affect state pre-K children because it is a public school program.
- 5 Even in collaboration programs, all students are considered public school enrollees and are matched with a site elementary school. They receive the same services as on-site public school students. Other settings include YMCAs, assisted living centers, and university child development centers. Program settings are based on an enrollment total of 34,756.
- 6 Programs have the option of operating a half-day (2.5 instructional hours per day) or a full-day (6 instructional hours per day) program. Districts may choose to offer a longer day, but will not receive additional state funds through the state aid formula for doing so. Programs must be offered at least 175 days/year.
- 7 Children who are 5 years old may attend the prekindergarten program and children who are 4 or 6 years old may attend kindergarten. However, the funding that a district receives differs based on the child's age. Retention, delayed entry, and promotion are handled locally. Districts may choose to accept children younger than age 4 but will not receive state aid funding for these children.
- 8 At least one meal is provided through the federal Child Nutrition Program. The federal government does not provide snacks for students, so snacks are determined locally.
- 9 All children are required to be screened through the pre-K screener to determine if they are English Language Learners. A home language survey is distributed to all families. Federal law requires information to be presented to parents in their primary language, as well as language screening for eligibility of bilingual education services.
- 10 Other support services include mental health services (counselor), health services (school nurse), and all other typical public school program services, such as early intervention, transition programs, and literacy coaches.
- 11 Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, 48 hours of college credit, paraprofessional certification, or pass a teacher general education test, which is required for all pre-K–12 public school teachers.
- 12 There is no state mandate on the professional development of assistant teachers in general education classrooms. However, many paraprofessionals participate in professional development opportunities with the lead teacher. Paraprofessionals in special education classrooms are required to complete training to be in compliance with state and federal regulations.
- 13 State law requires equivalent salary and benefits for on-site public school teachers and for teachers in nonpublic settings. The minimum starting pay for a teacher with a BA is \$31,600.
- 14 The salary for an assistant teacher is a local district decision.
- 15 Scholarships are offered to pre-service teachers in shortage areas. Federal loan forgiveness in Title I schools, state scholarships for National Board Certification, and a federal master teacher program are also available. The Department of Human Services offers a STARS program scholarship to teachers in the child care industry wanting to further their education. The Career Development Program for Paraprofessionals to become a certified teacher is a new opportunity for assistant teachers in the public schools system for at least one year who have a BA from an accredited college and have taken necessary certificate exams.
- 16 The 2008 state per-pupil expenditure was \$7,484. Of the total education expenditures, 53 percent is state funding, 13 percent is federal funding, and 34 percent is local funding.
- 17 The funding for pre-K comes from the state aid formula, as pre-K in Oklahoma is regarded as another grade level.
- 18 Collaboration with nonpublic agencies is not required, but is encouraged.
- 19 Districts typically choose a three-star facility, although this is not articulated by state policy.

OREGON – Oregon Head Start Prekindergarten 2007-2008

- 1 Children receiving special education use IDEA funding to support their IFSPs and also receive all state pre-K comprehensive services that other children receive.
- 2 Other settings include higher education, community colleges, and government agencies.
- 3 Programs operate 3 to 4 days per week.
- 4 Thirty-five percent of children enrolled may be from families whose incomes are between 100 percent and 130 percent FPL after meeting the needs of children at or below 100 percent FPL.
- 5 If a grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet the income requirement. If a grantee only has state pre-K funding, 80 percent must meet the income requirement. At least 10 percent of total enrollment must be for children with disabilities and they do not need to meet the income requirement.
- 6 Programs are required to offer meals and snacks that provide at least one-third of the child's daily nutritional needs. In addition to lunches for all children, morning programs offer breakfast to all children, and afternoon programs offer snacks to all children.
- 7 If 50 percent or more of children speak a language other than English, programs must ensure that all non-English speaking children are provided language support as needed, including translators and/or bilingual staff.
- 8 During the 2008-2009 program year, a statewide implementation plan for training and disseminating of the Early Childhood Foundations will take place.
- 9 In nonpublic school settings, half of 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. All teachers must have at least an AA by the year 2011.
- 10 The average annual teacher salary in the state pre-K program is \$22,730, which includes salaries of teachers in public schools and nonpublic schools.
- 11 TANF funds can be used to extend the day and year for Head Start pre-K services to support working parents.
- 12 Monitoring information is also collected through annual submission of monitoring reports by the Region X Office of Head Start and review of annual continuation grants.
- 13 Programs are required to use a developmentally appropriate assessment determined by the local grantee. The majority of the programs use the Creative Curriculum Developmental Continuum and some programs use the Galileo Assessment.

PENNSYLVANIA – Education Accountability Block Grant (EABG) 2007-2008

- 1 The Office of Child Development and Early Learning (OCDEL) administers the early childhood work from both the Departments of Education and Public Welfare. The EABG is funded through the DOE.
- 2 Districts may choose from a menu of options for their EABG allocation, one of which is prekindergarten.
- 3 IDEA Part B or other resources can be used in conjunction with EABG funds.
- 4 This is a school district-administered program resource for prekindergarten. Although all students are funded through school districts, some of these district-sponsored programs may be in partnership with Head Start or child care where the other agency is the lead. Numbers of children served in such programs are not available.
- 5 Most programs operate either 2.5 or 5 hours per day for 180 days per year.
- 6 Wrap-around services may be offered by some districts, but are not required.
- 7 The district determines the eligibility requirements.
- 8 Meals are recommended, but not required.
- 9 Supports for English Language Learners should be reflective of K–12 practice.
- 10 Publishers of assessments have cross-walked their instruments to the standards. EABG guidance states that programs must use assessments that are linked to the standards.

- 11 Beginning in 2009-2010, assistant teachers will be required to complete at least two years of postsecondary study, have an AA or higher, or meet a rigorous standard of quality and demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in instruction.
- 12 Seventy-five percent of allocated funding is determined by the percentage of students scoring below proficiency on the Pennsylvania System of School Assessment as a way to target those students who need the extra assistance. Twenty-five percent of allocated funding is determined by the percentage of students scoring proficient or above on the Pennsylvania System of School Assessment in an effort to maintain the achievement of those students.
- 13 If districts contract with Head Start or child care, the funding is determined locally.
- 14 Currently, districts do not participate in the quality rating system.
- 15 The child care subsidy is available for the times of day when other state funding is not being accessed. The subsidy would be permitted for the portion of the day when a child is not in the district pre-K program.
- 16 Districts may choose any assessments that are comprehensive in approach and aligned with the learning standards. Guidance in 2007-2008 recommends the Work Sampling System for the child outcomes reporting that will be required in 2009-2010.

PENNSYLVANIA – Head Start Supplemental Assistance Program (HSSAP) 2007-2008

- 1 Grantees may have the option to serve children through the home-based option but this is locally determined.
- 2 There are 5,780 funded slots. The total number of children served with adds and drops throughout the year was 6,582.
- 3 IDEA funds may be combined with state funds to provide special education services.
- 4 Child enrollment is not broken down by setting. There are 164 classrooms in public school settings, 174 classrooms in Head Start settings, and 166 classrooms in child care settings, including family child care and faith-based settings.
- 5 Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours/day, 4 days/week for center-based classrooms, 128 days/year.
- 6 Programs use federal Head Start Performance Standards to guide eligibility.
- 7 Risk factors used to determine eligibility are locally determined by each Head Start grantee.
- 8 Per federal Head Start requirements, 90 percent of children must be at or below 100 percent FPL.
- 9 All Head Start grantees determine their own risk factors in addition to those listed.
- 10 Programs must follow Head Start Performance Standards regardless of setting.
- 11 Pennsylvania has cross-walked its learning standards to the outcomes framework for Head Start.
- 12 Teachers, regardless of setting, follow Head Start Performance Standards, which require 50 percent of teachers to have an AA in ECE. If teachers are employed by a school district, ECE certification is required.
- 13 In December 2007, the requirement changed to 15 clock hours of professional development per year as specified in the federal Head Start reauthorization.
- 14 These are Head Start employed teachers. They are paid on the local Head Start programs' pay scales.
- 15 Federal funds in the amount of \$75 per child for a total of \$433,500 are provided to grantees specifically for technical assistance. This amount is not included in the total reported spending for the program.
- 16 Grantees determine the cost per child based on individual program designs.
- 17 Grantees are voluntarily participating in the QRS. All grantees that are participating are at STAR 3 or above.
- 18 TANF funds are permitted if the children are enrolled in child care as an extension of their Head Start day.
- 19 Subsidy payment is dependent on the hours the child is in child care only. The subsidy may be given for additional hours the child is in child care beyond the 3.5 hours in the Head Start day.
- 20 In addition to state monitoring processes, the federal Head Start review process applies.

PENNSYLVANIA – Kindergarten for Four-Year-Olds (K4) 2007-2008

- 1 The Office of Child Development and Early Learning (OCDEL) administers the early learning programs that are funded by either the Department of Education or Department of Public Welfare.
- 2 These 84 districts might use K4 and/or Title I, EABG, Pre-K Counts funds, or a combination, to provide preschool.
- 3 Pennsylvania serves additional children in school-based preschool settings using Title I and local funding that are not included in this enrollment count.
- 4 Districts are not required to offer pre-K as a district wide initiative, and may set eligibility criteria.
- 5 Meals are recommended, but not mandated.
- 6 Assistant teachers in Title I schools must meet NCLB requirements for highly qualified teacher aides. There are no specific degree requirements for assistant teachers in other schools, and these requirements are determined at the local level. By 2009-2010, all assistant teachers will be required to meet the highly qualified requirements of NCLB and school code requirements, which include two years post-secondary education, a CDA or AA, or local competency assessment.
- 7 Districts may elect to offer K4 and may use any number of funding sources to do so.
- 8 QRS is not available for K4 pre-K programs.
- 9 The amount of the subsidy is determined by the time child is in child care. Subsidy and pre-K funds cannot be used for the same portion of the day.

PENNSYLVANIA – Pre-K Counts 2007-2008

- 1 The Office of Child Development and Early Learning (OCDEL) administers the early childhood work from both the Departments of Education and Public Welfare. Funding, for Pre-K Counts comes from the DOE.
- 2 Pre-K Counts was offered through competitive awards in 57 out of 67 counties. It can be offered through partnerships or single grantees, in school districts, Head Start, licensed nursery schools, or Keystone STARS 2, 3 and 4 participating child care centers. There were 146 lead agencies during the 2007-2008 school year.
- 3 IDEA Part C funds can be combined with pre-K dollars.
- 4 Extended services are voluntary and locally determined.
- 5 Children can enroll in Pre-K Counts not more than two years prior to kindergarten age, which depends on the school district's kindergarten eligibility cut-off date.
- 6 Children who are age-eligible for kindergarten are not eligible for Pre-K Counts.
- 7 Locally determined risk factors are used as eligibility criteria. At-risk is defined as those children who, because of their home or community environment, are subject to such economic, language, cultural, and like disadvantages to cause them to be at risk of school failure.
- 8 The maximum class size for Pre-K Counts is 20, but a maximum class size of 17 is preferred. Each classroom must have one teacher and one teacher aide.
- 9 If the teacher has a degree that is not in ECE, he/she must have at least 18 credits in ECE and apply for a waiver. Teachers in all settings will be required to have a BA and ECE certification beginning December 2011.

- 10 "Other" could include teachers with an AA, with other credentials, working toward a degree, with a doctorate, etc. Additionally, 33 percent of Pre-K Counts teachers are certified in ECE.
- 11 Beginning with the 2009-2010 school year, assistant teachers will be required to either have two years of post-secondary education/60 college credits, or the ability to meet a rigorous standard of quality and demonstrate through a formal state or local academic assessment the knowledge of and ability to assist in instruction.
- 12 This is the requirement for teachers with a public certification. Teachers with alternate credentials follow their program requirements for professional development. Child care teachers follow the Keystone STARS requirements: STAR 3 requires 18 hours per year, STAR 4 requires 24 hours per year. Head Start teachers follow the Head Start Performance Standards. Currently there are no professional development requirements for licensed nursery schools unless the teacher has a public certification.
- 13 OCDEL provides a salary range for all teachers regardless of setting, which is based on the average public school teacher salary in the state.
- 14 Faith-based centers also may be eligible if they meet one of the other criteria.
- 15 Per-child funding is \$7,850 per full-day and \$3,900 per half-day regardless of setting.
- 16 In 2007-2008, the minimum rating was STAR 2. All current child care providers and any new child care providers must meet a minimum of STAR 3 beginning July 1, 2009.
- 17 The subsidy is dependent on the number of hours a child is in child care. Subsidy and pre-K funds cannot be used for the same portion of the day.
- 18 Beginning in 2008-2009, Work Sampling System online will be required for reporting children's outcomes. Programs can use multiple sources of evidence (varied assessments) to collect information for Work Sampling System online reporting. Prior to 2008-2009, any assessment that was comprehensive and aligned with the learning standards could be used.

SOUTH CAROLINA – Half-Day Child Development Program (4K) 2007-2008

- 1 Required hours are part of the districts' comprehensive plans for professional development.
- 2 The formula is based on kindergarten enrollment of children eligible for free or reduced-price lunch.
- 3 The South Carolina Legislature recently voted to revamp the accountability system.

SOUTH CAROLINA – Child Development Education Pilot Program (CDEPP) 2007-2008

- 1 The South Carolina DOE is responsible for the administration of all public school programs, and the South Carolina First Steps State Office is responsible for the administration of all private child care provider programs.
- 2 All CDEPP districts are required to participate.
- 3 Funding for wrap-around or extended-day service is not provided by the state but offered as tuition-based to parents.
- 4 Residential eligibility is also required.
- 5 Both private and public providers must be licensed by the South Carolina Department of Social Services; other national accreditations are optional at the state level.
- 6 Assistant teachers are required to complete the Early Childhood Development Credential within 12 months of hire.
- 7 Funding is provided on a per-pupil basis.
- 8 Only districts involved in the state equity lawsuit are eligible to participate.
- 9 South Carolina First Steps receives funding for providing services to private child care providers.
- 10 The program is evaluated by the Education Oversight Committee throughout the academic school year.

TENNESSEE – Voluntary Pre-K (VPK) 2007-2008

- 1 There are 136 school systems in Tennessee, but only 135 are eligible to offer pre-K services. One system does not have any schools but provides auxiliary services, such as transportation and technology, to the other school systems in that county.
- 2 The enrollment number reflects children who received special education services and are enrolled in the VPK program. However, all children who received special education services are not included in this number.
- 3 This includes funding from Head Start, child care, Title I, Even Start, and special education.
- 4 Naptime cannot be counted in the 5.5 hour minimum.
- 5 Children with IEPs who do not meet the age requirement can be enrolled if the IEP team determines that pre-K is the most appropriate placement to receive services.
- 6 Each community pre-K advisory board determines the local at-risk factors by which to prioritize enrollment of children who do not meet free or reduced-price lunch, ELL, disability, or foster care eligibility requirements.
- 7 CCDF/TANF eligibility is considered when initially determining eligibility but a change in CCDF/TANF eligibility does not impact the child's state pre-K eligibility midyear.
- 8 Lunch is offered in each program, and breakfast and/or snack are offered, depending on the beginning and ending time of the program.
- 9 Dental services might be included in programs collaborating with Head Start.
- 10 The pilot program requires a minimum of a CDA. VPK requires an applicant with a CDA to be hired or given priority for working as an educational assistant. If an applicant with a CDA is not available, then an applicant with a HSD and experience working with young children may be considered for the position and is strongly encouraged to enroll in a CDA program.
- 11 Teachers employed by the LEA must be paid the same as K-12 teachers. Teachers employed by non-LEAs in pre-K collaborative classrooms may be paid on a different scale, but this amount is determined in the contract with the LEA.
- 12 Various institutes of higher education offer intensive summer workshops to assist kindergarten-endorsed teachers to add on the pre-K endorsement. Each candidate must successfully complete the workshop and pass the Early Childhood Praxis Exam to be recommended for the pre-K endorsement. More than 100 licensed kindergarten teachers received their pre-K add-on endorsement in 2007.
- 13 Tennessee was unable to calculate the total amount from federal sources, such as Head Start and IDEA, used as part of the local match. The total local spending amount provided includes all local match dollars from state and federal funding sources.
- 14 The state provides each LEA with their state share of the Basic Education Plan (BEP) amount of the cost per classroom unit. The BEP amount varies by county. The LEA is required to provide a local match. The local match plus the BEP state share amount equals the total cost per classroom unit. The cost per classroom is recalculated each year.
- 15 The school funding formula is only used to determine the state share and local match. Pre-K students do not generate BEP dollars.
- 16 Prior to the 2005-2006 school year, these organizations could receive funding for pre-K directly from the Department of Education. There are 14 existing agencies which continue this contractual agreement with the DOE. Funding for new programs must flow through the LEA.
- 17 The LEA is required to provide a local match. The local match plus the BEP state share amount equals the total cost per classroom unit. However, the local match does not have to be dollars. It may be facilities, utilities, etc.
- 18 State statute mandates that an LEA may partner only with those agencies that have received the highest star rating (three stars) from the Department of Human Services, the licensing agency for all child care programs. LEA classrooms are not required to participate in the QRS; however, all community-based and Head Start child care facilities must have received the highest star rating in order to partner with the LEA.
- 19 Children must be in child care 20 hours per week to receive full subsidy. If a child is there fewer than 20 hours, the subsidy rate is partially reduced.

- 20 The Office of Early Learning (OEL) makes visits to the programs on an as-needed basis or per request. The OEL also sends out surveys throughout the year to assist with future planning for growth and program development.
- 21 The Strategic Research Group is currently conducting a program evaluation. The second interim report was released August 18, 2008. The majority of the data collected is on the pilot program for the years 1998-2005.

TEXAS – Public School Prekindergarten 2007-2008

- 1 Districts are required to offer a program if they have 15 or more eligible 4-year-olds.
- 2 An additional 506 children are included in the total enrollment count but are not funded. These children may be either 3- or 5-year-olds.
- 3 The number of children in each setting is unknown, although the majority was served in public settings. The Texas Education Agency (TEA) does not collect enrollment information for the settings other than public schools.
- 4 Districts that receive pre-K expansion grant funding are required to offer 6 hours of services per day. Foundation funding covers half-day services only.
- 5 The Texas Education Agency specifically established the prekindergarten program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K, and if enrolled are paid for by the school district.
- 6 Districts are required to verify documentation of eligibility prior to enrolling students in the pre-K program. Once a student is determined to be eligible for pre-K, the student remains eligible for the remainder of the current school year in the district in which he or she resides or is otherwise entitled to Foundation School Program (FSP) benefits.
- 7 Class size is mandated for grades K–4 only. Classes no larger than 15 3-year-olds and 18 4-year-olds are preferred but not required.
- 8 Districts are not required to serve meals to pre-K students. However, most districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.
- 9 Each district with an enrollment of 20 or more students with limited English proficiency in any language classification in the same grade level must offer a bilingual education or special language program.
- 10 TxBESS is a systematic initiative to support beginning teachers and includes standards-based trainings involving mentoring, professional development, and formative assessment.
- 11 Some districts operate pre-K programs on a full-day basis through local funding resources, tuition, or funding received under the pre-K expansion grant program. Districts may also serve children on a tuition basis who do not meet FSP eligibility requirements, on a tuition basis.
- 12 Pre-K students attending prekindergarten generate attendance for a local school district on the same basis as other students and are eligible for formula funding based on that attendance.
- 13 Head Start programs may cooperate with local school districts at the local level.
- 14 Child care programs may cooperate with local school districts at the local level.
- 15 The Texas School Readiness Certification System (SRCS) is a state-funded, voluntary QRS that is currently being phased in across the state. Funds for serving students are not directly tied to the SRCS.
- 16 Texas Evaluation Study of Prekindergarten Programs examined the developmental quality of pre-K for 4-year-old children. This five-year longitudinal study was initiated by the TEA in 1989 to examine the general state of pre-K programs from both an implementation and outcome point of view.

VERMONT – Prekindergarten Education Act 62 2007-2008

- 1 This is an approximate number of communities. Statewide data on pre-K programs was not collected in 2007-2008.
- 2 Towns decide whether to offer publicly funded pre-K education, either by the school directly operating a program and/or by the school district contracting with private providers and/or Head Start.
- 3 A breakdown of the ages of children served is not available. Children must be 3 years old to be counted as attending pre-K. Children who are age-eligible for kindergarten may be included in pre-K.
- 4 Other sources include IDEA 619, State EEE, and local pre-K funds.
- 5 Programs operate between 3 and 4 hours per day, for a total of 6-10 hours per week. A child who is considered full-time attends 10 hours per week.
- 6 Programs typically operate 2-3 days per week.
- 7 Since child care programs and Head Start can provide pre-K through partnerships with school districts, some children receive extended-day programs or wrap-around services.
- 8 Some pre-K programs may provide transportation, but it is not required. Participating child care and Head Start programs may offer extended-day services, which are sometimes paid for through child care subsidy, or medical/dental services.
- 9 Local school districts determine whether they will include 3-year-olds in pre-K, and most programs do. Some programs limit enrollment to children who are eligible for kindergarten the following year, especially programs that have decided to offer universal pre-K.
- 10 School districts may decide whether children who are 5 years old and age-eligible for kindergarten may enroll in their pre-K programs.
- 11 Eligibility is determined by age only; however, there is a cap on the number of pre-K children who may be included in a school district's census to calculate its average daily membership.
- 12 All pre-K programs must follow child care licensing regulations, which limit class size to 20 children.
- 13 Most programs provide snacks, but meals are also offered if the pre-K program is in a Head Start or child care setting.
- 14 Screenings and referrals are determined by LEAs or pre-K providers, with the exception of children appearing to have developmental delays, in which case it is required.
- 15 Effective July 2008, at least one person in each center-based program must have a minimum of a BA, and be licensed in ECE or ECSE. Family-based providers must be licensed or receive regular supervision from a licensed ECE or ECSE teacher.
- 16 Assistant teachers must have an AA or equivalent in public settings and a minimum of six credits in ECE in nonpublic settings. Additional assistant teacher training differs depending on type of pre-K provider.
- 17 This requirement applies to licensed teachers in public settings. Child care licensing regulations require 6 clock hours per year.
- 18 This is required by child care licensing regulations, and applies to those pre-K programs in child care centers. The training requirements for assistant teachers in public school settings are determined locally. Head Start programs follow federal guidelines.
- 19 This figure is an estimate of total spending. In previous years, the state could not separate out the specific amount of spending for pre-K. For the first time in 2007-2008, the state collected spending information for the program separately.
- 20 Districts choosing to provide pre-K include costs for pre-K as part of their regular school budget. Schools are funded through Vermont's Education Fund.
- 21 School districts are encouraged to form partnerships with private providers so that existing community early childhood programs can deliver pre-K education.
- 22 Schools may contract and negotiate terms with local Head Start programs and private providers.
- 23 Programs must meet the minimum of three STARS or be accredited by NAEYC.
- 24 Pre-K is supported through state property taxes (Education Fund).
- 25 All programs are required to report on child progress. Starting in 2009, pre-K programs will be required to use either the Work Sampling System or the Creative Curriculum Developmental Continuum.

VERMONT – Early Education Initiative (EEI) 2007-2008

- 1 EEI grants are given to supervisory unions rather than districts. In addition, EEI grants were awarded to five parent-child centers, seven child care centers, four Head Start programs, and one homeless shelter.
- 2 This includes state and federal special education funds.
- 3 Programs operate an average of 3.5 hours per day and 3 days per week during the academic year.
- 4 Most programs serve children beginning at 3 years of age, or two years before kindergarten entry. The kindergarten age-eligibility date is determined locally and falls between September 1 and December 31.
- 5 Many grantees do provide comprehensive screening and/or referral, but it is not required, except for referral for special education services.
- 6 If a program is located in a public school setting, teachers must have at least a BA and ECE license. 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.
- 7 Training for assistant teachers depends on the type of program.
- 8 Each grantee, regardless of setting, receives \$30,000. Individual grantees then determine which services to provide and the number of children to enroll.
- 9 Although not required, programs are encouraged to either have NAEYC accreditation or four STARS in Vermont's Step Ahead Recognition System.
- 10 Providers may also claim subsidy for income-eligible children who are in child care at least 26 hours beyond the time they are in EEI.
- 11 Formal monitoring is not required, but standard practice includes documentation of children's learning and/or child outcomes, documentation of program level outcomes, review of program facilities and safety procedures, results of program self-assessments, and review of program records.
- 12 The vast majority of programs use the Work Sampling System.

VIRGINIA – Virginia Preschool Initiative 2007-2008

- 1 Localities are eligible as long as they have 4-year-olds eligible for free lunch who are not served by Head Start.
- 2 There were 12,845 full-time students and 280 part-time students enrolled. The Virginia Preschool Initiative is targeted to at-risk 4-year-olds; however, date of birth is not collected by the state.
- 3 The enrollment total may include children who are also receiving special education services, but generally they are counted separately.
- 4 Funds from federal, state and local sources may be used to support special education children in preschool classrooms. The state encourages the use of single point of entry for enrollment and use of blended classrooms.
- 5 The majority of students are enrolled in public school settings. Student level information is not collected by specific program location.
- 6 A minimum of a 3-hour day is required. Most programs operate 6 hours per day.
- 7 School divisions may assess a student born between October 1 and December 31 to determine whether they are ready for kindergarten.
- 8 All children receive breakfast and snack regardless of full- or half-day services. All children in full-day programs receive lunch.
- 9 The minimum requirement is at least a HSD or GED and three years of programmatic experience. Staff members with a minimum of a HSD must show certification of completion of 120 hours of training in the subject areas of first aid, human growth and development, health and safety issues, and behavioral management of children.
- 10 The required local match is based on the locality's composite index.
- 11 If the actual cost is greater than the per-pupil rate of \$5,700, additional local funds are contributed.
- 12 With a per-pupil rate of \$5,700, the state pays a portion and requires a local match based on the composite index, or local ability to pay.
- 13 A QRS is under development.
- 14 The subsidy money covers after-school or wrap-around care but not pre-K enrollment.
- 15 The General Assembly directed the Joint Legislative Audit and Review Commission (JLARC) to study the initiative. The Commission submitted the report in 2008 to the General Assembly.

WASHINGTON – Early Childhood Education and Assistance Program (ECEAP) 2007-2008

- 1 This is the enrollment as of December 15, 2007. However, 2007-2008 was an expansion year, and some of that expansion occurred in January. The highest enrollment date this year was February 18, with 6,957 children enrolled (two 2-year-olds, 1,812 3-year olds, and 5,143 4-year-olds). Cumulative enrollment was 8,190 children in 7,081 available slots.
- 2 These children had IEPs at the time of enrollment. Data on the number of ECEAP children who received IEPs during the school year was not reported.
- 3 At some locations, children receiving special education are funded entirely with special education funds while at other locations children are funded simultaneously by state funds and special education funds.
- 4 A minimum of 240 hours per year is required. A typical schedule is 3 hours, 4 days a week.
- 5 At least 19 percent are in facilities that provide wrap-around services; however, it is not known how many ECEAP children participate.
- 6 Of children enrolled in 2007-2008, 93.2 percent were from families at or below 110 percent FPL.
- 7 Risk factors are determined locally but must be prioritized in order to serve the children with the greatest need. Priority is given to children identified as homeless, in foster care, or from families with low incomes or multiple needs.
- 8 Contractors offering sessions lasting fewer than 3 hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch, and provide a snack.
- 9 Additional support services include health coordination and follow-up, strength-based family support with goal-setting and follow-up, mental health consultation, dietician, and oral/dental health.
- 10 Teachers with a BA degree are required to have a certification with EC endorsement.
- 11 Salary information was surveyed for 2006-2007. However, ECEAP received a per-child increase since then, and many programs used that increase to raise salaries.
- 12 Scholarships only apply to pre-K teachers within licensed child care centers.
- 13 Some agencies that are Head Start grantees are also ECEAP contractors; however, children are not permitted to be enrolled in both programs simultaneously.
- 14 The rating system is in the early pilot stage, and no decision has been made about minimum ratings for state pre-K classrooms.
- 15 State pre-K dollars are used as TANF MOE.
- 16 The subsidy is provided for full-day programs (5 hours or more). Each ECEAP location states their hours and is paid by the hours. If a child has additional hours in care, with the same agency or a different one, their additional hours can be covered by subsidy.
- 17 The on-site program review is similar to Head Start reviews, including classroom observation, interviews of staff and parents, and review of child and family files, policies, and record keeping.
- 18 Funding has been requested to support a longitudinal study beginning in 2009.
- 19 Beginning in 2008-2009, the Devereux Early Childhood Assessment will be required, as well as an open choice of tools to assess each child's social-emotional, physical, and cognitive development a minimum of two times each school year.

WEST VIRGINIA – West Virginia Universal Pre-K 2007-2008

- 1 Effective July 2004, only 3-year-olds with documented disabilities are eligible to participate. Other 3-year-olds are funded through Head Start or the county.
- 2 This includes state pre-K and IDEA funds.
- 3 Head Start settings are outside the LEA building. If Head Start children are in public settings also, they are dually enrolled. Faith-based centers collaborating with LEAs are required to be licensed as a private agency and included in the private agency count.
- 4 Programs must operate for at least 12 hours per week, with a maximum of 30 hours per week and at least 108 instructional days.
- 5 Three-year-olds with documented disabilities may enroll in pre-K.
- 6 Counties have the discretion to establish how children are accepted into the program until 2012, when the program will be available in all counties to all 4-year-olds and 3-year-olds with disabilities.
- 7 Meals must be offered if the program operates for more than 4 hours per day.
- 8 If a classroom is in a community collaborative site, the teacher may acquire a permanent authorization for community programs, provided the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core early childhood courses.
- 9 Salary enhancement may be part of the collaborative process.
- 10 There is a 50 percent collaboration goal for West Virginia pre-K programs.
- 11 As of January 2007, an evaluation is underway to address the feasibility of the 2012-2013 deadline for universality, as well as a study of the process.

WISCONSIN – Four-Year-Old Kindergarten (4K) 2007-2008

- 1 Local school boards have administrative authority of school districts. School districts have administrative authority when 4K is delivered in community settings.
- 2 The 416 refers to elementary school districts and does not include high school-only school districts.
- 3 Funds are only available to school districts.
- 4 The state allows districts to have early entrance and retention policies that may allow 3- or 5-year-olds to be enrolled in 4K. However, the state does not collect data on how many of these children are enrolled.
- 5 Districts are funded for all children enrolled in 4K and receive IDEA funds for children with IEPs.
- 6 The number of hours required varies. Districts must provide one of the following: a minimum of 437 hours of direct instruction per year, the minimum plus 87.5 hours of parent outreach, or 349.5 hours of instruction plus 87.5 hours of parent outreach.
- 7 Districts may determine early entrance or retention practices. IEP teams may make placements based on individual needs.
- 8 Programs in public settings provide snack as determined by the district. If a program is extended, lunch is provided based on child care or Head Start policies.
- 9 State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required. Requirements for immunizations are determined locally.
- 10 The license is obtained as a result of a university program that leads to a degree.
- 11 Assistant teachers are required to have a license from the Department of Public Instruction. Title I standards may also apply (AA). In nonpublic settings, child care or Head Start requirements may apply. Child care requirements represent the minimum standard.
- 12 The Wisconsin Quality Teacher Initiative also allows teachers to use professional development plans with mentors and review teams to replace credit hours.
- 13 In-service requirements are locally determined or based on the program model.
- 14 Stipends are available for new graduates to work on professional development plans.
- 15 This is an estimate.
- 16 4K funding is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach.
- 17 Approximately 20 of the districts offering 4K used Head Start and/or child care settings.
- 18 Local property taxes are part of the funding formula.
- 19 Local districts contract with child care and Head Start.
- 20 The school funding formula includes transportation.
- 21 Wisconsin 4K was part of the SWEEP study.

WISCONSIN – Head Start State Supplement 2007-2008

- 1 Funding is provided to federal Head Start grantees that existed when the state supplement was first implemented.
- 2 This is the number of funded slots. The number reported in past years (1,391) was incorrect due to a programming error. This figure is accurate; it does not represent an increase in the number of children. The state does not collect information on the ages of children enrolled.
- 3 School districts receive IDEA funding for all children with IEPs. If children are enrolled in Head Start, the district may provide special education and related services in the Head Start setting. Head Start programs fund separate services for children with IFSP/IEPs enrolled in federal Head Start.
- 4 Head Start may partner with 4K and/or child care, but data are not available regarding the numbers of children served in those settings.
- 5 Local programs determine hours based on their approved federal Head Start grant. Programs may partner with child care or 4K to extend hours, days and/or weeks.
- 6 The grant cycle begins July 1. Local programs determine operating schedules based on their approved federal Head Start grant.
- 7 Programs may partner with child care or 4K to extend hours, days and/or weeks.
- 8 Local Head Start programs may have age exceptions for Head Start enrollment.
- 9 The state promotes the enrollment of age-eligible children in kindergarten rather than in Head Start, but there are no rules to regulate this.
- 10 State Head Start follows federal Head Start enrollment requirements.
- 11 Federal Head Start income guidelines apply, requiring that 90 percent of the children be at or below 100 percent FPL.
- 12 Eligibility is based on federal Head Start income guidelines and local Head Start enrollment criteria.
- 13 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.
- 14 School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. The federal Head Start program requires a CDA.
- 15 The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.
- 16 In December 2007, the Head Start reauthorization changed the requirement to 15 clock hours of professional development per year.
- 17 Stipends are for new graduates with teaching licenses.
- 18 The funding is a grant for a specified number of slots.
- 19 The Head Start state supplement amount is not the same as the federal Head Start allocation, but all funded children are in Head Start settings.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START			FEDERAL HEAD START					
	State funding (Fiscal Year 2008)	State enrollment: additional funded slots for 3- and 4- year-olds (2008) ¹	Federal actual spending (Fiscal Year 2008) ²	Funded enrollment by state (Program Year 2007-2008) ³		American Indian/ Alaskan Native enrollment (Program Year 2007-2008) ⁴		Migrant enrollment (Program Year 2007-2008) ⁵	
				3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$107,287,264	6,096	9,268	0	0	13	23
Alaska	\$6,077,200	374 ⁶	\$24,218,993	518	856	488	478	0	0
Arizona			\$105,349,599	3,538	8,021	1,867	3,148	246	299
Arkansas			\$120,778,974	4,469	5,193	0	0	102	74
California			\$860,660,232	32,509	55,685	229	316	1,470	1,261
Colorado			\$72,847,945	3,246	5,163	63	76	123	115
Connecticut	\$5,500,000	489 ⁷	\$52,035,272	2,703	3,490	0	0	0	0
Delaware	\$5,727,800	843	\$13,460,747	693	927	0	0	11	8
District of Columbia			\$25,173,901	1,573	1,446	0	0	0	0
Florida			\$278,498,426	12,223	19,500	0	0	893	854
Georgia			\$170,064,051	12,315	9,478	0	0	82	47
Hawaii			\$22,946,443	1,038	1,629	0	0	0	0
Idaho	\$1,500,000	191	\$26,677,079	658	1,973	90	107	164	186
Illinois			\$274,933,443	14,977	19,051	0	0	74	76
Indiana			\$96,453,542	4,565	7,305	0	0	0	0
Iowa			\$51,685,391	2,502	3,481	0	0	0	0
Kansas			\$51,627,873	2,992	3,451	34	25	0	0
Kentucky			\$108,565,188	5,856	8,868	0	0	26	24
Louisiana			\$146,556,188	10,788	9,389	0	0	14	11
Maine	\$3,937,668	355 ⁸	\$28,232,203	1,311	1,840	27	33	0	0
Maryland	\$3,000,000	1,508 ⁹	\$78,239,829	4,456	4,744	0	0	0	0
Massachusetts	\$9,000,000	203 ¹⁰	\$108,912,617	4,895	6,214	0	0	29	5
Michigan			\$243,268,858	12,434	19,632	144	148	262	208
Minnesota	\$19,520,751	1,866 ¹¹	\$77,200,270	3,630	5,354	76	103	169	143
Mississippi			\$164,017,701	10,274	14,870	145	63	0	0
Missouri			\$119,305,226	6,364	8,382	0	0	0	0
Montana			\$34,647,161	1,018	1,604	580	716	0	0
Nebraska			\$38,481,003	1,654	2,421	98	127	13	14
Nevada			\$27,653,963	996	1,453	120	200	0	0
New Hampshire	\$331,337 ¹²	0	\$13,421,239	570	805	0	0	0	0
New Jersey			\$129,939,640	5,185	6,985	0	0	44	15
New Mexico	\$1,496,915 ¹³	0	\$65,577,341	1,880	3,702	478	698	0	0
New York			\$437,261,750	18,676	24,316	76	67	91	91
North Carolina			\$152,572,956	6,262	10,796	96	80	184	146
North Dakota			\$18,829,400	777	1,277	369	447	0	0
Ohio			\$247,546,666	14,395	18,256	0	0	0	0
Oklahoma	\$2,905,602 ¹⁴	0	\$104,379,214	5,749	6,763	1,232	1,277	0	0
Oregon	\$42,500,000	4,884	\$73,640,700	3,334	5,692	107	197	562	498
Pennsylvania	\$40,000,000	5,780	\$230,429,859	12,731	18,638	0	0	98	69
Rhode Island	\$2,970,000	400	\$22,073,130	916	1,470	0	0	0	0
South Carolina			\$83,583,138	5,786	5,811	0	0	41	42
South Dakota			\$32,426,317	958	1,356	469	813	0	0
Tennessee			\$120,514,189	5,842	9,538	0	0	46	43
Texas			\$513,147,819	27,916	33,793	17	17	2,211	1,664
Utah			\$41,579,638	1,509	3,568	96	119	80	89
Vermont			\$13,595,041	569	636	0	0	0	0
Virginia			\$100,309,314	5,124	7,096	0	0	61	40
Washington			\$119,279,032	3,358	5,989	494	554	598	509
West Virginia			\$50,776,400	2,565	4,464	0	0	0	0
Wisconsin	\$7,212,500	1,229	\$99,846,240	6,076	5,948	372	340	85	92
Wyoming			\$14,223,550	569	859	89	94	0	0
50 States + DC ¹⁵	\$151,679,773	18,122	\$6,214,731,954	301,038	418,449	7,857	10,242	7,792	6,645
Data sources	a	a	b	b	b	b	b	b	b

APPENDIX B: HEAD START DATA (continued)

STATE	Percent of children enrolled full-day 5 days per week, all ages (Program Year 2007-2008)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	88%	\$19,722	\$18,102	\$20,083	\$24,199	\$27,389	\$14,534
Alaska	5%	\$25,561	\$24,037	\$27,510	\$27,640	\$31,783	\$18,976
Arizona	10%	\$26,453	\$24,481	\$26,167	\$27,883	\$28,882	\$17,021
Arkansas	90%	\$22,681	\$18,917	\$22,152	\$26,695	\$26,740	\$14,577
California	27%	\$30,757	\$26,727	\$29,668	\$33,858	\$40,408	\$19,455
Colorado	21%	\$25,374	\$22,255	\$23,859	\$27,153	\$35,117	\$15,992
Connecticut	52%	\$32,571	\$24,551	\$27,310	\$31,234	\$43,111	\$18,727
Delaware	21%	\$15,778	\$13,824	\$17,612	\$19,112	\$30,884	\$9,983
District of Columbia	87%	\$33,737	\$24,717	\$28,424	\$38,583	\$44,647	\$24,204
Florida	94%	\$26,014	\$21,472	\$24,404	\$30,057	\$38,319	\$18,568
Georgia	87%	\$37,161	\$19,517	\$22,898	\$27,252	\$34,728	\$26,423
Hawaii	42%	\$29,304	\$27,038	\$29,008	\$32,505	\$39,404	\$18,487
Idaho	21%	\$20,002	\$16,113	\$20,594	\$21,356	\$27,036	\$12,928
Illinois	41%	\$26,674	\$21,669	\$24,412	\$28,440	\$35,525	\$18,600
Indiana	17%	\$23,028	\$19,178	\$21,349	\$23,330	\$29,663	\$14,614
Iowa	39%	\$25,175	\$19,995	\$20,862	\$25,936	\$36,289	\$16,060
Kansas	21%	\$25,967	\$20,280	\$23,223	\$27,572	\$36,445	\$14,948
Kentucky	30%	\$24,724	\$19,290	\$21,759	\$28,125	\$38,033	\$15,093
Louisiana	77%	\$24,785	\$21,460	\$22,862	\$27,104	\$29,145	\$15,635
Maine	19%	\$25,596	\$25,025	\$24,645	\$25,611	\$30,251	\$17,638
Maryland	56%	\$29,264	\$22,727	\$24,609	\$31,677	\$36,587	\$16,683
Massachusetts	36%	\$26,503	\$25,385	\$25,577	\$27,991	\$31,189	\$18,132
Michigan	13%	\$29,065	\$23,935	\$24,320	\$28,667	\$37,273	\$16,685
Minnesota	14%	\$25,541	\$23,860	\$23,977	\$26,278	\$34,119	\$16,795
Mississippi	76%	\$19,013	\$16,922	\$18,476	\$20,244	\$20,442	\$12,917
Missouri	34%	\$21,200	\$19,046	\$21,362	\$23,860	\$28,665	\$14,764
Montana	23%	\$19,017	\$17,564	\$19,000	\$20,931	\$16,959	\$12,839
Nebraska	19%	\$23,430	\$18,980	\$20,532	\$23,833	\$33,963	\$13,244
Nevada	14%	\$22,967	\$23,105	\$23,820	\$27,537	\$18,716	\$19,538
New Hampshire	10%	\$22,694	\$16,932	\$21,791	\$22,843	\$22,605	\$15,385
New Jersey	84%	\$31,595	\$23,459	\$25,979	\$34,661	\$42,781	\$18,570
New Mexico	31%	\$25,659	\$21,486	\$23,973	\$30,705	\$37,103	\$16,104
New York	54%	\$34,506	\$23,124	\$24,917	\$30,313	\$41,244	\$20,630
North Carolina	82%	\$24,003	\$19,549	\$21,368	\$28,058	\$34,077	\$16,224
North Dakota	18%	\$24,883	\$20,298	\$22,752	\$26,567	\$33,081	\$15,480
Ohio	20%	\$23,095	\$20,301	\$22,564	\$23,384	\$32,432	\$15,255
Oklahoma	55%	\$24,507	\$20,180	\$22,209	\$28,616	\$35,594	\$16,196
Oregon	31%	\$26,437	\$22,345	\$24,219	\$27,062	\$26,674	\$16,657
Pennsylvania	41%	\$23,887	\$20,543	\$21,439	\$24,581	\$30,080	\$14,565
Rhode Island	27%	\$25,500	\$20,865	\$25,510	\$27,278	\$29,247	\$17,218
South Carolina	91%	\$19,587	\$16,121	\$18,776	\$21,762	\$23,867	\$13,687
South Dakota	23%	\$22,553	\$20,395	\$21,690	\$25,166	\$31,138	\$15,006
Tennessee	65%	\$24,045	\$18,314	\$21,638	\$26,365	\$33,368	\$14,473
Texas	75%	\$27,237	\$20,650	\$23,017	\$30,802	\$37,871	\$15,631
Utah	14%	\$19,357	\$18,327	\$18,818	\$21,116	\$23,791	\$13,699
Vermont	23%	\$24,179	\$22,012	\$22,448	\$24,267	\$26,892	\$17,485
Virginia	57%	\$29,455	\$23,864	\$24,230	\$31,198	\$41,078	\$17,360
Washington	33%	\$26,303	\$24,139	\$25,684	\$27,834	\$31,455	\$17,402
West Virginia	13%	\$26,849	\$17,598	\$18,164	\$28,547	\$39,217	\$15,203
Wisconsin	18%	\$27,152	\$21,863	\$22,464	\$29,212	\$34,938	\$15,630
Wyoming	8%	\$25,254	\$19,005	\$21,462	\$28,191	\$35,591	\$13,615
50 States + DC ¹⁵	40%	\$25,408	\$21,011	\$23,051	\$27,121	\$32,663	\$16,383
Data sources	c	c	c	c	c	c	c

APPENDIX B: HEAD START DATA (continued)

DATA SOURCES

- a Data were reported by Head Start State Collaboration Office directors.
- b Federal spending and enrollment data from Association for Children and Families (ACF).
- c Data from Head Start Program Information Reports (PIR) for 2007-2008.

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-ACF-funded enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2007-2008 Head Start PIR.
- ² 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, or support activities such as research, training and technical assistance, and monitoring, but does include Native American and Migrant programs. Total federal Head Start funding, including all of these components, was \$6,644,435,495 in FY 2008.
- ³ Funded enrollment was not available by single year of age. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled, as reported in the 2007-2008 Head Start PIR, and the enrollment by state as reported by ACF.
- ⁴ Funded enrollment was not available by single year of age. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled in the AI/AN region, as reported in the 2007-2008 Head Start PIR, and the total AI/AN-funded enrollment by state as reported by ACF.
- ⁵ Funded enrollment was not available by single year of age. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled in the Migrant region and the total ACF-funded enrollment reported for each state, according to the 2007-2008 Head Start PIR.
- ⁶ 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 374 additional 3- and 4-year-olds were served in 2007-2008. This figure is based on the total number of non-ACF-funded children served and the percentage of 3- and 4-year-olds as reported in the 2007-2008 Head Start PIR.
- ⁷ This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were ages 3 or 4.
- ⁸ This figure is based on the federal PIR total of non-ACF-funded enrollment and the proportion of all enrollees who were ages 3 or 4.
- 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, extended-day, or extended-year services.
- ¹⁰ Funds are used for teacher salary enhancement and program expansion. Funding is not allocated by slots. This figure represents the number of children reported as non-ACF-funded in the federal PIR.
- ¹¹ This is an estimate of the total number of 3- and 4-year-olds served.
- ¹² All funds are used for transportation and teacher salaries.
- ¹³ Funds are used to provide extended-day services to Head Start children whose families are participating in the TANF program.
- ¹⁴ Funds are used to expand services, offer family services, develop early intervention strategies, and expand enrollment, although it is unknown how many additional slots are funded.
- ¹⁵ National salary averages include data from programs in the U.S. territories as well, including Puerto Rico.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2008)			
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)	SMI Year
Alabama	\$22,320	\$1,860	49%	2008
Alaska	\$46,236	\$3,853	77%	2002
Arizona	\$28,344	\$2,362	55%	2008
Arkansas	\$34,524	\$2,877	85%	2006
California	\$43,536	\$3,628	75%	2005
Colorado	\$39,000	\$3,250	66%	2008
Connecticut	\$38,724	\$3,227	50%	2008
Delaware	\$34,344	\$2,862	54%	2008
Florida	\$25,752	\$2,146	34%	2008
Georgia	\$26,556	\$2,213	52%	2007
Hawaii	\$47,124	\$3,927	85%	2004
Idaho	\$20,472	\$1,706	46%	1998
Illinois	\$31,764	\$2,647	52%	2008
Indiana	\$21,804	\$1,817	40%	2008
Iowa	\$24,900	\$2,075	45%	2008
Kansas	\$31,764	\$2,647	58%	2008
Kentucky	\$25,740	\$2,145	53%	2007
Louisiana	\$31,836	\$2,653	75%	2006
Maine	\$40,824	\$3,402	75%	2008
Maryland	\$29,988	\$2,499	50%	2001
Massachusetts	\$35,880	\$2,990	50%	2008
Michigan	\$23,880	\$1,990	40%	2008
Minnesota	\$42,924	\$3,577	46%	2008
Mississippi	\$35,004	\$2,917	85%	2004
Missouri	\$22,032	\$1,836	41%	2008
Montana	\$25,752	\$2,146	55%	2008
Nebraska	\$20,604	\$1,717	38%	2007
Nevada	\$38,916	\$3,243	75%	2008
New Hampshire	\$32,628	\$2,719	46%	2006
New Jersey	\$34,344	\$2,862	45%	2008
New Mexico	\$28,320	\$2,360	68%	2007
New York	\$32,184	\$2,682	60%	2007
North Carolina	\$36,684	\$3,057	75%	2005
North Dakota	\$29,556	\$2,463	59%	2008
Ohio	\$31,764	\$2,647	57%	2008
Oklahoma	\$35,100	\$2,925	79%	2008
Oregon	\$31,776	\$2,648	62%	2007
Pennsylvania	\$34,344	\$2,862	59%	2007
Rhode Island	\$30,912	\$2,576	47%	2008
South Carolina	\$25,752	\$2,146	53%	2008
South Dakota	\$34,344	\$2,862	66%	2007
Tennessee	\$27,924	\$2,327	60%	2005
Texas	\$25,752	\$2,146	53%	2007
Utah	\$29,748	\$2,479	61%	2008
Vermont	\$31,032	\$2,586	83%	1999
Virginia	\$42,936	\$3,578	66%	2008
Washington	\$34,344	\$2,862	57%	2008
West Virginia	\$24,144	\$2,012	55%	2008
Wisconsin	\$31,764	\$2,647	53%	2008
Wyoming	\$34,344	\$2,862	65%	2008
Data sources	a	a	a	a

APPENDIX C: CHILD CARE DATA (continued)

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2007) ²						
	Child Care and Development Fund: Federal allocations 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 TANF transfer of total CCDF funds	TANF direct spending on child care
Alabama	\$81,160,140	\$6,896,417	\$11,180,149	\$99,236,706	\$16,177,169	10%	\$4,735
Alaska	\$11,803,272	\$3,544,811	\$3,095,483	\$18,443,566	\$10,000,000	11%	\$4,058,015
Arizona	\$107,287,923	\$10,032,936	\$18,626,740	\$135,947,599	\$0	0%	\$0
Arkansas	\$45,764,235	\$1,886,543	\$5,603,280	\$53,254,058	\$7,500,000	4%	\$0
California	\$540,022,560	\$85,593,217	\$222,569,020	\$848,184,797	\$269,340,000	7%	\$158,415,164
Colorado	\$61,307,215	\$8,985,901	\$27,368,564	\$97,661,680	\$0	0%	\$0
Connecticut	\$51,619,671	\$18,738,358	\$18,716,984	\$89,075,013	\$0	0%	\$0
Delaware	\$14,096,226	\$5,179,325	\$4,465,303	\$23,740,854	\$0	0%	\$1,595,462
Florida	\$250,370,945	\$33,415,872	\$64,913,917	\$348,700,734	\$122,549,158	19%	\$17,204,040
Georgia	\$169,630,519	\$22,182,651	\$33,662,390	\$225,475,560	\$29,700,000	6%	\$0
Hawaii	\$19,673,017	\$4,971,630	\$5,114,352	\$29,758,999	\$10,400,000	4%	\$0
Idaho	\$23,097,652	\$1,175,819	\$3,612,293	\$27,885,764	\$8,731,982	22%	\$0
Illinois	\$207,947,157	\$56,873,825	\$74,502,918	\$339,323,900	\$0	0%	\$0
Indiana	\$104,255,829	\$15,356,947	\$21,883,323	\$141,496,099	\$32,158,599	12%	\$0
Iowa	\$41,240,446	\$5,078,586	\$9,248,705	\$55,567,737	\$24,002,560	15%	\$0
Kansas	\$43,720,587	\$6,673,024	\$10,160,112	\$60,553,723	\$21,899,789	21%	\$0
Kentucky	\$74,435,039	\$7,274,537	\$9,801,645	\$91,511,221	\$54,386,300	23%	\$4,129,715
Louisiana	\$85,718,761	\$5,219,488	\$11,390,735	\$102,328,984	\$37,466,333	17%	\$0
Maine	\$15,667,508	\$1,749,818	\$3,472,654	\$20,889,980	\$10,957,923	13%	\$5,713,306
Maryland	\$80,702,253	\$23,301,407	\$31,699,862	\$135,703,522	\$10,285,667	3%	\$0
Massachusetts	\$103,414,080	\$44,973,368	\$33,034,762	\$181,422,210	\$91,874,224	20%	\$11,216
Michigan	\$146,340,493	\$24,411,364	\$43,726,642	\$214,478,499	\$115,093,873	15%	\$40,515,016
Minnesota	\$76,665,649	\$19,690,299	\$27,718,432	\$124,074,380	\$46,448,300	14%	\$0
Mississippi	\$55,382,760	\$1,715,430	\$5,445,042	\$62,543,232	\$18,503,409	14%	\$3,113,888
Missouri	\$94,484,353	\$16,548,755	\$19,400,603	\$130,433,711	\$23,000,000	10%	\$0
Montana	\$13,358,021	\$1,313,990	\$2,007,144	\$16,679,155	\$8,012,010	11%	\$0
Nebraska	\$31,963,326	\$6,498,998	\$7,162,098	\$45,624,422	\$17,000,000	27%	\$0
Nevada	\$31,297,040	\$2,580,421	\$12,375,028	\$46,252,489	\$0	0%	\$417,671
New Hampshire	\$15,877,557	\$4,581,866	\$6,610,525	\$27,069,948	\$6,707,377	8%	\$0
New Jersey	\$112,167,738	\$26,374,178	\$49,299,459	\$187,841,375	\$69,605,588	13%	\$0
New Mexico	\$37,651,222	\$2,895,259	\$4,316,938	\$44,863,419	\$32,206,938	22%	\$0
New York	\$312,427,278	\$101,983,998	\$103,221,219	\$517,632,495	\$360,424,218	13%	\$0
North Carolina	\$185,562,443	\$37,927,282	\$27,170,354	\$250,660,079	\$87,700,029	15%	\$0
North Dakota	\$9,217,860	\$1,017,036	\$1,653,253	\$11,888,149	\$0	0%	\$108,716
Ohio	\$199,323,281	\$45,403,943	\$42,084,157	\$286,811,381	\$0	0%	\$0
Oklahoma	\$75,476,963	\$10,630,233	\$9,146,534	\$95,253,730	\$29,518,846	12%	\$17,357,127
Oregon	\$60,971,768	\$11,714,966	\$12,273,258	\$84,959,992	\$0	0%	\$1,764,437
Pennsylvania	\$180,320,468	\$46,629,051	\$52,373,246	\$279,322,765	\$173,189,000	23%	\$0
Rhode Island	\$17,725,711	\$5,321,126	\$5,003,559	\$28,050,396	\$20,647,191	21%	\$0
South Carolina	\$69,902,235	\$4,085,269	\$10,164,928	\$84,152,432	\$0	0%	\$0
South Dakota	\$11,365,297	\$802,914	\$2,500,038	\$14,668,249	\$0	0%	\$0
Tennessee	\$113,801,573	\$18,975,782	\$18,132,895	\$150,910,250	\$50,600,000	14%	\$0
Texas	\$424,291,616	\$34,681,421	\$95,444,258	\$554,417,295	\$0	0%	\$0
Utah	\$52,674,534	\$4,474,923	\$7,555,081	\$64,704,538	\$0	0%	\$6,108,314
Vermont	\$9,690,726	\$2,666,323	\$1,978,949	\$14,335,998	\$9,224,074	19%	\$0
Virginia	\$102,383,290	\$21,328,762	\$41,748,302	\$165,460,354	\$5,300,000	3%	\$1,897,756
Washington	\$108,464,366	\$38,707,605	\$33,241,231	\$180,413,202	\$104,625,871	26%	\$0
West Virginia	\$30,849,054	\$2,971,392	\$3,205,835	\$37,026,281	\$0	0%	\$1,065,496
Wisconsin	\$82,926,546	\$16,449,406	\$21,376,576	\$120,752,528	\$62,899,870	20%	\$0
Wyoming	\$8,033,868	\$1,553,707	\$2,252,951	\$11,840,526	\$0	0%	\$0
Data sources	b	b	b	b	c	c	c

APPENDIX C: CHILD CARE DATA (continued)

STATE	MAXIMUM CHILD:STAFF RATIOS IN CHILD CARE CENTERS (2007)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2007)	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	8:1	18:1	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	10:1	12:1	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	Not licensed	Not licensed	Not licensed	Not licensed
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	8:1/10:1 ³	8:1/10:1 ³	24/20 ³	24/20 ³
Maryland	10:1	10:1	20	20
Massachusetts	10:1 ⁴	10:1 ⁴	20 ⁴	20 ⁴
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	15:1	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	10:1	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	d	d	d	d

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (2007)				
	Child care center teachers: education/training requirements	Child care center teachers: experience required?	Child care center directors: education/training requirements	Child care center directors: experience required?	Average annual child care worker salary (May 2007)
Alabama	None	N	124 clock hours training	Y (1 year)	\$15,670
Alaska	None	N	CDA	N	\$22,970
Arizona	None	N	60 clock hours ECE/CD training	Y (2 years)	\$18,240
Arkansas	None	N	None	N	\$15,970
California	CC certificate + 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$22,410
Colorado	None	N	18 ECE credits	Y (2 years)	\$21,600
Connecticut	None	N	CDA	Y (1,080 hours)	\$22,570
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	\$20,630
Florida	40-hour CC training	Y (15 months)	State director credential	N	\$18,620
Georgia	None	N	None	N	\$16,670
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$18,310
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	\$17,580
Illinois	CDA or CCP certification	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$20,620
Indiana	None	N	AA in ECE	Y (3 years)	\$18,130
Iowa	None	N	75 clock hours CD training	Y (> 1 year)	\$17,110
Kansas	None	N	CDA	Y (1 year)	\$17,210
Kentucky	None	N	None	N	\$16,830
Louisiana	None	N	Vocational CC program	Y (1 year)	\$15,780
Maine	None	N	135 clock hours training	Y (5 years)	\$21,750
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	\$21,030
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$22,500
Michigan	None	N	CDA + 12 child-related credits	N	\$20,800
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or Human Relations	Y (1,040 hours)	\$19,620
Mississippi	None	N	CDA or CC Director's credential	Y (2 years)	\$15,280
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$18,550
Montana	None	N	None	N	\$17,120
Nebraska	None	N	None	N	\$17,410
Nevada	None	N	CDA	N	\$17,360
New Hampshire	2-year vocational CC course	N	CDA	Y (4,000 hours)	\$19,200
New Jersey	CDA or CCP certification	Y (1 year)	BA	Y (1 year)	\$21,460
New Mexico	None	N	1-year vocational certificate	Y (2 years)	\$16,990
New York	None	N	CDA	Y (4 years)	\$22,850
North Carolina	None	N	None	N	\$19,030
North Dakota	None	N	CDA	Y (1 year)	\$16,420
Ohio	None	N	CDA	Y (2 years)	\$20,650
Oklahoma	None	N	Director's Credential, Bronze Level	N	\$16,100
Oregon	None	N	None	N	\$20,350
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$19,270
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	\$21,330
South Carolina	None	N	None	N	\$16,210
South Dakota	None	N	None	N	\$17,160
Tennessee	None	N	TECTA certificate	N	\$16,320
Texas	None	N	CDA	Y (2 years)	\$16,260
Utah	None	N	NAC credential + 6 CCR&R courses	N	\$16,960
Vermont	CDA	N	CDA	Y (2 years)	\$19,720
Virginia	None	N	120 hours training	Y (3 years)	\$18,700
Washington	None	N	CDA	Y (2 years)	\$21,000
West Virginia	None	N	None	N	\$15,020
Wisconsin	2 non-credit ECE courses	Y (80 days)	2 ECE courses	Y (80 days)	\$22,720
Wyoming	None	N	100 clock hours training	Y (2 years)	\$18,270
Data sources	e	e	f	f	g

DATA SOURCES

- a Data were retrieved from the U.S. Department of Health and Human Services report: *Child Care and Development Fund: Report of State and Territory Plans FY 2008-2009*. Available at <http://www.nccic.org/pubs/stateplan2008-09/stateprofiles.pdf>.
- b Child Care Bureau, FY 2007 CCDF Final Allocations (Including Realloted Funds). Available at http://www.acf.hhs.gov/programs/ccb/law/allocations/current/state2007/final_allocations2007.htm.
- c FY 2007 TANF financial data were provided by the U.S. Department of Health and Human Services, Administration for Children and Families.
- d State Requirements for Child-Staff Ratios and Maximum Group Sizes for Child Care Centers in 2007. Data compiled from the preliminary results from *The 2007 Child Care Licensing Study* (unpublished) by the National Association for Regulatory Administration (NARA) and the National Child Care Information and Technical Assistance Center (NCCIC). Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/ratios.html>.
- e State Requirements for Minimum Preservice Qualifications and Annual Ongoing Training Hours for Child Care Center Teachers and Master Teachers in 2007. Data compiled from the preliminary results from *The 2007 Child Care Licensing Study* (unpublished) by the National Association for Regulatory Administration (NARA) and the National Child Care Information and Technical Assistance Center (NCCIC). Available at: <http://www.nccic.org/pubs/cclicensingreq/cclr-teachers.html>.
- f State Requirements for Minimum Preservice Qualifications, Administrative Training, and Annual Ongoing Training Hours for Child Care Center Directors in 2007. Data compiled from the preliminary results from *The 2007 Child Care Licensing Study* (unpublished) by the National Association for Regulatory Administration (NARA) and the National Child Care Information and Technical Assistance Center (NCCIC). Available at <http://www.nccic.org/pubs/cclicensingreq/cclr-directors.html>.
- g U.S. Department of Labor, Bureau of Labor Statistics (2007). Available at <http://www.bls.gov>.

NOTES

- 1 These data represent the sums of mandatory, discretionary, and federal shares of the matching funds.
- 2 At press time, FY 2008 TANF financial data were not available. However, FY 2008 data are available for CCDF at http://www.acf.hhs.gov/programs/ccb/law/allocations/current/state2008/final_allocations2008.htm.
- 3 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.
- 4 This ratio applies to 3- and 4-year-old children who attend full-day programs. The ratio for half-day programs is 12:1 with a maximum class size of 24.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2007		
	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	61,524	60,577	122,101
Alaska	9,914	9,403	19,317
Arizona	97,893	96,462	194,355
Arkansas	39,086	38,682	77,768
California	518,653	514,955	1,033,608
Colorado	68,526	68,984	137,510
Connecticut	42,747	43,251	85,998
Delaware	11,498	11,581	23,079
Florida	223,416	219,574	442,990
Georgia	146,566	143,297	289,863
Hawaii	16,290	14,826	31,116
Idaho	23,545	22,977	46,522
Illinois	178,863	176,303	355,166
Indiana	88,549	87,113	175,662
Iowa	38,559	39,061	77,620
Kansas	38,703	39,106	77,809
Kentucky	56,038	55,572	111,610
Louisiana	61,305	59,553	120,858
Maine	14,379	14,482	28,861
Maryland	74,381	73,000	147,381
Massachusetts	75,831	76,044	151,875
Michigan	128,291	127,429	255,720
Minnesota	70,570	69,011	139,581
Mississippi	43,317	42,086	85,403
Missouri	78,153	76,938	155,091
Montana	11,571	11,543	23,114
Nebraska	25,876	25,578	51,454
Nevada	38,201	37,232	75,433
New Hampshire	14,983	15,147	30,130
New Jersey	113,568	113,073	226,641
New Mexico	28,319	27,920	56,239
New York	238,258	234,579	472,837
North Carolina	124,852	123,770	248,622
North Dakota	7,791	7,515	15,306
Ohio	148,499	147,568	296,067
Oklahoma	50,429	49,600	100,029
Oregon	45,983	46,608	92,591
Pennsylvania	147,269	146,833	294,102
Rhode Island	12,608	12,147	24,755
South Carolina	58,705	57,545	116,250
South Dakota	11,186	10,643	21,829
Tennessee	81,399	80,642	162,041
Texas	393,942	390,430	784,372
Utah	50,589	49,636	100,225
Vermont	6,672	6,712	13,384
Virginia	103,580	101,120	204,700
Washington	83,428	81,492	164,920
West Virginia	21,458	21,356	42,814
Wisconsin	71,431	70,952	142,383
Wyoming	6,956	7,028	13,984
50 states	4,104,150	4,056,936	8,161,086
District of Columbia	7,204	6,186	13,390

Source: U.S. Census Population Estimates, State Population Datasets (State by Age, Sex, Race, and Hispanic Origin - 6 Race Groups).
 Downloaded from: <http://www.census.gov/popest/datasets.html>

APPENDIX E: PRE-K SPECIAL EDUCATION ENROLLMENT

STATE	NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2007-2008					
	3-year-olds		4-year-olds		Total 3- and 4-year-olds	
	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population	Number Enrolled	Percent of State Population
Alabama	1,232	2.0%	2,175	3.6%	3,407	2.8%
Alaska	459	4.6%	641	6.8%	1,100	5.7%
Arizona	3,340	3.4%	5,123	5.3%	8,463	4.4%
Arkansas	3,083	7.9%	5,026	13.0%	8,109	10.4%
California	15,865	3.1%	24,401	4.7%	40,266	3.9%
Colorado	2,467	3.6%	3,953	5.7%	6,420	4.7%
Connecticut	2,028	4.7%	2,736	6.3%	4,764	5.5%
Delaware	508	4.4%	828	7.2%	1,336	5.8%
Florida	6,593	3.0%	11,197	5.1%	17,790	4.0%
Georgia	3,404	2.3%	5,896	4.1%	9,300	3.2%
Hawaii	666	4.1%	877	5.9%	1,543	5.0%
Idaho	1,006	4.3%	1,159	5.0%	2,165	4.7%
Illinois	8,617	4.8%	12,963	7.4%	21,580	6.1%
Indiana	4,634	5.2%	6,365	7.3%	10,999	6.3%
Iowa	1,358	3.5%	1,981	5.1%	3,339	4.3%
Kansas	2,255	5.8%	3,461	8.9%	5,716	7.4%
Kentucky	4,389	7.8%	7,620	13.7%	12,009	10.8%
Louisiana	1,680	2.7%	3,351	5.6%	5,031	4.2%
Maine	963	6.7%	1,436	9.9%	2,399	8.3%
Maryland	2,887	3.9%	4,097	5.6%	6,984	4.7%
Massachusetts	3,904	5.2%	5,668	7.5%	9,572	6.3%
Michigan	5,537	4.3%	8,012	6.3%	13,549	5.3%
Minnesota	3,324	4.7%	4,912	7.1%	8,236	5.9%
Mississippi	1,310	3.0%	2,598	6.2%	3,908	4.6%
Missouri	3,126	4.0%	5,837	7.6%	8,963	5.8%
Montana	381	3.3%	671	5.8%	1,052	4.6%
Nebraska	1,359	5.3%	1,717	6.7%	3,076	6.0%
Nevada	1,164	3.1%	2,046	5.5%	3,210	4.3%
New Hampshire	428	2.9%	961	6.3%	1,389	4.6%
New Jersey	4,668	4.1%	6,366	5.6%	11,034	4.9%
New Mexico	1,395	4.9%	2,284	8.2%	3,679	6.5%
New York	18,477	7.8%	25,745	11.0%	44,222	9.4%
North Carolina	3,946	3.2%	6,737	5.4%	10,683	4.3%
North Dakota	353	4.5%	530	7.1%	883	5.8%
Ohio	5,257	3.5%	8,176	5.5%	13,433	4.5%
Oklahoma	1,328	2.6%	2,443	4.9%	3,771	3.8%
Oregon	2,197	4.8%	3,178	6.8%	5,375	5.8%
Pennsylvania	7,623	5.2%	10,745	7.3%	18,368	6.3%
Rhode Island	663	5.3%	1,061	8.7%	1,724	7.0%
South Carolina	1,898	3.2%	3,387	5.9%	5,285	4.6%
South Dakota	596	5.3%	941	8.8%	1,537	7.0%
Tennessee	2,301	2.8%	4,062	5.0%	6,363	3.9%
Texas	7,910	2.0%	12,463	3.2%	20,373	2.6%
Utah	2,042	4.0%	2,815	5.7%	4,857	4.9%
Vermont*	425	6.4%	589	8.8%	1,014	7.6%
Virginia	3,559	3.4%	5,815	5.8%	9,374	4.6%
Washington	2,999	3.6%	4,657	5.7%	7,656	4.6%
West Virginia	1,067	5.0%	1,978	9.3%	3,045	7.1%
Wisconsin	3,121	4.4%	5,125	7.2%	8,246	5.8%
Wyoming	703	10.1%	1,126	16.0%	1,829	13.1%
50 states	160,495	3.9%	247,931	6.1%	408,426	5.0%
District of Columbia	103	1.4%	189	3.1%	292	2.2%

Source: U.S. Department of Education, Office of Special Education Programs, Data Analysis System (DANS), OMB #1820-0043: "Children with Disabilities Receiving Special Education Under Part B of the Individuals with Disabilities Education Act," 2007. Data updated as of July 15, 2008.

* Vermont did not report special education enrollment. The numbers were estimated based on the percentage of 3- and 4-year-olds enrolled in 2006-2007.

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