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NATIONAL INSTITUTE FOR
EARLY EDUCATION RESEARCH

The State of Preschool 2009

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research
Supported by The Pew Charitable Trusts

RUTGERS

Graduate School of Education

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THE STATE OF PRESCHOOL 2009

STATE PRESCHOOL YEARBOOK

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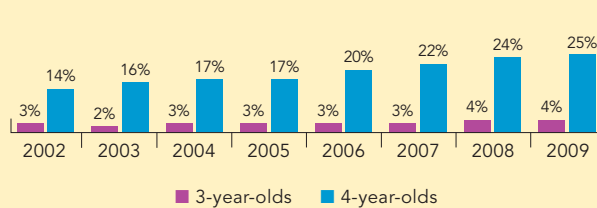
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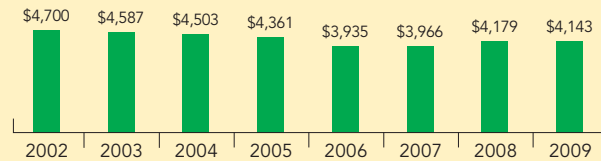
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United States

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In the 2008-2009 year, states continued to make progress in the provision of preschool education to children, but that progress was slower and more uneven than in previous years. Total enrollment and spending increased, but not in every state. In some states enrollment actually declined. With respect to quality standards, more states advanced than retreated, but quality standards remain low in many states, particularly for teacher and assistant teacher qualifications. The brief trend toward increased real spending per child enrolled ended, and per-child spending once again declined after adjusting for inflation.

Today, 30 percent of children attend a state-funded preschool program at age 4, including those receiving special education. When Head Start is added, enrollment in public programs is nearly 40 percent at age 4. Children also attend private programs and some public school programs that are locally funded. According to the 2007 National Household Education Survey (NHES), total enrollment in a public or private program the year prior to kindergarten at age 4 is about 74 percent. Enrollment at age 3 is much lower: 7 percent in a state-funded program, 14 percent when Head Start is added, and 47 percent when all other public and private programs are taken into account.

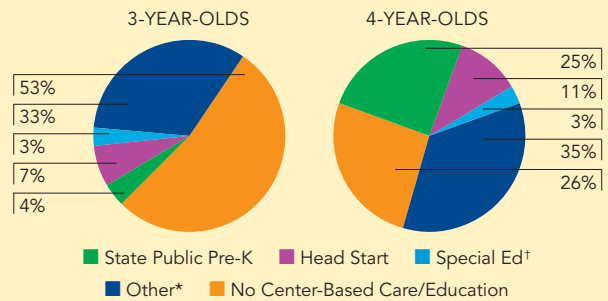
WHAT'S NEW?

- Enrollment increased by 81,593 children at all ages. More than 1.2 million children attended state-funded preschool education, with more than 1 million at age 4 alone.
- States' pre-K enrollment of 3- and 4-year-olds exceeded 1.5 million including both general and special education.
- Twenty-nine states had increases in the percent of 3- and 4-year-olds enrolled in state pre-K programs in the 2008-2009 school year, while nine states decreased.
- When general and special education enrollments are combined, 30 percent of 4-year-olds and 7 percent of 3-year-olds are served across the states.
- About a third of state-funded pre-K children received this service in private programs.
- Eight states improved on NIEER's Quality Standards Checklist, but three states lost ground on standards.
- Twenty-three of 38 states failed to fully meet NIEER benchmarks for teacher qualifications and 26 failed to meet the benchmark for assistant teacher qualifications.
- Only 16 states could be verified as providing enough funding to meet all 10 benchmarks for quality standards.
- State pre-K spending per child increased slightly to \$4,143; spending from all reported sources for state programs rose to \$4,711 per child. Adjusted for inflation, spending per child actually decreased slightly.
- Total funding for state pre-K rose to more than \$5 billion. While this is good news, it is a slow down from growth rates of prior years. The increase in state funding was \$446 million, about half the increase of the previous year. Funding from all sources exceeded \$5.7 billion, though reporting of funding from local and federal sources remains incomplete.
- After adjusting for inflation, state funding per child declined in 24 of 38 states with programs.

NATIONAL ACCESS

Total state program enrollment, all ages.....	1,216,077
States that fund preschool.....	38 states
Income requirement	32 state programs have an income requirement
Hours of operation	10 full-day, 10 half-day, 31 determined locally
Operating schedule	40 academic year, 11 determined locally
Special education enrollment, ages 3 & 4.....	411,912
Federal Head Start enrollment, ages 3 & 4.....	736,517 ¹
Total federal Head Start and	898,289 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4.....	19,865 ²

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



[†] This is an estimated number of children in special education not enrolled in state-funded pre-K or Head Start. Total enrollment in special education is higher.

*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 51 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards.....	Comprehensive	47
Teacher degree	BA	26
Teacher specialized training.....	Specializing in pre-K	44
Assistant teacher degree.....	CDA or equivalent.....	14
Teacher in-service	At least 15 hours/year	42
Maximum class size	20 or lower.....	45
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	32
and support services	at least 1 support service	
Meals.....	At least 1/day	21
Monitoring.....	Site visits	40

NATIONAL RESOURCES

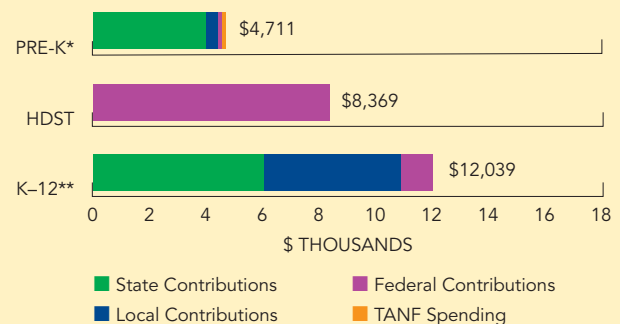
Total state preschool spending	\$5,037,696,733 ³
Local match required?	11 state programs require a local match
State Head Start spending	\$157,673,132 ⁴
State spending per child enrolled	\$.4,143 ³
All reported spending per child enrolled*	\$.4,711

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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. These numbers do not include children funded by state match.

² This figure includes 15,592 children who attended programs that were considered to be state-funded preschool initiatives. These children are also counted in the state-funded preschool enrollment total.

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

⁴ Funding for Maine's program is estimated because the state was unable to provide this information.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resources Rank Based on State Spending	Resources Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	34	None Served	14	19	10
Arizona	35	None Served	35	38	4
Arkansas	8	8	10	5	9
California	26	9	22	26	4
Colorado	20	7	36	28	6
Connecticut	28	6	3	2	6
Delaware	31	None Served	7	12	8
Florida	2	None Served	34	37	3
Georgia	3	None Served	17	23	8
Illinois	13	1	26	30	9
Iowa	14	19	29	24	7.6
Kansas	19	None Served	30	33	7.2
Kentucky	15	4	24	20	8
Louisiana	12	None Served	12	17	8.7
Maine	22	None Served	38	35	5
Maryland	11	20	21	6	9
Massachusetts	27	16	8	14	6
Michigan	21	None Served	16	22	7
Minnesota	38	21	2	3	9
Missouri	36	18	32	36	8
Nebraska	32	15	33	18	7
Nevada	37	24	31	34	7
New Jersey	16	3	1	1	8.8
New Mexico	23	None Served	27	32	8
New York	9	25	23	27	6
North Carolina	17	None Served	11	9	10
Ohio	30	10	5	10	4.2
Oklahoma	1	None Served	18	8	9
Oregon	29	12	4	7	8
Pennsylvania	24	11	9	16	6.1
South Carolina	10	14	37	31	6.4
Tennessee	18	23	15	15	9
Texas	7	13	20	25	4
Vermont	4	2	25	29	4.8
Virginia	25	None Served	19	13	8
Washington	33	17	6	11	9
West Virginia	5	5	13	4	7
Wisconsin	6	22	28	21	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

Findings for the 2008-2009 school year confirmed our worries about the effects of the recession on state pre-K. This was the first year to be influenced by the recession, and we found a slow down in progress in all three key dimensions that we evaluate—access, quality standards, and resources. This does not bode well for the future, as we discuss later. However, despite the slow down in the rate of growth, some progress was made. Enrollment in state pre-K rose one percentage point to 25 percent at age 4 so that now one of every four children attends a state pre-K program. States met more NIEER benchmarks for quality standards than ever before, and states spent more than \$5 billion on their pre-K programs. Unfortunately, state funding grew more slowly than in previous years so that inflation-adjusted spending per child fell, reversing the prior two-year trend toward increased funding per child. Many states fail to provide enough funding to ensure programs could meet minimum quality standards, a serious problem.

In the 2008-2009 program year, states continued to make progress in the provision of preschool education to children, but that progress was slower and more uneven than in previous years. Total enrollment and spending increased, but not in every state. In some states enrollment actually declined. With respect to quality standards, more states advanced than retreated, but quality standards remained low in many states, particularly for teacher and assistant teacher qualifications. The brief trend toward increased real spending per child enrolled ended, and per-child spending once again declined after adjusting for inflation.

When we include children enrolled in special education programs, 30 percent of children attend a state-funded preschool program at age 4. When Head Start is added, total enrollment in public programs is nearly 40 percent at age 4. Children also attended private programs (sometimes with government subsidies), and some public school programs that are locally funded are not accounted for in our figures for state pre-K. According to the 2007 National Household Education Survey (NHES), more than 30 percent more of the population is enrolled in these other programs the year prior to kindergarten at age 4 for a total enrollment in public or private programs of 74 percent.

Far fewer children are enrolled at age 3, with almost 4 percent of 3-year-olds enrolled in regular state-funded pre-K education and 7 percent when special education is included. Head Start doubles participation rates in public programs to 14 percent. According to the 2007 NHES, enrollment at age 3 is 47 percent when all other public and private programs are taken into account.

WHAT'S NEW?

- Enrollment increased by 81,593 children at all ages. More than 1.2 million children attended state-funded preschool education, with more than 1 million at age 4 alone.
- States' pre-K enrollment of 3- and 4-year-olds exceeded 1.5 million including both general and special education.
- Twenty-nine states had increases in the percent of 3- and 4-year-olds enrolled in state pre-K programs in the 2008-2009 school year, while nine states decreased.
- When general and special education enrollments are combined, 30 percent of 4-year-olds and 7 percent of 3-year-olds are served across the states.
- About a third of state-funded pre-K children received this service in private programs.
- Eight states improved on NIEER's Quality Standards Checklist, but three states lost ground on standards.
- Twenty-three of 38 states failed to fully meet NIEER benchmarks for teacher qualifications and 26 failed to meet the benchmark for assistant teacher qualifications.
- Only 16 states could be verified as providing enough funding to meet all 10 benchmarks for quality standards.
- State pre-K spending per child increased slightly to \$4,143; spending from all reported sources for state programs rose to \$4,711 per child. Adjusted for inflation, spending per child actually decreased slightly.
- Total funding for state pre-K rose to more than \$5 billion. While this is good news, it is a slow down from growth rates of prior years. The increase in state funding was \$446 million, about half the increase of the previous year. Funding from all sources exceeded \$5.7 billion, though reporting of funding from local and federal sources remains incomplete.
- After adjusting for inflation, state funding per child declined in 24 of 38 states with programs.



GROWING DISPARITIES IN DIFFICULT TIMES

As some states continued to move forward in the recession, others fell further behind, and some dropped precipitously. Oklahoma remains the only state where almost every child has the opportunity to attend a quality preschool education program at age 4, but other states are at least approaching the goal of offering some public education program to all children. In nine states the majority 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 six states, fewer than 15 percent of 4-year-old children are enrolled in any public preschool program including 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	71	87
Florida	67	68	77
Georgia	53	54	61
Vermont	53	59	68
West Virginia	51	51	73
Wisconsin	48	50	59
Texas	45	46	55
Arkansas	44	50	63
New York	43	47	57
South Carolina	38	39	49

* All 4-year-old special education children in Oklahoma are in the state pre-K program.

† These states have pilot pre-K programs beginning in the 2009-2010 school year.

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:

- Annual state funding for pre-K ranged from zero in 12 states to more than \$760 million in Texas.
- State funding per child exceeded \$5,000 per child in 14 states, while in five others it fell below \$2,500.
- Most states failed to meet NIEER benchmarks for teacher and assistant teacher qualifications. Seven states had programs that met fewer than half of our benchmarks for quality standards. The states failing to meet most benchmarks include three of the four states with the largest number of children—California, Texas, and Florida.
- There are no maximum class sizes or limits on staff-child ratios in Texas and Pennsylvania's K4 program, the only programs that fail 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 at a very slow pace. Even though some states saw significant increases in enrollment of 3-year-olds, the increases were offset by decreased enrollment of 3-year-olds in other states. Illinois, Vermont, and New Jersey are clear leaders in serving children at age 3.

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	21	22	30
Vermont	17	23	29
New Jersey	17	21	26
Kentucky*	10	10	20
West Virginia	9	9	20

* All 3-year-old children in Kentucky are special education students who have either a developmental delay or an identified disability.

THREATS TO QUALITY AND EFFECTIVENESS

Access to state pre-K, or any other publicly funded pre-K program, is of significant value to children and the nation only if those programs are educationally effective. Thus, it is noteworthy that most states fail to set program standards consistent with programs that have demonstrated strong effects on learning and development. Worse, four states (Arizona, Louisiana, Maine, and Maryland) actually spent less on pre-K in 2008-2009 than in the prior year, and additional states fell behind once inflation was taken into account. This problem is so severe that average inflation-adjusted spending per child declined. As state budgets will more fully bear the brunt of the recession in 2010 and 2011, the immediate future of pre-K seems much more perilous than past trends might suggest. Strong leadership will be required to ensure that state pre-K programs are not seriously harmed in upcoming budget decisions.

Although high quality standards cannot guarantee educational effectiveness, low standards and inadequate funding are no formula for success. Moreover, when states allow weak standards and cut their share of the budget we can expect that children in the poorest communities will be those left behind in ineffective programs. The recent findings of minimal effects in the Head Start National Impact Study should be taken as a serious warning that state pre-K programs need higher standards to be effective.

The federal government has responded to the current economic crisis by providing states with substantial assistance. No doubt this has helped. However, the federal government should place greater emphasis on ensuring that aid goes to educationally effective state pre-K programs. Why? As pure economic stimulus it is hard to beat pre-K programs. The vast majority of the money goes directly to jobs, many in the private sector, and virtually none is spent on imported goods or services. Second, the nation is going to have to pay for the large deficits we are running up, and that requires that we invest in our future productivity. Educationally effective preschool programs produce more productive future workers. By itself, cheap child care with low standards may reach more families, but it is bad policy, and may even harm child development. Quality pre-K can work together with child care to help parents and children now in ways that will increase future prosperity.



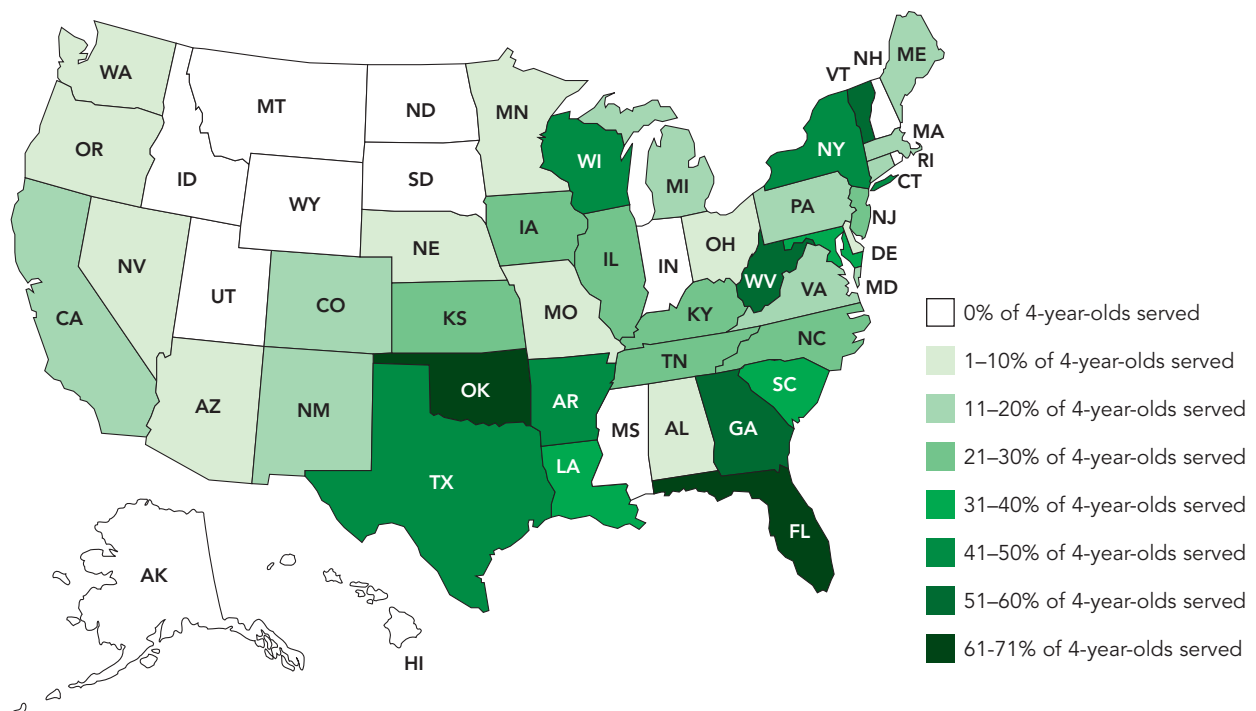
ACCESS: WILL WE GO FROM SLOW GROWTH TO NO GROWTH?

State-funded prekindergarten enrollment increased slightly for the 2008-2009 school year, slowing the trend toward increased access to state pre-K across the country. State-funded pre-K served 1,216,077 children in 51 programs in 38 states during the 2008-2009 school year, including 1,199,127 3- and 4-year-olds. While in past years, enrollment trends for 4-year-olds in state-funded pre-K increased by approximately two percentage points each year, during the 2008-2009 school year, enrollment increased by only one percentage point nationally while access for 3-year-olds remained relatively stagnant. We anticipate that growth in access to state-funded pre-K will be no better in the 2009-2010 school year. Upcoming budget decisions will determine whether 2010-2011 is better or worse.

Enrollment in pre-K by state is reported in Tables 2 and 3, and Head Start and special education enrollment information is reported in Table 4. Table 4 presents unduplicated numbers and percentages of children enrolled in state pre-K, special education, and Head Start as some children may be served under all three auspices. Key findings for the 2008-2009 school year include:

- Approximately 25 percent of 4-year-olds and 4 percent of 3-year-olds were served in 38 states, reflecting a one percentage point increase in 4-year-olds and a virtual standstill for 3-year-olds.
- In the 2008-2009 school year, 31 states increased the enrollment of 4-year-olds, down from 32 states in the 2007-2008 school year.
- Six states decreased their enrollment of 4-year-olds in the 2008-2009 school year, although four of these six states increased their enrollment of 3-year-olds.
- Oklahoma continues to serve the largest percentage of 4-year-olds at 71 percent, followed closely by Florida at 67 percent and then Georgia with 53 percent. These three states, along with Vermont (53 percent) and West Virginia (51 percent) serve more than half of their 4-year-olds in state pre-K.
- Enrollment of 3-year-olds increased by slightly more than 2,500 children nationwide. Illinois, Vermont, New Jersey, and Kentucky were the only states to serve 10 percent or more of their 3-year-olds in state pre-K, with only Illinois serving more than 20 percent.
- Overall, including special education and Head Start, enrollment increased by 3 percent for 4-year-olds while enrollment of 3-year-olds was essentially flat.

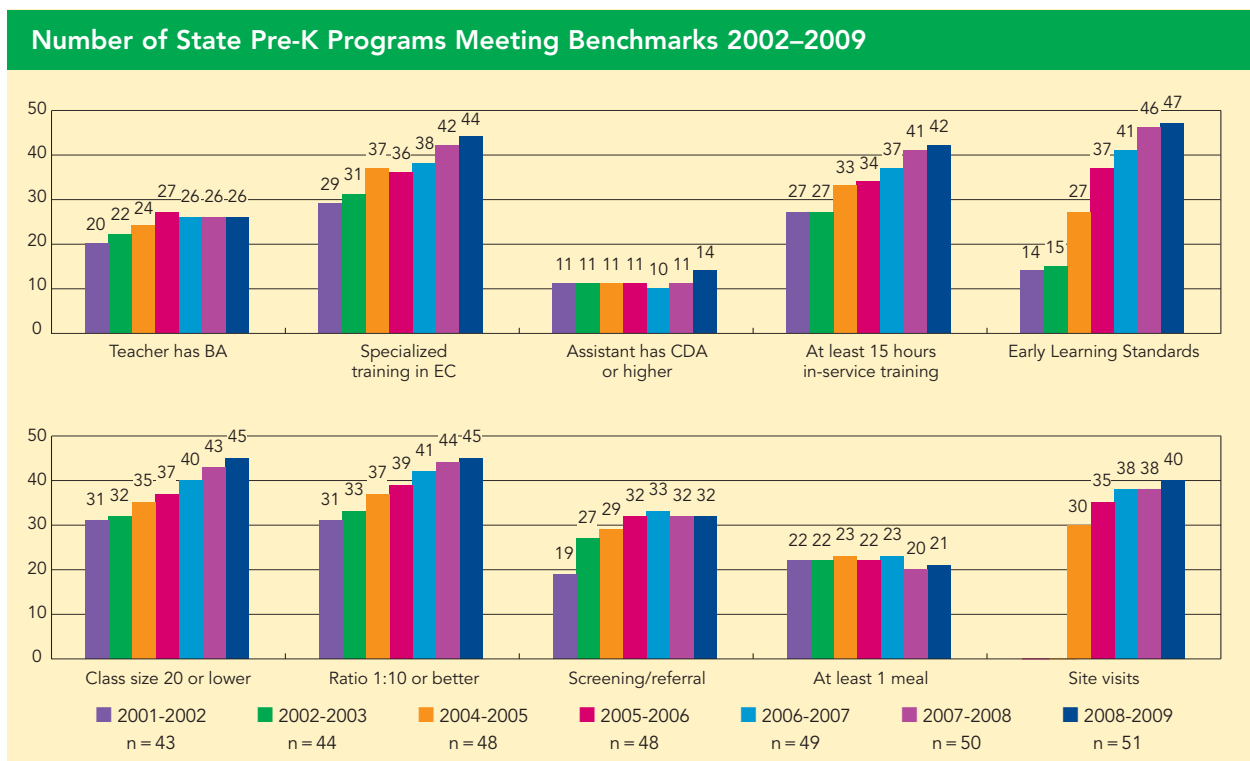
FIGURE 1: PERCENT OF 4-YEAR-OLDS SERVED IN STATE PRE-K



QUALITY STANDARDS: FOUNDATION FOR EFFECTIVE EARLY EDUCATION

The educational quality of a preschool program is one of the most important factors in predicting its effectiveness, as quality is linked to effects on children’s development, academic success over time, and other outcomes that yield economic benefits to society. To ensure that all children are served in educationally effective programs, first states should set minimum standards for the resources programs must provide in each classroom. Of course, states also must ensure that funding is adequate to purchase these resources, and that they are effectively used to deliver the program. Standards alone do not guarantee quality. At the same time, it is unreasonable to expect programs operating with much lower standards to replicate the success of programs that have proven to be effective in the past. The *Yearbook* compares each state program’s standards against a checklist of 10 research-based quality standards benchmarks, each representing a different component of program quality. A list of the benchmarks and a summary of the supporting research can be found beginning on page 24.

The tables below depict the total number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year to the 2008-2009 school year. State pre-K education programs have increased the number of quality benchmarks met over the years, but the rate of improvement slowed in the 2008-2009 year, as can be seen in the table below.



It is important to consider that while each benchmark holds value, they do not all carry equal weight in predicting program effectiveness, and together they do not encompass all possible components of program quality. Rather, these benchmarks are preconditions for quality that offer evidence of a state’s commitment to provide every child enrolled in a state-funded prekindergarten program with a high-quality educational experience. Finally, it is important to note that the quality benchmarks focus on the policy requirements of the preschool initiative rather than measured practice. Therefore, since these benchmarks represent minimum standards, some classrooms may exceed state-level policy requirements, or conversely fail to meet state-level policy if programs do not adhere to requirements. In some states, a very small proportion of classrooms may actually fail to meet a benchmark so that the practical difference statewide is quite small. However, for those children who miss out on a quality education, the difference may be quite large.

Twenty-four states met seven or more benchmarks in the 2008-2009 program year and most states met at least five benchmarks. Eight states increased the number of benchmarks met, while three states met fewer benchmarks than last year. Other key findings for the 2008-2009 school year include:

- North Carolina, Alabama, and one Louisiana program (NSECD) met all 10 benchmarks. Nine states had programs that met nine out of 10 benchmarks—Arkansas, Illinois, Louisiana LA4, Maryland, Minnesota, New Jersey Abbott, Oklahoma, Tennessee, and Washington.
- Virginia and New Jersey ECPA had the largest improvements in standards, both increasing from six to eight benchmarks met. Only seven programs continued to meet fewer than half of the 10 benchmarks: Arizona, California, Texas, and Vermont EEI met four, while Florida, Ohio ECE and Pennsylvania K4 met just three benchmarks. However, almost 40 percent of all children enrolled in state-funded pre-K nationwide are in these seven states.
- Two benchmarks are met by fewer than half of all 51 programs: only 14 programs require assistant teachers to have at least a CDA or equivalent credential (an increase from 11 last year), while just 21 programs require at least one meal per day to be offered (an increase from 20 last year). In addition, 26 programs require teachers to have a bachelor's degree.
- Texas and Pennsylvania's K4 program are the only programs to set no limits on maximum class sizes and staff-child ratios. California and Maine limit staff-child ratios but not class size. Florida, Maine, Ohio, and Wisconsin 4K set limits, but are not stringent enough to meet the benchmarks for class size and/or staff-child ratio.

Despite continued progress, standards continue to vary a great deal from state to state. Children in Georgia and Alabama have access to programs that meet eight and 10 of the NIEER quality standards benchmarks, respectively. In the neighboring state of Florida, children attend programs that must meet only three benchmarks. For a complete summary of the benchmarks met by each state prekindergarten program during the 2008-2009 school year, see Table 5 on page 18.

NEW RESEARCH ON EFFECTIVENESS OF STATE PRE-K

New studies of state-funded pre-K have expanded the evidence available on program effectiveness, often using innovative rigorous designs that address the methodological limitations of older studies of public preschool programs. Five of the strongest recent studies are briefly noted.

STATE	EVALUATION
Five-State Study ¹	NIEER used a rigorous research design to evaluate the effectiveness of pre-K programs in five states (MI, NJ, OK, SC, WV). Programs were found to have positive effects on learning for language, literacy, and math. Effects varied across states, but all had significant impacts in at least one of the three domains.
New Jersey ²	Multiple rigorous studies have found positive effects on language, literacy, and mathematics learning. A longitudinal follow-up study found that New Jersey's Abbott Pre-K program's learning gains were sustained through second grade (the most recent follow-up), and that grade repetition was reduced. The effects of two years were twice as large as the effects of one year for most measures including grade repetition.
New Mexico ³	Multiple rigorous statewide evaluations have found positive effects on language, literacy, and math skills.
Louisiana ⁴	An evaluation of the LA4 program using a multi-year design with four cohorts found strong gains in learning for language, literacy, and mathematics. Gains continued through at least kindergarten. The study also found substantial decreases in grade repetition and special education.
Oklahoma ⁵	Rigorous evaluations of the pre-K program in Tulsa have found positive effects on literacy and mathematics learning for all children. Effects are somewhat larger for the most disadvantaged children but are strong for children from every background, including children who are not disadvantaged.

¹ Wong, V. C., Cook, T. D., Barnett, W. S., & Jung, K. (2008). An effectiveness-based evaluation of five state pre-kindergarten programs. *Journal of Policy Analysis and Management*, 27(1), 122-154. Available at <http://www.sesp.northwestern.edu/docs/publications/16129652354859671644dba.pdf>

² Frede, E., Jung, K., Barnett, W. S., & Figueras, A. (2009). *The APPLES blossom: Abbott Preschool Program Longitudinal Effects Study (APPLES), Preliminary results through 2nd grade*. New Brunswick, NJ: National Institute for Early Education Research. Available at http://nieer.org/pdf/apples_second_grade_results.pdf

³ Hustedt, J. T., Barnett, W. S., Jung, K., & Goetze, L.D. (2009). *The New Mexico PreK Evaluation: Results from the initial four years of a new state preschool initiative. Final report*. New Brunswick, NJ: National Institute for Early Education Research. Available at <http://nieer.org/pdf/new-mexico-initial-4-years.pdf>

⁴ Ramey, C. T., Landesman Ramsey, S., & Stokes, B. R. (2009). Research evidence about program dosage and student achievement: Effective public prekindergarten programs in Maryland and Louisiana. In R. C. Pianta & C. Howes (Eds.), *The Promise of Pre-K* (pp. 79-105). Baltimore, MD: Paul H. Brooks Publishing Co.

⁵ Gormley, W. T., Jr., Phillips, D., & Gayer, T. (2008). Preschool programs can boost school readiness. *Science*, 320, 1723-1724. Available at <http://nieer.org/resources/research/Gormley062708.pdf>



RESOURCES: SHIFTING INTO REVERSE?

In the 2008-2009 school year, state funding for pre-K did not increase enough to keep up with inflation. This is particularly disturbing because it ended a two-year departure from the previous downward trend in real spending per child. Adequate funding is necessary to ensure that children receive an effective preschool education of lasting value. A small one-year dip hardly constitutes a disaster, but given states' budgetary problems this could be the start of a new downward trend that will erode the value of these programs and turn them into ineffective, cheap substitutes for real education. State funding is not the only source of funds for state pre-K programs. It is difficult to make good cross-year comparisons on total funding per child because, although we continue to improve our ability to estimate funds from federal and local sources, this data remains incomplete. The good news is that federal Title I funding has been increasing and these funds can be used for pre-K. The bad news is that federal efforts to increase support for early childhood programs have focused on child care and Head Start, largely ignoring state pre-K programs. As a result, we expect to see an increase in the number of states that do not adequately fund their pre-K programs to provide an effective education, and that number is already shamefully high.

In the 2008-2009 school year, states spent slightly more than \$5 billion on state pre-K, a nominal increase of \$446 million or 10 percent over the previous year (7 percent after adjusting for inflation). This is less than half of the percentage increase of the previous year. Other key findings include:

- State spending ranged from \$3.3 million in Nevada to more than \$760 million in Texas, which is the top spending state despite having a smaller population than California.
- State spending per child averaged \$4,143, an increase of \$86 per child in nominal dollars, but a decrease of \$36 per child after adjusting for inflation.
- States differ greatly in per-child spending. New Jersey and Minnesota spent more than twice the national average of per-child spending. Maine and South Carolina spent less than \$2,000 per child. Colorado, Arizona, Florida, Nebraska, Missouri and Nevada spent less than \$3,000 per child.
- Adding up all reported public funding for state-funded prekindergarten (federal, state, and local), the total exceeded \$5.7 billion dollars, an increase of \$517 million or 10 percent over the prior year (not adjusting for inflation).
- We continue to get more accurate information on funding from other sources. For some states this makes a large difference in funding. More than half of the funding for pre-K in Maryland and more than a third of Colorado's came from local and/or federal sources.

- Average per-child spending from state, local, and locally allocated federal funds was \$4,711 for the nation. This is an increase of \$106, but a decrease of \$32 when adjusting for inflation. This is a sharp decline from the previous year's \$475 per-child nominal increase. We can confirm only 16 states spent enough to deliver a program that could meet all 10 NIEER benchmarks. Some others may, but even allowing for incomplete reporting on spending, a substantial number of states do not provide funding adequate to sustain an educationally effective pre-K program.
- Almost 60 percent of all 3- and 4-year-olds in state-funded pre-K were served in six states—California, Florida, Georgia, Illinois, New York, and Texas—none of which report enough per-child funding from all sources to adequately fund a high-quality prekindergarten program.

Inflation-adjusted spending per child enrolled decreased for the first time since the 2005-2006 school year, and remains well below its 2001-2002 level by more than \$550. Spending per child enrolled increased in more than half of the states offering state pre-K programs compared to the previous year (not adjusting for inflation). Since 2001-2002, while only five states have decreased nominal per-child spending, a total of 24 states have failed to keep up with inflation. Table 6 provides more detailed information on spending.

For the third year, the *Yearbook* includes two resources rankings for state preschool programs. States are ranked based on the amount of funds states spent for each child enrolled and based on all reported funds spent for each child enrolled. This second resources ranking was added to the *Yearbook* two years ago because some states rely on local dollars and locally allocated federal dollars in addition to state dollars to fund their state pre-K initiatives. Not all states are able to fully report 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 resources rankings, including Nebraska and Colorado, 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 \$4,711, though this figure surely underestimates the true national average if all spending could be identified. Tables 6 and 7 show the per-child spending in each state, using all known sources.

Maryland and Florida serve as other examples of how having two resources rankings can benefit some but not all states. In the 2008-2009 program year, Maryland spent \$3,765 per child in state dollars and was ranked 21st nationally in per-child spending. However, Maryland also reports local and federal funding used in their state preschool program. Including this additional funding, Maryland spent \$8,304 per child and moved up in ranking to 6th nationally. On the other hand, Florida's preschool program is entirely funded by state dollars and the all resources ranking does not benefit them. The state spent \$2,448 per child, ranking 34th nationally in state per-child spending. Florida's ranking dropped to 37th in per-child spending from all known sources. Of course, in reality some Florida providers may rely on public school or other local dollars to supplement state funds.

Also for the third time, the *Yearbook* includes an analysis of which states funded their state prekindergarten initiatives sufficiently to meet the NIEER quality standards benchmarks. This year, we could identify with confidence only 16 states as providing adequate funding to meet all 10 benchmarks. Other states might have adequately funded programs, but we did not have sufficient information on other sources of funding to make that determination. Eight of the programs that we could not clearly identify as adequately funded met eight or more NIEER benchmarks, including Alabama, which met all 10 NIEER benchmarks.

Lack of information about funding that does not come directly from the state makes it difficult to determine how much is actually spent on pre-K. Not all state pre-K programs are explicitly designed to rely on combined state, federal, and local funding as is the case with K-12, but it is still common. Consider the following two examples. For the 2008-2009 school year, Alabama was only able to report state spending, even though they require a local match as a condition for state funds. Our calculations indicate \$7,181 per child would be adequate to fund a high-quality, full-day pre-K program in Alabama. The state provided \$5,134 per child. It is likely that Alabama's required local match provides enough money to reach the \$7,181 level. Florida seems more likely to have a problem. Florida programs would need \$4,380 per child to adequately support the program, but the state provided only \$2,448 per child. Most preschool providers in Florida are private and do not have access to local school funds. Some may receive substantial funding from other sources, but statewide many likely do not.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2008-2009)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2008-2009)		
		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%	35.1%	36,042	0	36,042
2	Florida	66.7%	0.0%	33.1%	147,762	0	147,762
3	Georgia	53.4%	0.0%	26.7%	78,310	0	78,310
4	Vermont*	53.0%	17.3%	35.4%	3,531	1,120	4,651
5	West Virginia	50.6%	8.5%	29.9%	10,844	1,763	12,607
6	Wisconsin*	48.4%	1.0%	24.8%	34,653	675	35,328
7	Texas	45.4%	4.7%	25.0%	181,008	18,967	199,975
8	Arkansas	43.7%	5.9%	24.6%	17,018	2,345	19,363
9	New York	42.6%	0.1%	21.5%	102,027	255	102,282
10	South Carolina	38.1%	4.1%	21.1%	22,410	2,456	24,866
11	Maryland	35.1%	1.2%	18.2%	25,918	903	26,821
12	Louisiana	31.7%	0.0%	15.9%	19,720	0	19,720
13	Illinois	28.7%	21.2%	25.0%	51,160	37,215	88,375
14	Iowa	28.7%	1.3%	14.9%	11,099	495	11,594
15	Kentucky	28.3%	10.0%	19.1%	15,842	5,643	21,485
16	New Jersey	26.5%	17.3%	22.0%	30,130	18,961	49,091
17	North Carolina	25.0%	0.0%	12.4%	31,485	0	31,485
18	Tennessee	21.6%	0.8%	11.2%	17,568	666	18,234
19	Kansas	21.2%	0.0%	10.6%	8,247	0	8,247
20	Colorado	20.2%	6.0%	13.0%	14,014	4,211	18,225
21	Michigan	19.1%	0.0%	9.6%	24,091	0	24,091
22	Maine	19.0%	0.0%	9.6%	2,731	0	2,731
23	New Mexico	16.5%	0.0%	8.1%	4,745	0	4,745
24	Pennsylvania*	16.4%	4.8%	10.6%	24,100	6,973	31,073
25	Virginia	14.1%	0.0%	7.1%	14,585	0	14,585
26	California	12.6%	5.4%	9.0%	65,825	28,796	94,621
27	Massachusetts*	11.3%	2.9%	7.1%	8,648	2,149	10,797
28	Connecticut	10.9%	8.2%	9.6%	4,681	3,471	8,152
29	Oregon	8.3%	4.8%	6.5%	3,892	2,276	6,168
30	Ohio	8.1%	5.3%	6.7%	11,923	7,746	19,669
31	Delaware	7.3%	0.0%	3.6%	843	0	843
32	Nebraska	7.3%	2.9%	5.1%	1,880	756	2,636
33	Washington	7.2%	2.4%	4.8%	6,094	2,026	8,120
34	Alabama	5.5%	0.0%	2.8%	3,384	0	3,384
35	Arizona	5.4%	0.0%	2.7%	5,447	0	5,447
36	Missouri	3.9%	1.9%	2.9%	3,070	1,498	4,568
37	Nevada	2.3%	0.6%	1.4%	878	234	1,112
38	Minnesota*	1.6%	1.1%	1.4%	1,147	775	1,922
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		25.4%	3.7%	14.6%	1,046,752	152,375	1,199,127 ¹

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

¹ Nationwide, an additional 16,950 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,216,077.

* 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 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	ENROLLMENT CHANGES FROM 2001-2002 TO 2008-2009				ENROLLMENT CHANGES FROM 2007-2008 TO 2008-2009			
	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	2,628	347.6%	0	NA	1,119	49.4%
Alaska	0	NA	0	NA	0	NA	0	NA
Arizona	0	NA	1,170	27.4%	0	NA	46	0.9%
Arkansas	1,403	148.9%	14,794	665.2%	-4,551	-66.0%	6,138	56.4%
California	17,872	163.6%	21,291	47.8%	1,761	6.5%	2,067	3.2%
Colorado	3,481	476.8%	5,694	68.4%	1,490	54.8%	3,262	30.3%
Connecticut	1,936	126.1%	264	6.0%	1,679	93.7%	-2,226	-32.2%
Delaware	0	NA	0	0.0%	0	NA	0	0.0%
Florida	0	NA	147,762	NA	0	NA	13,179	9.8%
Georgia	0	NA	14,697	23.1%	0	NA	1,819	2.4%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	23,117	164.0%	12,258	31.5%	1,860	5.3%	-3,596	-6.6%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	-16	-3.1%	9,543	613.3%	57	13.0%	4,312	63.5%
Kansas	0	NA	6,017	269.8%	0	NA	1,966	31.3%
Kentucky	771	15.8%	3,025	23.6%	-42	-0.7%	42	0.3%
Louisiana	0	NA	12,201	162.3%	0	NA	1,932	10.9%
Maine	0	NA	1,291	89.7%	0	NA	56	2.1%
Maryland	-505	-35.9%	7,544	41.1%	11	1.2%	-909	-3.4%
Massachusetts*	-7,283	-77.2%	-784	-8.3%	-5,554	-72.1%	-18	-0.2%
Michigan	0	NA	-2,386	-9.0%	0	NA	957	4.1%
Minnesota*	-40	-4.9%	-123	-9.7%	8	1.0%	48	4.4%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,048	-41.2%	-616	-16.7%	-54	-3.5%	-18	-0.6%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	632	510.5%	1,524	427.8%	114	17.8%	412	28.1%
Nevada	123	110.8%	557	173.5%	41	21.2%	49	5.9%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	6,176	48.3%	6,249	26.2%	992	5.5%	1,095	3.8%
New Mexico	-470	-100.0%	4,375	1,182.4%	0	NA	1,175	32.9%
New York	-5,580	-95.6%	38,528	60.7%	-60	-19.0%	10,825	11.9%
North Carolina	0	NA	30,245	2,439.1%	0	NA	3,697	13.3%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-1,968	-20.3%	-1,962	-14.1%	3,605	87.1%	-2,213	-15.7%
Oklahoma	0	NA	10,163	39.3%	0	NA	811	2.3%
Oregon	1,167	105.2%	1,303	50.3%	609	36.5%	675	21.0%
Pennsylvania*	6,973	NA	21,550	845.1%	-1,054	-13.1%	8,190	51.5%
Rhode Island	0	NA	0	NA	0	NA	0	NA
South Carolina	2,106	601.7%	6,760	43.2%	260	11.8%	2,016	9.9%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-176	-20.9%	15,810	899.3%	-125	-15.8%	554	3.3%
Texas	-774	-3.9%	53,425	41.9%	1,072	6.0%	5,540	3.2%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	751	203.5%	2,911	469.5%	24	2.2%	204	6.1%
Virginia	0	NA	8,707	148.1%	0	NA	1,460	11.1%
Washington	877	76.3%	1,309	27.4%	342	20.3%	977	19.1%
West Virginia	-5	-0.3%	5,759	113.2%	54	3.2%	983	10.0%
Wisconsin*	-13	-1.9%	21,149	156.6%	158	30.6%	6,182	21.7%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 states	49,507	48.1%	484,632	86.2%	2,697	1.8%	72,808	7.5%

* 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: 2008-2009 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE 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	1,373	2.2%	5,500	9.0%	6,570	10.7%	14,160	23.1%
Alaska	423	4.2%	711	7.2%	1,252	12.5%	1,868	18.9%
Arizona	3,544	3.5%	10,667	10.7%	8,900	8.8%	20,024	20.2%
Arkansas	4,926	12.4%	20,415	52.4%	8,556	21.5%	24,420	62.7%
California*	40,605	7.7%	83,597	16.0%	68,973	13.0%	135,361	25.9%
Colorado	6,948	9.9%	17,937	25.8%	10,001	14.2%	22,286	32.1%
Connecticut	5,433	12.9%	7,240	16.9%	7,721	18.3%	10,448	24.4%
Delaware*	495	4.2%	1,531	13.3%	854	7.3%	2,241	19.5%
Florida	6,972	3.1%	151,824	68.6%	18,817	8.3%	169,910	76.8%
Georgia	3,174	2.2%	80,608	55.0%	14,053	9.6%	89,527	61.1%
Hawaii	669	4.0%	883	5.2%	1,521	9.2%	2,422	14.3%
Idaho	927	3.9%	1,467	6.2%	1,680	7.0%	3,444	14.5%
Illinois*	38,679	22.1%	59,038	33.2%	51,912	29.6%	76,133	42.8%
Indiana	4,600	5.3%	6,388	7.2%	8,424	9.7%	12,976	14.7%
Iowa*	1,872	4.8%	11,946	30.9%	4,320	11.1%	15,154	39.2%
Kansas	2,384	6.1%	11,748	30.2%	4,889	12.5%	14,458	37.1%
Kentucky	5,643	10.0%	16,363	29.2%	11,279	20.0%	24,937	44.4%
Louisiana*	1,797	2.9%	21,585	34.7%	11,167	18.0%	29,975	48.2%
Maine*	885	6.3%	3,824	26.6%	1,833	13.0%	5,188	36.0%
Maryland	4,010	5.5%	30,111	40.8%	9,486	12.9%	35,375	47.9%
Massachusetts	6,116	8.1%	14,006	18.4%	10,367	13.8%	19,580	25.7%
Michigan	5,701	4.6%	30,916	24.4%	16,983	13.8%	47,662	37.7%
Minnesota	4,064	5.8%	6,145	8.7%	7,430	10.6%	11,072	15.7%
Mississippi	1,419	3.3%	2,890	6.8%	10,469	24.6%	16,067	37.6%
Missouri	4,440	5.7%	8,181	10.5%	10,107	13.0%	15,432	19.8%
Montana	352	3.0%	685	5.8%	1,778	15.1%	2,639	22.5%
Nebraska	1,666	6.5%	3,128	12.1%	3,120	12.1%	5,334	20.6%
Nevada	1,546	4.0%	3,027	7.8%	2,147	5.5%	4,311	11.1%
New Hampshire	795	5.1%	1,049	7.0%	1,270	8.1%	1,740	11.6%
New Jersey	22,785	20.8%	35,564	31.3%	28,723	26.2%	42,464	37.4%
New Mexico	1,497	5.1%	7,112	24.8%	4,022	13.6%	10,840	37.7%
New York*	19,384	8.2%	115,867	48.4%	34,515	14.7%	135,499	56.6%
North Carolina	4,112	3.2%	36,214	28.8%	10,044	7.8%	45,319	36.0%
North Dakota	356	4.5%	555	7.1%	1,347	16.9%	1,985	25.4%
Ohio	13,017	9.0%	19,296	13.1%	24,829	17.1%	35,739	24.2%
Oklahoma	1,317	2.5%	36,042	71.0%	7,415	14.3%	43,964	86.6%
Oregon	4,257	9.0%	6,503	13.9%	6,708	14.1%	9,977	21.4%
Pennsylvania*	14,188	9.8%	32,698	22.2%	23,581	16.2%	45,806	31.1%
Rhode Island	614	5.3%	1,016	8.1%	1,153	9.9%	1,999	16.0%
South Carolina*	4,034	6.8%	23,640	40.2%	9,257	15.6%	28,800	49.0%
South Dakota	594	5.2%	942	8.4%	1,704	14.9%	2,910	25.9%
Tennessee	2,936	3.6%	19,816	24.3%	7,440	9.1%	28,276	34.7%
Texas	26,504	6.6%	187,429	47.0%	54,270	13.5%	220,207	55.3%
Utah	2,174	4.2%	3,024	5.9%	3,618	7.0%	6,147	11.9%
Vermont*	1,499	23.2%	4,066	61.0%	1,881	29.1%	4,519	67.8%
Virginia*	3,819	3.7%	18,966	18.4%	8,194	8.0%	25,053	24.3%
Washington	5,132	6.1%	10,618	12.5%	9,244	11.0%	16,844	19.8%
West Virginia	1,836	8.9%	11,235	52.4%	3,998	19.5%	15,706	73.3%
Wisconsin*	3,715	5.2%	37,210	52.0%	9,065	12.8%	42,616	59.4%
Wyoming	775	10.5%	1,214	17.1%	1,219	16.4%	1,874	26.5%
50 States	296,003	7.2%	1,222,436	29.7%	568,105	13.8%	1,600,688	38.9%

* These states serve special education children in their state pre-K programs but were not able to provide an unduplicated count for at least one of their programs. Estimations were based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† This figure includes federally funded and state-funded Head Start enrollment.

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

TABLE 5: 2008-2009 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 2008-2009
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arizona	✓					✓	✓			✓	4
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓			✓	4
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓		✓	✓	✓	✓	✓		✓	✓	8
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓		✓	✓	✓	✓		✓	8
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓		✓	8
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓		8
Louisiana (8g)	✓	✓			✓	✓	✓		✓	✓	7
Louisiana (LA4)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (NSECD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓						5
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓			✓	8
Nebraska	✓	✓	✓	✓		✓	✓			✓	7
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York			✓		✓	✓	✓	✓		✓	6
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio (ECE)			✓					✓		✓	3
Ohio (ELI)			✓			✓	✓	✓		✓	5
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓		✓		✓	✓	✓			✓	6
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4 & SBPK)	✓	✓			✓						3
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
South Carolina (4K)	✓	✓	✓		✓	✓	✓				6
South Carolina (CDEPP)	✓		✓		✓	✓	✓		✓	✓	7
Tennessee	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓		✓		✓	✓	✓				5
Vermont (EEI)	✓		✓			✓	✓				4
Virginia	✓	✓	✓		✓	✓	✓	✓		✓	8
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓		✓	7
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	47	26	44	14	42	45	45	32	21	40	

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 pink show new policy changes effective with the 2008-2009 school year. For more details about quality standards and benchmarks, see the Roadmap to the State Profile Pages.

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

STATE	Resources rank based on state spending	State \$ per child enrolled in pre-K	Change in state per-child spending from 2007-2008 to 2008-2009 Adjusted dollars	Total state preschool spending in 2008-2009	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,205	-\$114	\$550,081,566	1	\$11,205
Minnesota	2	\$9,994	\$1,435	\$20,678,000	3	\$9,994
Connecticut	3	\$8,144	\$748	\$72,194,403	2	\$10,303
Oregon	4	\$8,020	-\$567	\$51,906,604	7	\$8,020
Ohio	5	\$6,904	-\$574	\$151,642,502	10	\$6,904
Washington	6	\$6,890	-\$368	\$55,942,961	11	\$6,890
Delaware	7	\$6,795	-\$204	\$5,727,800	12	\$6,795
Massachusetts	8	\$5,994	\$3,056	\$64,719,994	14	\$5,994
Pennsylvania	9	\$5,711	-\$729	\$179,944,302	16	\$5,711
Arkansas	10	\$5,421	\$350	\$111,000,000	5	\$8,399
North Carolina	11	\$5,414	\$202	\$170,471,908	9	\$7,713
Louisiana	12	\$5,301	-\$760	\$104,539,103	17	\$5,403
West Virginia	13	\$5,264	\$328	\$69,147,853	4	\$8,743
Alabama	14	\$5,134	\$587	\$17,374,590	19	\$5,134
Tennessee	15	\$4,520	-\$80	\$83,000,000	15	\$5,763
Michigan	16	\$4,286	-\$71	\$103,250,000	22	\$4,286
Georgia	17	\$4,234	-\$143	\$331,542,255	23	\$4,239
Oklahoma	18	\$4,084	-\$2	\$147,185,345	8	\$7,853
Virginia	19	\$4,023	\$341	\$58,679,197	13	\$6,284
Texas	20	\$3,790	\$102	\$760,059,287	25	\$3,790
Maryland	21	\$3,765	-\$119	\$100,974,791	6	\$8,304
California	22	\$3,681	-\$34	\$360,594,045	26	\$3,681
New York	23	\$3,668	-\$398	\$375,176,216	27	\$3,668
Kentucky	24	\$3,497	-\$105	\$75,127,700	20	\$4,941
Vermont	25	\$3,467	\$1,192	\$16,150,120	29	\$3,467
Illinois	26	\$3,438	-\$35	\$327,024,460	30	\$3,438
New Mexico	27	\$3,355	\$208	\$15,920,660	32	\$3,355
Wisconsin	28	\$3,171	-\$85	\$112,212,500	21	\$4,725
Iowa	29	\$3,065	-\$66	\$36,257,604	24	\$4,054
Kansas	30	\$3,026	\$97	\$24,952,460	33	\$3,026
Nevada	31	\$2,973	-\$250	\$3,338,875	34	\$2,973
Missouri	32	\$2,880	\$40	\$13,156,901	36	\$2,880
Nebraska	33	\$2,822	-\$54	\$7,684,420	18	\$5,184
Florida	34	\$2,448	-\$127	\$361,764,938	37	\$2,448
Arizona	35	\$2,247	-\$138	\$12,239,918	38	\$2,247
Colorado	36	\$2,237	\$89	\$41,321,362	28	\$3,572
South Carolina	37	\$1,633	-\$137	\$40,596,640	31	\$3,409
Maine	38	\$1,507	-\$230	\$4,115,453	35	\$2,901
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		\$4,143	-\$36	\$5,037,696,733		\$4,711

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

TABLE 7: RANKINGS OF ALL REPORTED RESOURCES PER CHILD ENROLLED

Resources 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	\$11,205	\$8,810	Yes	\$0	8.8
2	Connecticut	\$10,303	\$8,002	Yes	\$0	6
3	Minnesota	\$9,994	\$4,326	Yes	\$0	9
4	West Virginia	\$8,743	\$5,679	Yes	\$0	7
5	Arkansas	\$8,399	\$6,746	Yes	\$0	9
6	Maryland	\$8,304	\$6,289	Yes	\$0	9
7	Oregon	\$8,020	\$4,090	Yes	\$0	8
8	Oklahoma	\$7,853	\$5,478	Yes	\$0	9
9	North Carolina	\$7,713	\$7,736	Yes	~\$0	10
10	Ohio	\$6,904	\$4,287	Yes	\$0	4.2
11	Washington	\$6,890	\$4,648	Yes	\$0	9
12	Delaware	\$6,795	\$4,552	Yes	\$0	8
13	Virginia	\$6,284	\$8,723	No	\$2,439	8
14	Massachusetts	\$5,994	\$8,277	No	\$2,283	6
15	Tennessee	\$5,763	\$7,533	No	\$1,770	9
16	Pennsylvania	\$5,711	\$6,635	No	\$924	6.1
17	Louisiana	\$5,403	\$7,106	No	\$1,703	8.7
18	Nebraska	\$5,184	\$3,785	Yes	\$0	7
19	Alabama	\$5,134	\$7,181	No	\$2,047	10
20	Kentucky	\$4,941	\$3,954	Yes	\$0	8
21	Wisconsin	\$4,725	\$4,248	Yes	\$0	5.1
22	Michigan	\$4,286	\$5,303	No	\$1,017	7
23	Georgia	\$4,239	\$8,047	No	\$3,808	8
24	Iowa	\$4,054	\$3,748	Yes	\$0	7.6
25	Texas	\$3,790	\$4,428	No	\$638	4
26	California	\$3,681	\$4,907	No	\$1,226	4
27	New York	\$3,668	\$5,929	No	\$2,261	6
28	Colorado	\$3,572	\$4,293	No	\$721	6
29	Vermont	\$3,467	\$4,014	No	\$547	4.8
30	Illinois	\$3,438	\$4,620	No	\$1,182	9
31	South Carolina	\$3,409	\$4,662	No	\$1,253	6.4
32	New Mexico	\$3,355	\$3,925	No	\$570	8
33	Kansas	\$3,026	\$3,787	No	\$761	7.2
34	Nevada	\$2,973	\$4,453	No	\$1,480	7
35	Maine	\$2,901	\$3,737	No	\$836	5
36	Missouri	\$2,880	\$6,367	No	\$3,487	8
37	Florida	\$2,448	\$4,380	No	\$1,932	3
38	Arizona	\$2,247	\$4,706	No	\$2,459	4
No Program	Alaska	\$0	\$4,248	No	\$4,248	NA
No Program	Hawaii	\$0	\$4,239	No	\$4,239	NA
No Program	Idaho	\$0	\$3,604	No	\$3,604	NA
No Program	Indiana	\$0	\$3,975	No	\$3,975	NA
No Program	Mississippi	\$0	\$3,718	No	\$3,718	NA
No Program	Montana	\$0	\$3,311	No	\$3,311	NA
No Program	New Hampshire	\$0	\$4,166	No	\$4,166	NA
No Program	North Dakota	\$0	\$3,588	No	\$3,588	NA
No Program	Rhode Island	\$0	\$4,522	No	\$4,522	NA
No Program	South Dakota	\$0	\$3,404	No	\$3,404	NA
No Program	Utah	\$0	\$4,100	No	\$4,100	NA
No Program	Wyoming	\$0	\$3,623	No	\$3,623	NA

* For each state, a full-day, half-day, or weighted estimate of per-child spending was used, based on the operating schedule of the state pre-K program and the percent of children served in each type of operating schedule. For states that operated both full- and half-day programs and could not report enrollment by operating schedule, 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 and Roadmap to the State Profile Pages sections.

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *State Preschool Yearbook* series focuses on state-funded preschool education initiatives meeting the following 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 if 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 federal, state, and local 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 education 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 therefore do not know 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-funded preschool education initiatives, it is nearly impossible to determine what proportion of the child care funds are spent this way.

AGE GROUPINGS USED IN THIS REPORT

Children considered to be 3 years old during the 2008-2009 school year are those who were eligible to enter kindergarten two years later, during the 2010-2011 school year. Children considered to be 4 years old during the 2008-2009 school year were eligible to enter kindergarten one year later, during the 2009-2010 school year. Children considered to be 5 years old during the 2008-2009 school year were already eligible for kindergarten at the beginning of the 2008-2009 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with 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 preschool over time, from fiscal year 2002 (which corresponds to the 2001-2002 school year) through fiscal year 2009 (which corresponds to the 2008-2009 school year).

Most of the data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2009 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.

A brief narrative follows the bar graphs. The narrative provides information on the main features of the state's initiative(s), including details such as the initiative's history, the types of settings in which state-funded preschool can be offered, and enrollment eligibility criteria. The narrative also describes 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 the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from *Education Week*.

At the bottom of the first page of each state profile for the 38 states with preschool programs are four numbers showing the state's ranking on the following measures:

- The percentage of the state's 4-year-old population enrolled in the state's preschool program (Access Rankings – 4-Year-Olds);
- The percentage of the state's 3-year-old population enrolled in the state's preschool program (Access Rankings – 3-Year-Olds);
- State expenditures per child enrolled in the program (Resources Rankings – State Spending);
- And, all reported expenditures per child enrolled in the program, including local and federal spending as well as state spending (Resources Rankings – All Reported Spending).

The All Reported Spending ranking provides a more complete picture of spending in states employing local and federal funding sources than the State Spending ranking alone. However, because states vary in their ability to report spending from these other sources, this ranking is imperfect and sometimes underestimates total spending.

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

State profile pages are also given for the 12 states that did not fund preschool education initiatives in the 2008-2009 school year. For most of these states, the space usually filled with a narrative of the state's initiative is usually left blank, and the table of quality standards is omitted for all 12 states. However, these profiles provide information on enrollment for special education and federally funded Head Start. Data on per-child spending for K-12 education and federal Head Start are also included. In addition, state-funded Head Start spending and enrollment are reported when applicable.

The following sections 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 2008-2009 program year except where noted.



ACCESS

The first item in the Access data table is total state program enrollment, which 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 numbers 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 preschool initiative: prekindergarten 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- 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 2009 *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 in the pie chart represents children who are in special education but not enrolled in Head Start or state pre-K. 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 in the Quality Standards Checklist table. For each area, states receive a checkmark when their policy meets or exceeds the related benchmark standard. On the right 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. Studies find that the potential benefits from strong preschool education programs exceed costs by seven to 17 times.¹ Therefore, we gave more weight to the risk of losing substantial benefits by setting benefits too low than to the risk of raising costs by setting benchmarks too high. 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-funded preschool 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 children 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. 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 a team 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, Donovan, & Burns (2001). Burchinal, Cryer, Clifford, & Howes (2002). Barnett (2003). Whitebook, Howes, & Phillips (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, Donovan, & Burns (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, Howes, & Phillips (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 children 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, Donovan, & Burns (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, Donovan, & Burns (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 quality⁸ 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 education 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 well-being and success in school involves not only their cognitive development but also their physical and social/emotional health.

It is important to note that the Quality Standards Checklist focuses on state preschool policy requirements rather than actual 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 in state-funded preschool programs.

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, Donovan, & Burns (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 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, Donovan, & Burns (2001). Frede (1998).

¹³ Monitoring of program quality and external accountability for pre-K are essential components of program standards. Bowman, Donovan, & Burns (2001).



RESOURCES

The table in the Resources section provides the following information: total state spending for the state preschool 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 preschool education, which allows for a more complete picture of a state’s commitment to prekindergarten. For example, total spending by a state may appear low, but may prove to be 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 preschool. 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.

The bar chart in the Resources section compares preschool per-child spending to federal Head Start and K–12 per-child 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 preschool education initiative. While TANF funds are federal dollars, it is the state’s decision to devote these funds to preschool as opposed to other purposes. Data on the amounts of local and federal prekindergarten funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

Total state program enrollmentNumber of children in state pre-K program

School districts that offer state programPercentage of school districts in state where program is offered
(may include programs not provided by district itself)

Income requirementMaximum family income for participants

Hours of operationHours per day and days per week programs operate

Operating scheduleAnnual schedule of operation (academic year or calendar year)

Special education enrollmentNumber of 3- and 4-year-olds served by the Preschool Grants Program
of the Individuals with Disabilities Education Act

Federally funded Head Start enrollmentNumber of slots for 3- and 4-year-olds in
Head Start funded with federal money

State-funded Head Start enrollmentNumber 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 degreeLead teacher must have a BA, at minimum

Teacher specialized trainingLead teacher must have specialized training in a pre-K area

Assistant teacher degreeAssistant teacher must have a CDA or equivalent, at minimum

Teacher in-serviceTeacher must receive at least 15 hours/year of in-service
professional development and training

Maximum class sizeMaximum number of children per classroom must be 20 or fewer
3-year-olds
4-year-olds

Staff-child ratioLowest acceptable ratio of staff to children in classroom
3-year-olds (e.g., maximum number of students per teacher) must be 1:10 or better
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

MonitoringSite visits must be used to demonstrate ongoing adherence to state program standards

RESOURCES

Total state pre-K spendingTotal 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 enrolledAmount of state funds spent per child participating in pre-K program

All reported spending per child enrolledAmount of all reported funds spent per child participating in pre-K program

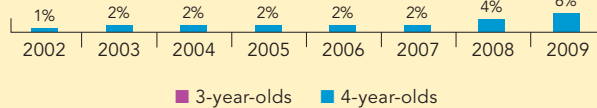
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	HdSt	Head Start
ACF	Administration for Children and Families	HSD	High School Diploma
AYP	Adequate Yearly Progress (No Child Left Behind)	IDEA	Individuals with Disabilities Education Act
B–	Denotes that the age range covered by a teaching license begins at birth (e.g., B–4 = birth–grade 4)	IEP	Individualized Education Plan
BA	Bachelor of Arts	IFSP	Individualized Family Service Plan
BRI	Basic Reading Inventory	K	Kindergarten
BS	Bachelor of Science	LEA	Local Education Agency
CACFP	Child and Adult Care Food Program	MA	Master of Arts
CC	Child Care	MOE	Maintenance of Effort
CCDF	Child Care and Development Fund	N–	Denotes that the age range covered by a teaching license begins at nursery (e.g., N–4 = nursery–grade 4)
CD	Child Development	NA	Not Applicable
CDA	Child Development Associate credential	NAEYC	National Association for the Education of Young Children
CEU	Continuing Education Unit	NCLB	No Child Left Behind
COR	Child Observation Record	NECPA	National Early Childhood Program Accreditation
DIAL	Developmental Indicators for the Assessment of Learning	NEGP	National Education Goals Panel
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NSLP	National School Lunch Program
DOE	Department of Education	PALS	Phonological Awareness Literacy Screening
DRA	Developmental Reading Assessment	PAT	Phonological Awareness Test
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	PIR	Program Information Report (Head Start)
ECE	Early Childhood Education	PPVT	Peabody Picture Vocabulary Test
ECERS(-R)	Early Childhood Environment Rating Scale (-Revised)	Pre-K	Prekindergarten
ECSE	Early Childhood Special Education	QRS	Quality Rating System
EE	Elementary Education	SBP	School Breakfast Program
ELL	English Language Learner	SMI	State Median Income
ELLCO	Early Language and Literacy Classroom Observation	SpEd	Special Education
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		

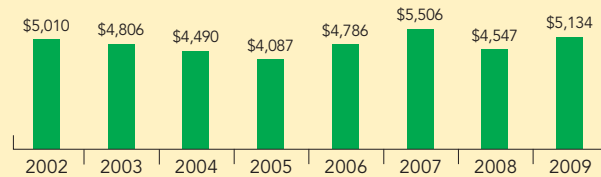
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Alabama began offering state-funded preschool to 4-year-olds through the Alabama Pre-Kindergarten Program in 2000. Beyond meeting the age criteria and being a resident of Alabama, there are no specific eligibility requirements. However, enrollment numbers are low due to limited resources for the prekindergarten program. Starting in the 2008-2009 school year, the program is now referred to as First Class: Alabama's Voluntary Pre-Kindergarten Program.

Sites for the program are selected through a competitive grant process and include public schools, private child care centers, Head Start centers, faith-based centers, and colleges and universities. Grantees must provide a local match of their grant award, which varies across grantees and program years. The state aims to have at least one classroom per county; currently, classrooms are offered in all but three counties.

Beginning with the 2005-2006 school year, teacher certification standards were revised to require new hires to have specialized training in early childhood education, resulting in the Alabama Pre-Kindergarten Program meeting all 10 of the NIEER quality benchmarks. The state initially exempted teachers hired under earlier requirements, which allowed for a degree in elementary, rather than preschool, education. However, effective in 2009, all teachers in the program are required to earn a preschool-third grade add-on or complete additional early childhood education coursework. In the 2007-2008 school year, an increase in state funding provided access to pre-K for more children, supplied more technical assistance to programs, and enabled the state to provide scholarships for the first time to teachers working toward completing their degrees.

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

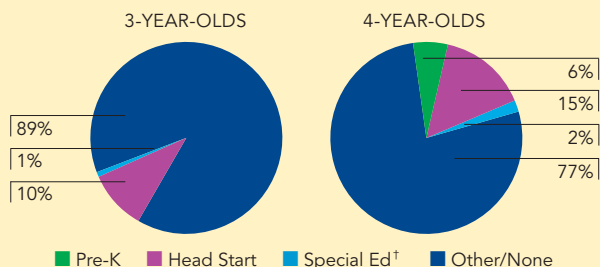
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	19

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	3,384
School districts that offer state program	96% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	3,658
Federally funded Head Start enrollment	15,370
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	Degree in ECE (public) or CD (nonpublic) 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	20 ²		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10 ²		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

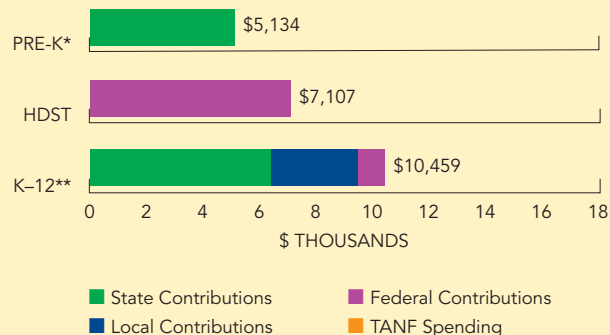
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$17,374,590
Local match required?	Yes, locally determined match of granted amount
State spending per child enrolled	\$5,134
All reported spending per child enrolled*	\$5,134

SPENDING PER CHILD ENROLLED



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

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

Data are for the '08-'09 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 Only Head Start programs may have up to 20 children and a ratio of 1:10; other programs have a maximum class size of 18 and ratio of 1:9 which is preferred for all programs.

³ 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 did not have a state-funded preschool education initiative during the 2008-2009 school year, but since the 1980s, the state has provided a supplement to federal Head Start programs. Supplemental funding is available to any federally recognized Head Start program operating in the state. State funds for the Head Start program are aimed at improving the program's quality through school readiness activities and professional development. Funds are also used to provide access for additional children and families whenever possible.

State funding through Alaska's Head Start supplement totaled \$6,680,200 during the 2008-2009 school year, and 64 additional children and families were served in Head Start and Early Head Start settings.

For the first time in the 2009-2010 school year, there will be a pilot preschool program, the Alaska Pilot Pre-Kindergarten Project (AP3). This school-year program will serve approximately 330 children. The state approved \$2 million to be distributed via grants to six school districts. The grant recipients are expected to operate half-day preschool programs and provide outreach to families choosing to provide in-home care to preschoolers. The pilot program provides for comprehensive services with high-quality standards for teacher education, class sizes, and staff-child ratios.

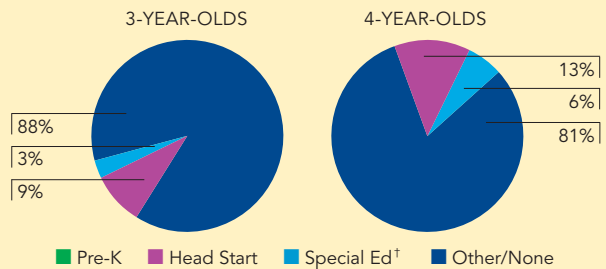
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,134
Federally funded Head Start enrollment.....	2,122
State-funded Head Start enrollment	60 ¹

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

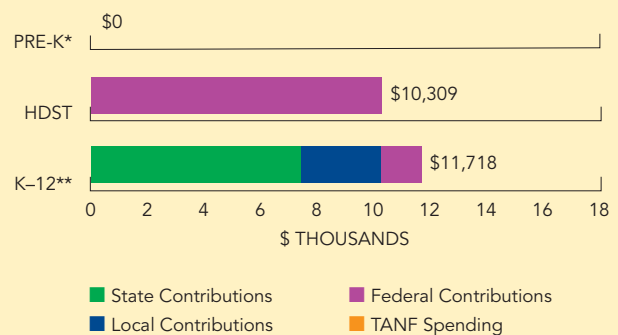
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$6,680,200
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.

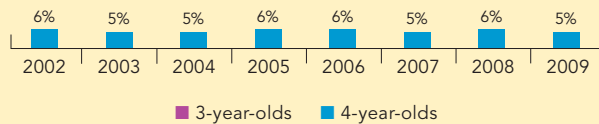
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '08-'09 school year, unless otherwise noted.

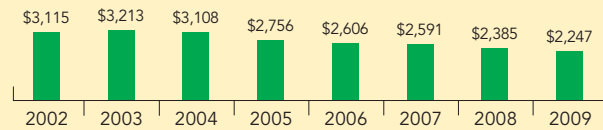
¹ Funded enrollment was not available by single year of age. This figure is based on the percentage of 3- and 4-year-olds as reported in the 2008-2009 Head Start PIR.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1991, Arizona began funding prekindergarten programs, and in 1996 began using the Arizona Early Childhood Block Grant (ECBG) as a source of funding. In addition to funding prekindergarten, the ECBG provides funding to support supplemental services for full-day kindergarten and first through third grade. ECBG preschool funds are distributed to school districts, which can provide funding for children to attend Head Start, faith-based, or private child care centers if parents choose those settings. Programs receiving ECBG funding, regardless of setting, are required to be accredited. Accreditation must be from organizations approved by the state, such as the National Association for the Education of Young Children.

Children must be 4 years old by September 1 to be eligible for participation in an ECBG preschool education program. In addition, children must come from a family with an income at or below 185 percent of the federal poverty level.

Currently, preschool teachers in ECBG-funded programs are only required to have a high school diploma or GED. Effective July 1, 2012, all preschool teachers will be required to have Arizona Early Childhood Certification or endorsement. This certification requires a bachelor's degree and passing a written assessment of early childhood subject knowledge. The state is working with colleges and universities to offer scholarships and on-site classes to help current teachers meet this upcoming requirement.

In July 2008, a three-year formal evaluation of ECBG programs was completed. The evaluation included a review of financial accounting practices, distribution of grant monies, expenditures, and monitoring of preschool providers.

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

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

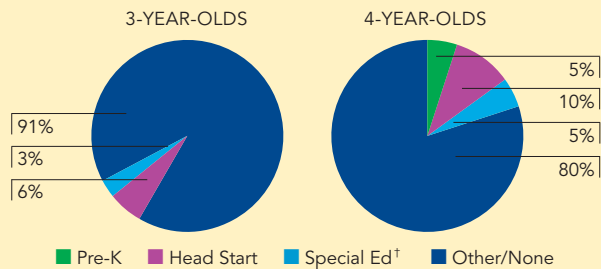
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	38

ARIZONA EARLY CHILDHOOD BLOCK GRANT – PREKINDERGARTEN COMPONENT

ACCESS

Total state program enrollment	5,447
School districts that offer state program	16%
Income requirement	185% FPL
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	8,764
Federally funded Head Start enrollment	16,079
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	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	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"/>

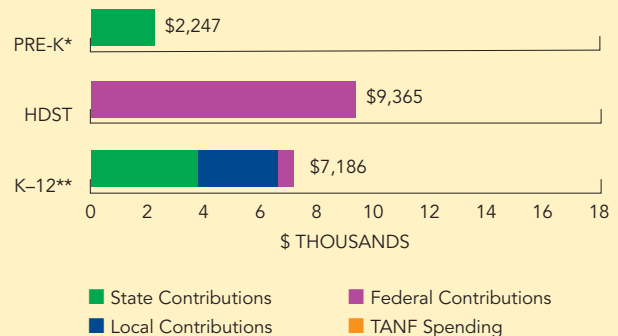
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$12,239,918
Local match required?	No
State spending per child enrolled	\$2,247
All reported spending per child enrolled*	\$2,247

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 '08-'09 school year, unless otherwise noted.

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

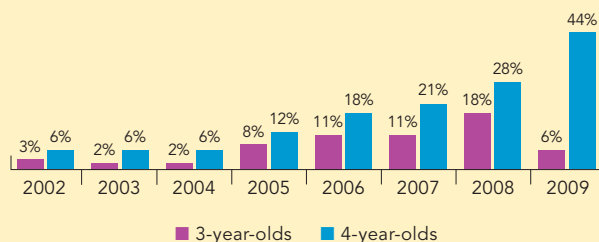
² Effective July 1, 2012, all pre-K teachers in settings funded by ECBG must hold an Early Childhood Certification, which requires a bachelor's degree. Since 2005, most programs have hired new staff who have or are eligible for the ECE certification or endorsement. The Arizona Department of Education 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.

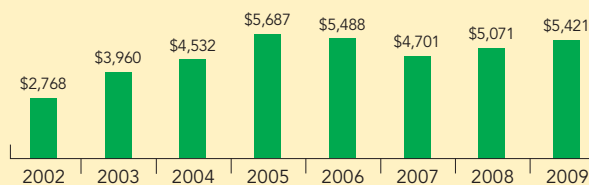
⁴ The state licensing agency requires licensed programs, including all ECBG pre-K programs, to provide meals depending on the length of time and the time of day a child attends. A child present at or before 8 am must be served breakfast; a child present between 11 am and 1 pm must be served lunch; and 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
(2009 DOLLARS)



The Arkansas Better Chance (ABC) program began in 1991 as part of a state education reform initiative. ABC was initially funded entirely through a dedicated sales tax, with additional funding from an excise tax on packaged beer from 2001-2007. ABC also receives some federal funding, but at least 40 percent of the total program funding must consist of local contributions. State funding for preschool education has increased steadily over the past few years, resulting in greater access to the program.

ABC has a diverse pre-K delivery system with more than half of the programs operating through public schools or education cooperatives, and the other programs operating through Head Start and private organizations. Children birth to age 5 from low-income families are eligible to receive early childhood services. Eligibility is also determined by other risk factors, such as being in foster care, developmental delay, family violence, having a parent on active military duty, having a teen parent, limited English proficiency, or low birth weight.

Teachers in the ABC program can receive financial support for professional development, including college degrees. Act 186 of 2009 requires the development of a Birth-PreK Teaching Credential, which would be an additional professional pathway for teachers/caregivers working with children in the ABC program.

New state funds were available for the 2004-2005 program year to establish the Arkansas Better Chance for School Success (ABCSS) program. Three- and 4-year-old children from families whose income is below 200 percent of the federal poverty level are eligible for ABCSS. Program eligibility is also limited to children who live in school districts in which at least 75 percent of children perform poorly on state benchmark exams in math and literacy or that are in school improvement status. As ABC and ABCSS have the same quality standards, this report combines enrollment and spending figures for the two programs.

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

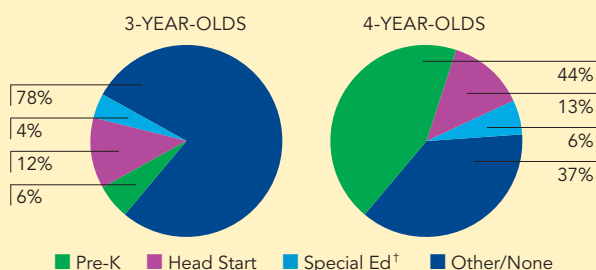
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	5

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	20,476 ¹
School districts that offer state program	96%
Income requirement	90% of the children must be at or below 200% FPL
Hours of operation	7 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	8,548
Federally funded Head Start enrollment	9,782
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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 (public); BA/BS per every 3 classrooms and AA otherwise (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	Degree in ECE or CD with P-4 certificate (public); Degree in ECE or CD (nonpublic) 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	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	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

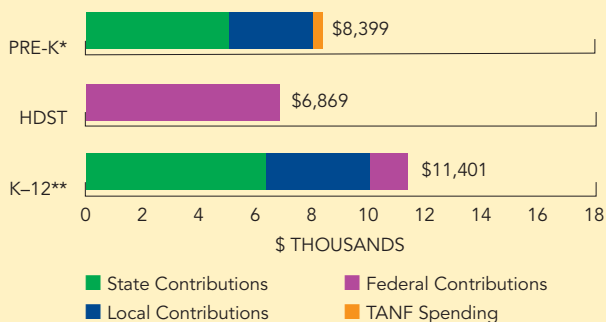
Total state pre-K spending	\$111,000,000 ^{4,5}
Local match required?	Yes, 40% of total funding ⁶
State spending per child enrolled	\$5,421 ⁵
All reported spending per child enrolled*	\$8,399

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This figure includes some infants and toddlers. It represents center-based enrollment only and does not include 5,627 children who received home-visiting services during the 2008-2009 program year.

² As of August 2007, lead teachers in public school settings are required to have a bachelor's degree in ECE or CD with P-4 certification. In all other settings, one teacher for every three classrooms must have a bachelor's degree in ECE, child development, or equivalent. This teacher is designated the lead teacher. The second and third classroom teachers must have at least an AA in ECE or child development.

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

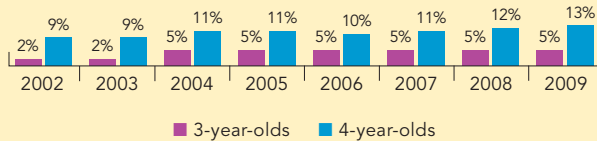
⁴ Additional state, TANF, and local funds totaling \$15,877,743, not included in this figure, were allocated to a home-based program option.

⁵ These figures include both state and TANF funds.

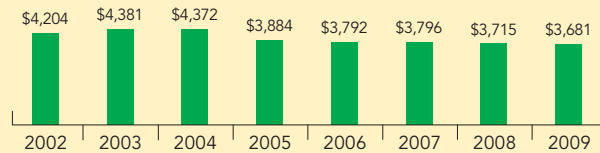
⁶ Programs must provide the 40 percent match in cash or through in-kind services. The funding sources are determined locally.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



California became one of the first states to make state-funded preschool education available when it began offering the California State Preschool Program in 1965. Through a competitive application process, the state provides funding to school districts, private child care and faith-based centers, and Head Start and other public agencies. The initiative usually funds part-day programs but also provides a full-day program. In addition, the program works with other state and federal child care assistance programs to fund extended care. Participation in the State Preschool Program is limited to 3- to 5-year-old children from families below 75 percent of the state median income or to children who have experienced or are at risk for abuse, neglect, or exploitation.

California adopted and published a set of early learning standards, the California Preschool Learning Foundations, in 2008. While not yet implemented, the standards focus on social-emotional development, language and literacy, English language development, and mathematics. A second volume of standards is being developed, expected to be ready in 2010, and will focus on visual and performing arts and physical development and health. To record children's development and to plan curriculum and other developmentally appropriate activities, the program uses the Desired Results for Children and Families system, which is being aligned with the Learning Foundations. A new version of the Desired Results Development Profile – Revised (DRDP-R) will be required in the 2010-2011 school year and implemented along with the learning foundations.

In the 2007-2008 school year, California launched the Prekindergarten and Family Literacy Program (PKFLP). Modeled after the State Preschool Program, PKFLP provides either part- or full-day services with an added literacy component and serves children from families at or below 75 percent of SMI or who receive protective services or are at risk for abuse, neglect, or family violence.

While not distinct state-funded preschool education programs, California runs other programs providing developmental services and child care. General Child Care Programs fund full-time slots for 3- and 4-year-olds, following the same requirements and curriculum as the State Preschool Program. The First 5 initiative funds programs promoting early childhood development from prenatal care to age 5 with funds generated by a tobacco tax. County commissions use the funds to provide services including child health care, parent education, family support, and early care and education. Lastly, California allocates \$200 million for a School Readiness Initiative for four years.

The California State Preschool Program Act was enacted in 2008 with the goal of streamlining funding for multiple preschool programs. Effective July 1, 2009, the State Preschool, Prekindergarten and Family Literacy, and General Child Care programs providing services to eligible 3- and 4-year-old children in center-based settings were consolidated into the new California State Preschool Program. The program provides part- and full-day services to 3- and 4-year-olds and is administered through local educational agencies, colleges, community action agencies, and private nonprofit agencies.

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

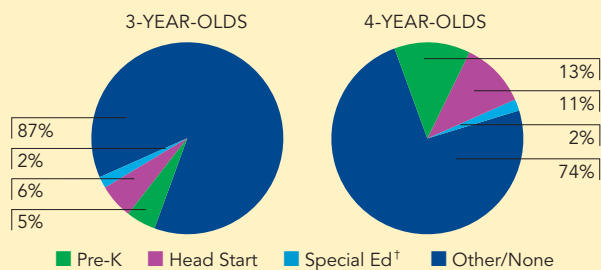
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	26

CALIFORNIA STATE PRESCHOOL PROGRAM & PREKINDERGARTEN AND FAMILY LITERACY PROGRAM (PKFLP)

ACCESS

Total state program enrollment	97,948 ¹
School districts that offer state program	97% (counties) ²
Income requirement	90% (State Preschool Program) or 80% (PKFLP) of children must be at or below 75% SMI ³
Hours of	3 hours/day (part-day), or operation 6.5 or more hours/day (full-day); 5 days/week
Operating schedule	Determined locally ⁴
Special education enrollment	41,614
Federally funded Head Start enrollment	91,465
State-funded Head Start enrollment	0

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



† This is an estimate of 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	Published but not yet implemented 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	HSD 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			
3-year-olds	No limit ⁸	20 or lower	<input type="checkbox"/>
4-year-olds	No limit ⁸		
Staff-child ratio			
3-year-olds	1:8	1:10 or better	<input checked="" type="checkbox"/>
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"/>

TOTAL BENCHMARKS MET

4

RESOURCES

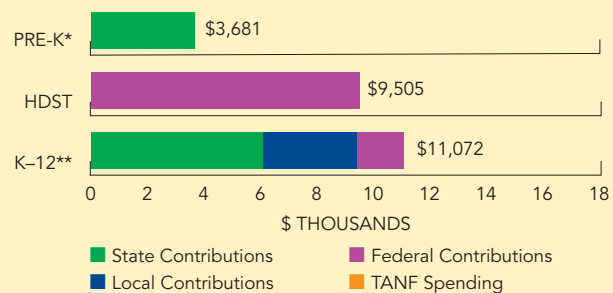
Total state pre-K spending	\$360,594,045 ¹¹
Local match required?	No
State spending per child enrolled	\$3,681 ¹²
All reported spending per child enrolled*	\$3,681 ¹²

* 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 '08-'09 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 PKFLP. Total enrollment is a sum of both programs, with 86,118 served in the State Preschool Program and 8,503 served in PKFLP. These numbers are only for 3- and 4-year-olds; an additional 3,327 children who are younger than 3 years old or are 5 years old are also included in the total above.

² The State Preschool Program is offered in 97 percent of counties, while the PKFLP is offered in 66 percent of counties, specifically counties with low-performing schools.

³ After children receiving protective services and those families with the lowest incomes are served and if there are no other eligible families, agencies can enroll up to 10 percent of children from families who may be up to 15 percent over income (and up to 20 percent from families with no income limits for PKFLP).

⁴ Part-day programs typically operate for an academic year (175 days). Some programs operate a full calendar year (246 days) and exceptions 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 the 2010-2011 school year after being 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 An optional Child Development Assistant Teacher Permit is offered and requires six credits in ECE or child development.

⁸ Programs typically enroll 24 children in the class. Three- and 4-year-olds are served in the State Preschool Program and only 4-year-olds are served in PKFLP.

⁹ Vision and hearing screenings are determined locally. 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, health services for children, referral to social services, and transition to kindergarten activities. PKFLP also offers parenting support or training and other support services.

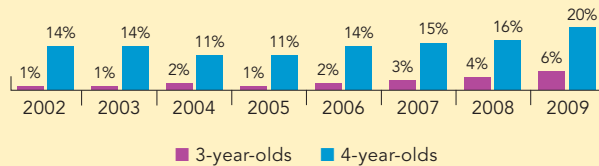
¹⁰ Licensing laws and regulations require that all part-day programs provide at least a snack. Lunch and two snacks are required but breakfast is optional for all full-day programs. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School 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 (\$325,773,525) and PKFLP (\$34,820,520).

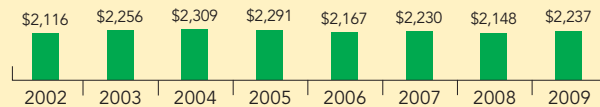
¹² Per-child spending was calculated using the sum of total enrollments from both programs. However, because enrollment is a duplicated count, per-child spending may be higher.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1988, the Colorado Preschool Program (CPP) was launched in an effort to reduce school dropout rates. The program funds preschool services for at-risk 3- and 4-year-olds. To be eligible for CPP, 4-year-olds must meet at least one risk factor, while 3-year-olds must have three or more. Risk factors include being in foster care, being eligible for free or reduced-price lunch, homelessness, low parental education levels, and parental substance abuse.

From 2005 to 2008, the program was referred to as the Colorado Preschool and Kindergarten Program (CPKP). During this time, the state permitted 15 percent of CPKP slots to be used for full-day kindergarten. When the kindergarten component of CPKP was eliminated, the program's name was then changed back to the Colorado Preschool Program. With the new 3,500 slots authorized and the full-day kindergarten slots converted to preschool slots, CPP experienced a 45 percent increase in its capacity to serve preschool children in the 2008-2009 program year.

Through Colorado's school finance funding formula, CPP funds are provided to public schools. However, the public schools may subcontract with Head Start or community-based agencies. Preschool programs may use other funding sources, such as federal Head Start money, to supplement CPP services, extend the program day, or provide wrap-around care.

CPP programs report outcomes on assessment systems identified in Results Matter. Initially funded through a federal grant, Results Matter is Colorado's system for measuring outcomes in children from birth to age 5 in early childhood programs and also consists of information on families for reporting data. In the 2008-2009 school year, almost 40,000 children across a range of early childhood programs in Colorado participated in Results Matter. Through assessment data, the state found that by the spring of 2009, children participating in CPP had achieved a greater rate of growth than children paying tuition to attend preschool, thus narrowing the gap between the groups by the time they entered kindergarten.

The governor established a P-20 Education Coordinating Council, which identified options to expand, monitor and coordinate preschool through third grade education. In addition, the state established the Early Childhood and School Readiness Commission in 2009. This commission, which is composed of 10 state senators and representatives, focuses on improving current policies and creating new legislation related to young children and school readiness. In 2009, the state launched a comprehensive revision of Colorado's Model Content Standards, which included the addition of early childhood, postsecondary, and workforce readiness expectations. They were adopted by the Colorado State Board of Education in December 2009.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	7

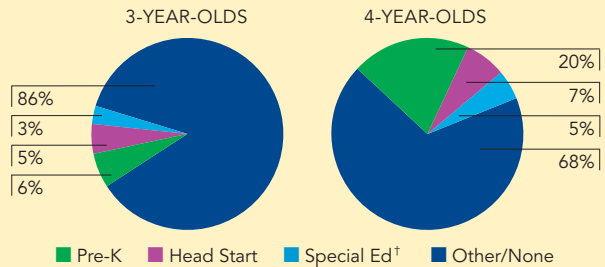
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	28

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	18,475 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	6,660
Federally funded Head Start enrollment	8,769
State-funded Head Start enrollment	0

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



† This is an estimate of 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 or AA in ECE or CD ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements or AA in ECE or CD	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁵	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	Health and developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

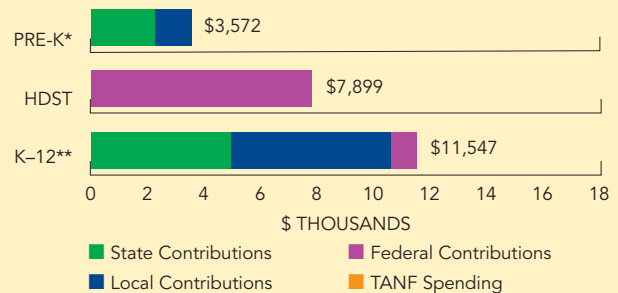
Total state pre-K spending	\$41,321,362 ⁸
Local match required?	No
State spending per child enrolled	\$2,237
All reported spending per child enrolled*	\$3,572

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Under the Early Childhood Councils, three school districts have waivers to serve children younger than 3 in CPP. These children are included in the enrollment total. CPP is authorized to fund 20,160 slots, and statute allows CPP to use a maximum of 5 percent of those slots to serve children in a full-day program through two slots. In 2008-2009, CPP used 664 slots to extend the day for children.

² In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 to 225 percent FPL.

³ Programs must operate the equivalent of 2.5 hours per day, 4 days per week. Programs may extend hours and days beyond the minimum requirement of 10 hours per week. The program is funded for 5 days per week, with the fifth day funded for home visits, teacher planning time, completion of child assessments, or staff training.

⁴ Teachers must have coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They also must be supervised by someone with at least a BA in ECE or CD.

⁵ Although there is no educational requirement, assistant teachers must meet Colorado Department of Human Services licensing requirements.

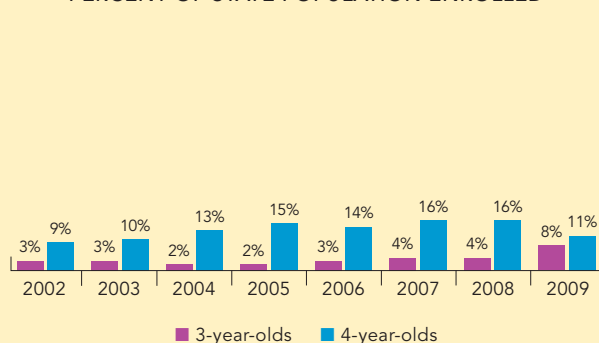
⁶ Vision, hearing, and dental screenings and referrals are determined locally. Support services include one annual parent conference or home visit, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and information about and referral for immunizations and dental care.

⁷ 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.

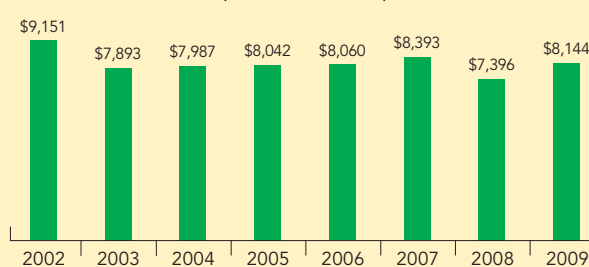
⁸ This figure does not include a contribution of \$24,665,304 from local sources, which is required by the school finance formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1997, Connecticut created the School Readiness Program with the aim of improving access to early childhood programs for 3- and 4-year-olds. Preschool services are provided in 19 priority districts. In addition, towns identified as one of the 50 lowest wealth ranked towns in the state or towns with a priority school that are not designated as a priority district are eligible for competitive funding. 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.

Funds are available to all 19 priority districts, although they are not required to participate. Other eligible towns may apply and are awarded funds through competitive grants. The School Readiness Program can be offered through public schools, Head Start agencies, and private child care and faith-based centers. When a community participates in the program, the chief elected official and the district school superintendent establish a School Readiness Council to provide guidance for the local program.

In order to accommodate working and non-working families, the School Readiness Program provides different slot options. The slot types include full-day, school-day, and part-day and are available 5 days a week. Full-day spaces operate 7 to 10 hours per day for 50 weeks per year. School-day spaces are available 6 hours per day, and part-day spaces operate 2 ½ hours per day, both for 180 days per year.

The state also funds a program through the Department of Social Services (DSS). This program serves approximately 3,700 children up to age 5. Children are eligible to participate in the program for free if their family household income is less than 75 percent of the state median income. However, families are required to go through a redetermination of fee every six months, so families may end up paying a fee or having to drop out within the program year. Due to this determination, the DSS program does not meet the NIEER definition of a state-funded preschool program.

In addition, Connecticut dedicated \$5,245,093 in state funds to supplement federal Head Start during the 2008-2009 program year, creating additional slots, providing additional services, extending the program day and year, and supporting other quality enhancements.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	6

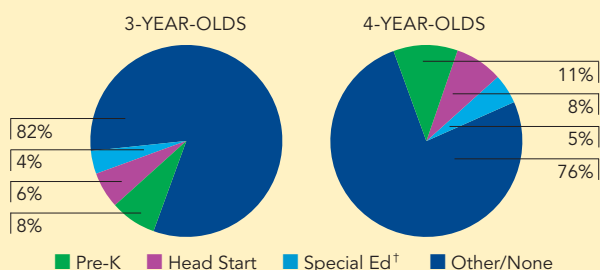
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	8,865
School districts that offer state program	38% (communities)
Income requirement	60% of children must be at or below 75% SMI
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	4,866
Federally funded Head Start enrollment	5,754
State-funded Head Start enrollment	411 ²

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



[†] This is an estimate of 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 ³	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	6 clock hours ⁴	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; ⁵ 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"/>

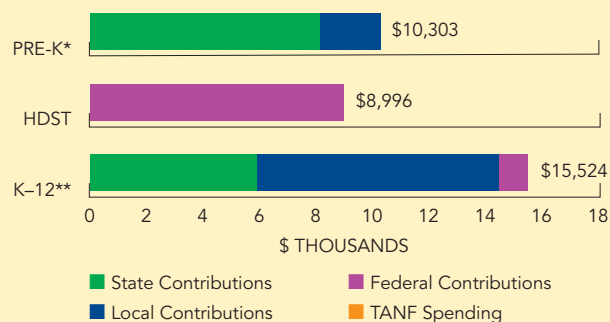
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$72,194,403
Local match required?	No
State Head Start spending	\$5,245,093
State spending per child enrolled	\$8,144
All reported spending per child enrolled*	\$10,303

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 '08-'09 school year, unless otherwise noted.

¹ There are three 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 to 4 hours)/school-year (180 to 250 days/year). Extended-day programs provide hours, days, and weeks of a non-School Readiness program to extend the program to meet full-day, full-year requirements. All programs operate 5 days per week. Funding levels vary by the type of slot.

² This figure is an estimate based on the number of children reported as a state match by ACF and the proportion of 3- and 4-year-olds as reported by the PIR.

³ The majority of public schools with School Readiness classrooms have a certified teacher present for at least 2.5 hours per day.

⁴ All school readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more-hours annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity

in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

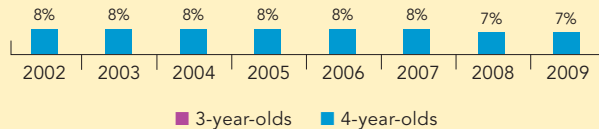
⁵ All children must have an annual well-child checkup by their health care provider and health forms are required.

⁶ 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, family literacy, and services for dual language learners.

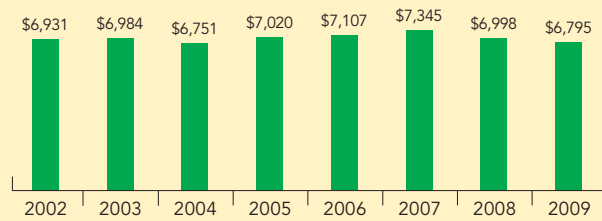
⁷ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 9 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Modeled after the federal Head Start program, the Early Childhood Assistance Program (ECAP) was first funded by Delaware in 1994. ECAP aims to expand access to comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start, and participating programs are required to follow federal Head Start Performance Standards. In addition to Head Start agencies, ECAP funds are distributed to public schools, private centers, and for-profit early care and education programs. The selection and location of ECAP grantees is guided by the Community Needs Assessment data. Ninety percent of ECAP-enrolled children must come from families with an income at or below 100 percent of the federal poverty level and 10 percent of available slots must be allocated for children with disabilities.

Delaware instituted a mandatory curriculum framework for state-funded preschool education in 2003. Known as the Delaware Early Learning Foundations, the framework is aligned with K-12 performance indicators and standards and is currently under revision. Delaware is in the process of implementing a quality rating improvement system (QRIS) for the state's early childhood programs. The QRIS is not yet available for all programs and therefore a minimum rating for each setting is not currently required. The state is currently creating a professional development system for preschool educators, which will be aligned with the state's K-12 professional development system.

In the 2008-2009 program year, changes to the Head Start Act necessitated changes in ECAP. One of these changes allows programs to enroll children living in households with incomes at 100 to 130 percent of the federal poverty level and still count them as income-eligible, with certain restrictions.

The state's financial condition has not allowed for any increase in funding for ECAP since 2007.

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

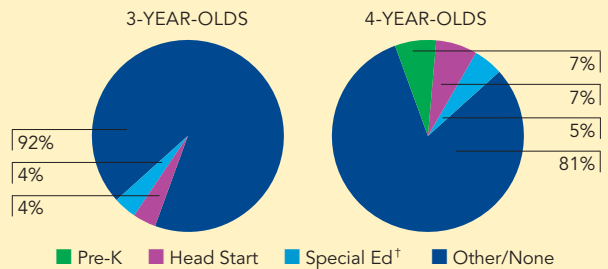
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	12

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

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 ¹
Hours of operation.....	At least 3.5 hours/day, 5 days/week ²
Operating schedule	Determined locally ²
Special education enrollment	1,267
Federally funded Head Start enrollment	1,228
State-funded Head Start enrollment	843 ³

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



[†] This is an estimate of 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 ⁴	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	HSD or equivalent 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	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, developmental, behavioral; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
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"/>

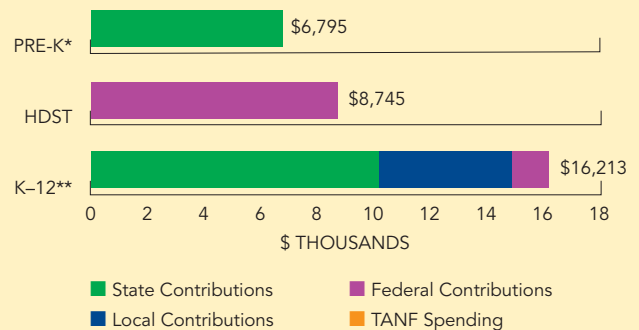
TOTAL BENCHMARKS MET

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 '08-'09 school year, unless otherwise noted.

¹ State pre-K children must meet the federal Head Start income guidelines. Effective as of 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at 100 percent or below FPL.

² If programs choose to operate longer than 3.5 hours per day, they must fund the additional portion themselves. Most programs align with the school year.

³ This number represents ECAP enrollment. All state-funded Head Start enrollment is through ECAP.

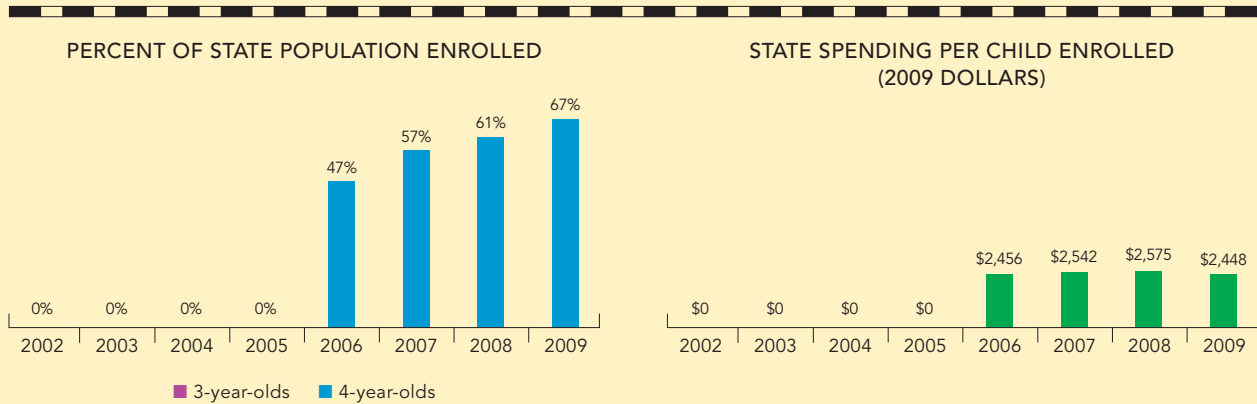
⁴ ECAP follows federal Head Start Performance Standards. The Head Start Reauthorization Act of 2007 requires that by 2011, all teachers have at least

an AA; by 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

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



A 2002 state constitutional amendment requiring universal access to preschool education resulted in the establishment of Florida’s Voluntary Prekindergarten (VPK) Education Program for 4-year-old children. The program began operating in the fall of 2005 across the state and served more than 100,000 children whose parents wanted them to attend. For the 2008-2009 school year, the number of participating children increased by more than 13,000 from the previous year and a similar increase is expected in the 2009-2010 program year.

Families may enroll children in any participating program where space is available. Children can attend either a school-year program totaling 540 instructional hours, which requires teachers to have a Child Development Associate (CDA) or equivalent credential, or a summer program totaling 300 instructional hours, which requires teachers to hold at least a bachelor’s degree.

VPK services are offered in a variety of settings, including public schools, accredited nonpublic schools, licensed child care centers, licensed family child care homes, and accredited faith-based providers, all of which must meet the program’s minimum requirements. Early learning coalitions administer the local programs, distributing funds to the VPK programs based on a fixed per-child amount.

The VPK Education Standards were revised during the 2008-2009 program year to strengthen mathematical and scientific thinking expectations.

Florida’s School Readiness Program, a separate initiative, began in 1999. The program expanded in 2001 by incorporating two other state programs, the Prekindergarten Early Intervention Program and the State Migrant Prekindergarten Program. Through the School Readiness initiative, federal and state funds are distributed via early learning coalitions to support a broad range of early childhood programs and services. Data in this report focus only on the VPK program.

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

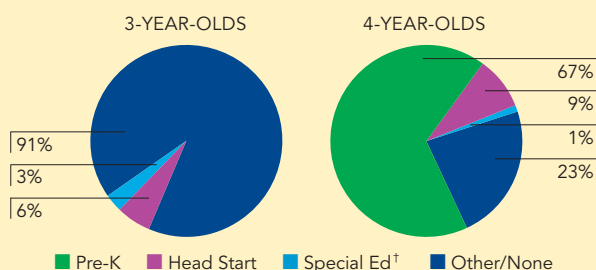
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	37

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	147,762
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	540 hours/year (school-year program); 300 hours/year (summer program) ¹
Special education enrollment	18,422
Federally funded Head Start enrollment	33,111
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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 (summer); CDA or equivalent (school year) ²	BA	<input type="checkbox"/>
Teacher specialized training	EC or EE certification (summer); Meets CDA requirements (school year) ²	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	40 clock hours ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	10 clock hours ⁴	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	12 (summer); 18 (school year) ⁵		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:12 (summer); 1:10 (school year) ⁵		
Screening/referral and support services	Determined locally ⁶	Vision, hearing, health; and at least 1 support service	<input 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"/>

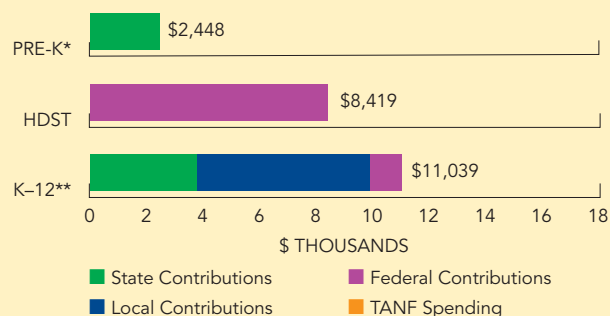
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$361,764,938
Local match required?	No
State spending per child enrolled	\$2,448
All reported spending per child enrolled*	\$2,448

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 '08-'09 school year, unless otherwise noted.

¹ 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.

² Teacher qualification requirements are different for the summer and school-year programs. Teachers in the summer programs must 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.

³ Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.

⁴ Lead teachers with a CDA must complete 10 clock hours per year of professional development. For teachers with a BA and certification, the requirement is 120 clock hours per 60 months.

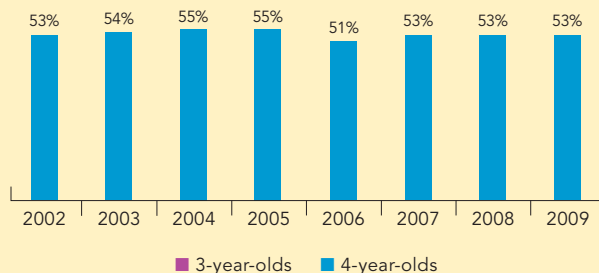
⁵ During a special legislative session in 2009, the Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. The maximum class size is now 12. The staff-child ratio for the school-year program was not changed, with one teacher required for classes of up to 10 students, and a second staff member required in classes of 11 to 18 students.

⁶ All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow-up, as appropriate, are also required.

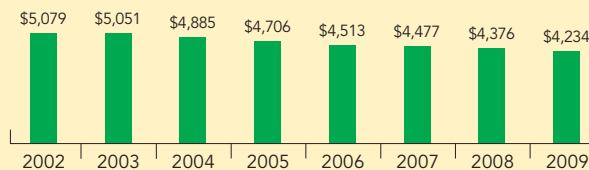
⁷ Meals and snacks are required for full-day programs.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1995, Georgia's Pre-K Program became the first in the nation to provide a universally available preschool education program for 4-year-old children. Although established in 1993, the program was not universally available until two years later. Georgia's Pre-K Program is offered through a variety of settings including Head Start agencies, private child care centers, public schools, faith-based organizations, military facilities, and state colleges and universities. Funding is provided by proceeds from the state lottery. Individual programs receive funds based on teacher credentials, the number of students enrolled, and the metropolitan or non-metropolitan program zone.

Regardless of setting, all of Georgia's Pre-K classrooms must follow the Bright from the Start Pre-K Operating Guidelines and use Georgia's Pre-K Content Standards to guide instruction. These pre-K standards are aligned with the Georgia Early Learning Standards for birth through age 3 and the Georgia Performance Standards for kindergarten. On-site program monitoring assures adherence to the quality standards.

The Georgia Pre-K Child Assessment Program, based on the Work Sampling System, was implemented during the 2006-2007 school year. Preschool teachers received training on using this assessment to individualize instruction and to document children's progress. In addition, teachers inform parents of their child's progress through two progress reports per year that are linked to this assessment program. In the 2008-2009 program year, an online version of the Child Assessment Program was piloted, with the goal of facilitating better connections between pre-K and the K-16 system.

Effective in the 2008-2009 program year, assistant teachers are required to have a minimum of a CDA. The state will begin piloting Georgia's Pre-K Program model to incorporate instruction in English, Mandarin, and Spanish during the 2009-2010 program year.

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

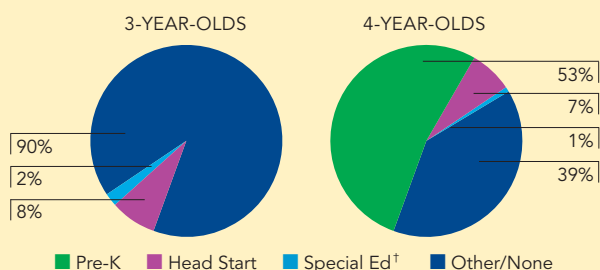
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	23

GEORGIA PRE-K PROGRAM

ACCESS

Total state program enrollment	78,310
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	8,324
Federally funded Head Start enrollment	21,937
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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 ¹	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	CDA ²	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	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, dental; and support services ³	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

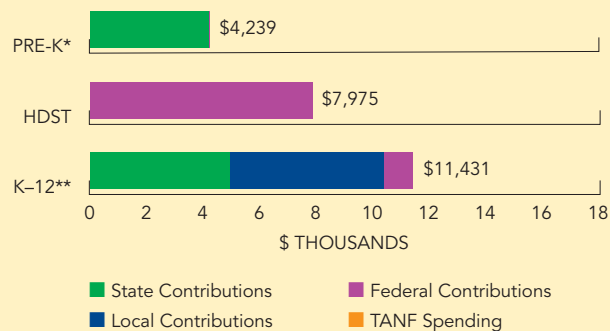
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$331,542,255
Local match required?	No
State spending per child enrolled	\$4,234
All reported spending per child enrolled*	\$4,239

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 '08-'09 school year, unless otherwise noted.

¹ Although it is not a policy requirement, 82 percent of all lead teachers in Georgia's Pre-K classrooms have a minimum of a BA and 63 percent of teachers with a BA or higher are EE certified.

² As of the 2008-2009 program year, the minimum requirement for assistant teachers is a CDA.

³ Georgia's Pre-K Program only requires vision, hearing, and dental screenings and referrals. Head Start/Pre-K blended programs require these screenings in addition to health and developmental screenings. Based on further clarification, this policy does not meet NIEER's requirement. 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, but the state does fund initiatives providing support for early learning services.

In the early 1980s, the Preschool Open Doors Project began providing subsidy payments to low-income parents, allowing them to purchase preschool for their 4-year-olds and, on a case-by-case basis, for 3-year-olds with special needs. While parents may select a program of their choice, the subsidy is delivered directly to the chosen provider. Eligibility is limited to families with incomes below 85 percent of the state median income. Family income is reassessed every six months, so the initiative does not necessarily offer continuous enrollment after children initially qualify. Because of this, the Preschool Open Doors Project is best viewed as a support for working families rather than a dedicated preschool education program.

The Pre-Plus Program, established in 2002, supports construction of preschool facilities at public schools sites. Seventeen Pre-Plus facilities have been constructed since 2002, but there are no funds available for further construction at this time. This initiative does not directly fund educational services for children.

A third initiative, Junior Kindergarten, was launched in the 2006-2007 school year. Junior Kindergarten is an educational program for children who are age eligible for kindergarten but turn 5 later than July 31, making them younger than most children in kindergarten. Children are also eligible if school assessments indicate that they are not developmentally ready for kindergarten despite being age eligible. After completing one year of Junior Kindergarten, children may attend kindergarten or first grade, depending on the child's readiness and individual program practices.

In July 2008, a statewide early learning system known as Keiki First Steps was established. Keiki First Steps was designed to provide a variety of early learning opportunities from birth until kindergarten entry. The state also established an Early Learning Council to develop and administer the early learning system. In addition, the council would establish the Keiki First Steps Grant Program and promote the development of additional early learning facilities.

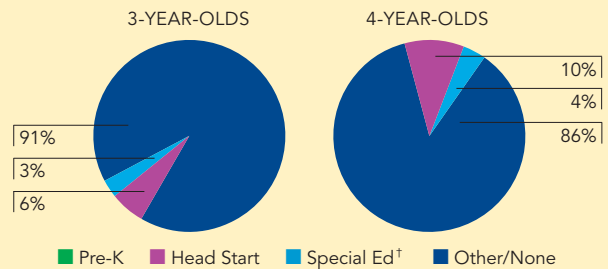
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,552
Federally funded Head Start enrollment.....	2,666
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

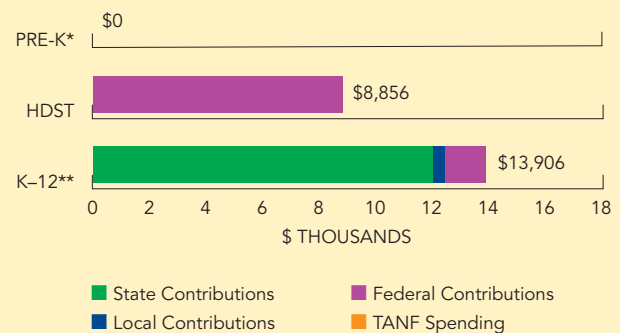
TOTAL BENCHMARKS MET

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 '08-'09 school year, unless otherwise noted.

Idaho

NO PROGRAM

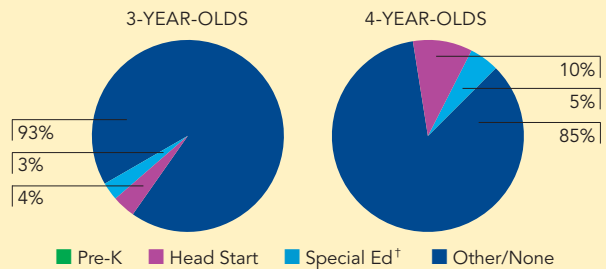
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	2,394
Federally funded Head Start enrollment.....	2,993
State-funded Head Start enrollment	122 ¹

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

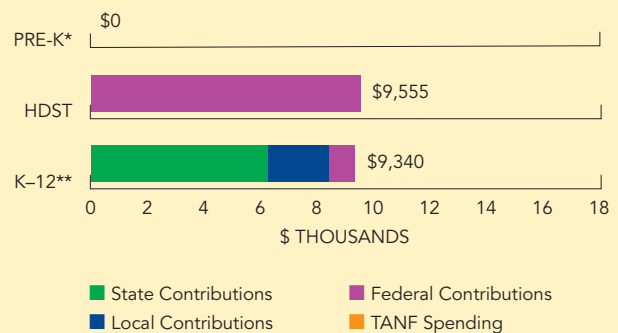
TOTAL BENCHMARKS MET

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.

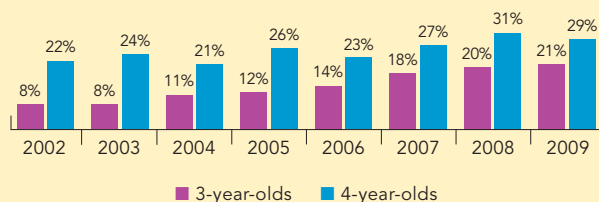
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '08-'09 school year, unless otherwise noted.

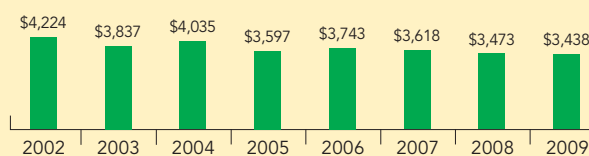
¹ The state was unable to break down the total number of children served by age. This number represents estimated funded slots in Head Start.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In response to calls for education reform at the state level, Illinois founded the Prekindergarten Program for At-Risk Children in 1985. Since 1998, funding for the program has been provided through the state's Early Childhood Block Grant (ECBG), which supports preschool education programs, provides parent training, and coordinates services for at-risk infants and toddlers. At least 11 percent of the block grant must be used to serve children age 3 and younger.

A new preschool initiative, Preschool for All, was established in 2006. Preschool for All aims to offer access to preschool education for every 3- and 4-year-old in the state and is available in all counties and all public school districts. In addition, private providers are encouraged to apply for grants to serve children through Preschool for All.

During the expansion phase of Preschool for All's implementation, programs serving at-risk children are the first priority for new funding. Individual programs determine the criteria for at-risk status based on needs identified by districts or agencies in their grant proposals. Typical risk factors include developmental delays, exposure to drug or alcohol abuse in the family, low parental education, poverty, and history of abuse, neglect, or family violence. Programs serving families earning up to four times the federal poverty level are given second priority for funding.

Preschool for All is expected to be fully funded by the year 2012, at which time programs will be allowed to use state dollars to serve children who are not at risk. When completely implemented, it is expected that a total of 190,000 children will be served annually by Preschool for All.

In the 2008-2009 program year, Illinois increased funding by more than \$17 million and increased enrollment by more than 3,000 children.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	1

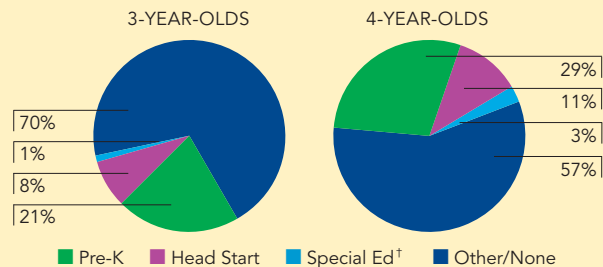
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	30

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	95,123
School districts that offer state program	100% (counties)
Income requirement	None ¹
Hours of operation	At least 2.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	21,526
Federally funded Head Start enrollment	33,599
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

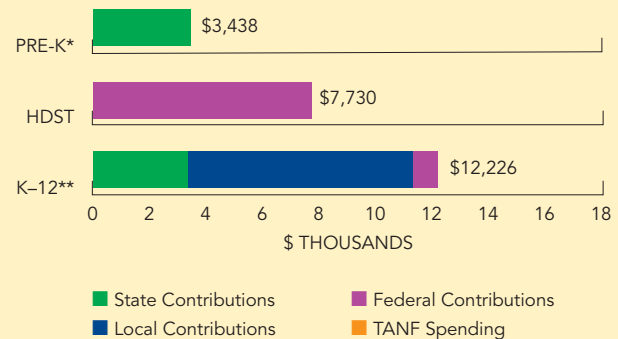
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certificate, Birth–age 8	Specializing in pre-K	<input 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 and support services	Vision, hearing, health, 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	\$327,024,460
Local match required?	No
State spending per child enrolled	\$3,438
All reported spending per child enrolled*	\$3,438

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 '08-'09 school year, unless otherwise noted.

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

² Full-day classes are permissible. Most programs operate 2.5 hour sessions, but 13 percent of programs operate 21 to 26 hours per week and are funded fully by the state pre-K grant. The remaining operate on a half-day schedule.

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 Full-day programs must provide lunch and snacks; half-day programs must provide snacks.

Indiana

NO PROGRAM

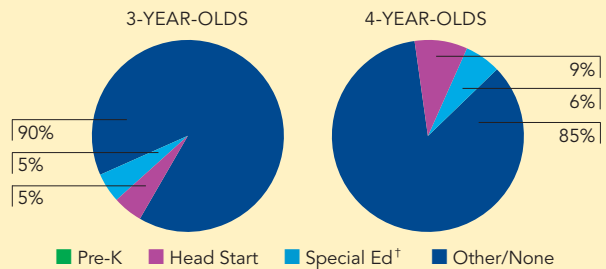
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	10,988
Federally funded Head Start enrollment.....	12,443
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

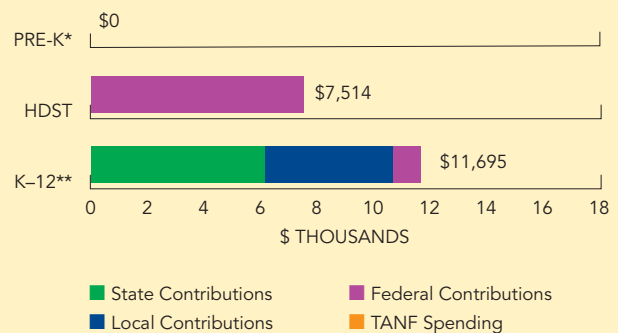
TOTAL BENCHMARKS MET

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



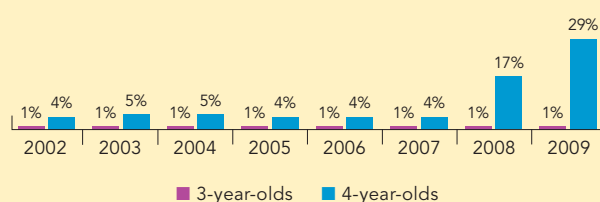
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

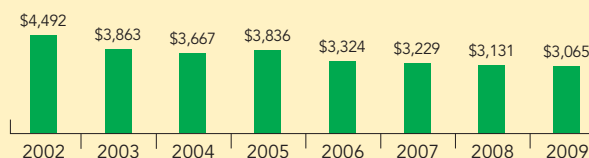
Data are for the '08-'09 school year, unless otherwise noted.

Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Shared Visions, Iowa's preschool education initiative serving 3-, 4-, and 5-year-olds in part- or full-day programs, was established in 1989. Funding is distributed through a competitive grant process directly to public schools, Head Start programs, private agencies, and faith-based centers. These programs may in turn subcontract with other programs located in the same types of settings. Eligibility for the program is largely determined by income, with at least 80 percent of the children in each classroom eligible to receive free lunch. Eligibility for up to 20 percent of the children in each classroom can be based on other risk factors, including low birth weight, homelessness, developmental delay, or having a parent who has a substance abuse problem or is incarcerated. Program operating schedules and use of sliding payment scales for children from over-income families are decided based on the local needs of each grantee of the *Shared Visions* program.

From 1995 until 2007, the *Shared Visions* initiative was flat funded, resulting in cuts to services or shortened program days for some grantees. In addition, some grantees needed to increase their use of local funds. However, in fiscal year 2008 state funding levels increased 2 percent for Iowa's *Shared Visions* program.

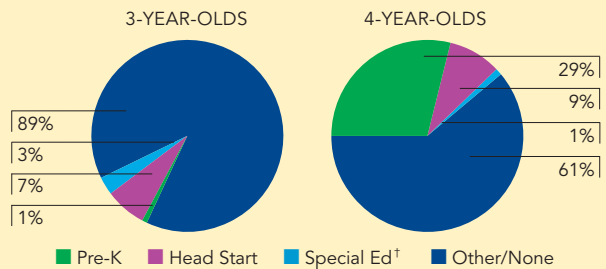
The Statewide Voluntary Preschool Program (SVPP), an initiative designed to provide prekindergarten access to all 4-year-olds, was launched in the 2007-2008 program year. The program, which expanded for the 2008-2009 school year, was available in 33 percent of districts and served more than 9,600 children for a minimum of 10 hours per week. Only 4-year-old children generate funds from the Preschool Funding Formula, but some 3- and 5-year-olds may also enroll in the program and are funded through a combination of tuition, local dollars, and/or funding from other sources. Children are eligible for SVPP if they are 4 years old and live in Iowa, although they do not have to be a resident of the district where they attend preschool. Districts can decide to use a sliding payment scale for children who are not eligible for free or reduced-price lunch. Funding for SVPP comes directly from the state to public schools, who may subcontract with private child care, Head Start agencies, 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

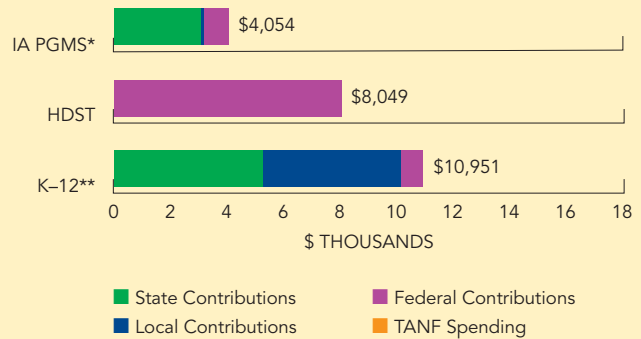
Total state program enrollment	11,831
Total state spending	\$36,257,604
State spending per child enrolled	\$3,065
All reported spending per child enrolled*	\$4,054

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	19

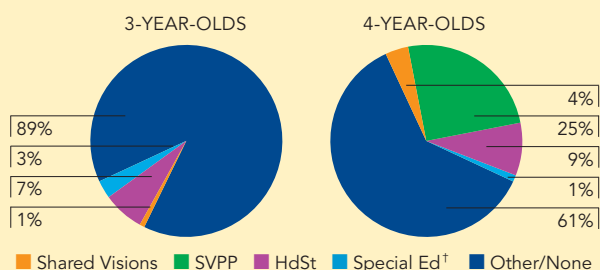
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	24

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	2,155
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	3,417
Federally funded Head Start enrollment	6,456
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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) ³	BA	<input type="checkbox"/>
Teacher specialized training	Birth–grade 3 SpEd, Birth–grade 3, or Pre-K–K endorsement (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	6 credit hours/5 years (public); None (nonpublic) ⁴	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 ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

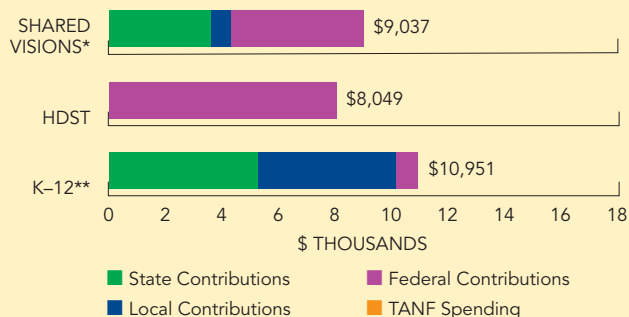
Total state pre-K spending	\$7,766,230
Local match required?	Yes, 20% of total grant amount
State spending per child enrolled	\$3,604
All reported spending per child enrolled*	\$9,037

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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 4 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 Certified teachers employed in school district programs must renew their license every five 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.

⁵ 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.

⁶ 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.

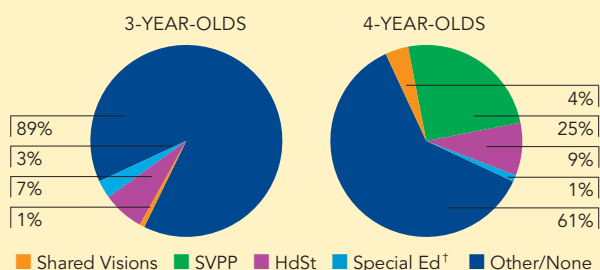
⁷ All *Shared Visions* programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	9,676
School districts that offer state program	33%
Income requirement	None
Hours of operation	Part-day, 10 hours/week ¹
Operating schedule	Academic year
Special education enrollment	3,417
Federally funded Head Start enrollment	6,456
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	Birth–grade 3 SpEd, Birth–grade 3, or Pre-K–K endorsement	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or Iowa Paraeducator Certificate ²	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	NA ³		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA ³		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Snack ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits ⁶	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

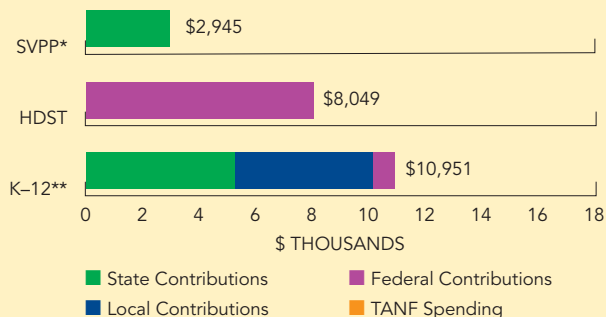
Total state pre-K spending	\$28,491,374
Local match required?	No
State spending per child enrolled	\$2,945
All reported spending per child enrolled*	\$2,945

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs operate 10 hours per week, 360 hours per year, and at least 3 days per week, with most operating 4 days per week. Some districts blend funding sources and work with collaborative partners to provide at least 12 hours per week.

² Assistant teachers should have either a CDA or an Iowa Paraeducator certificate. The certificate requires 90 hours of generalized education courses plus 45 hours of ECE specific training. Assistants may be hired with only a high school diploma and must immediately enroll in a CDA program, but there is no timeline to obtain the CDA.

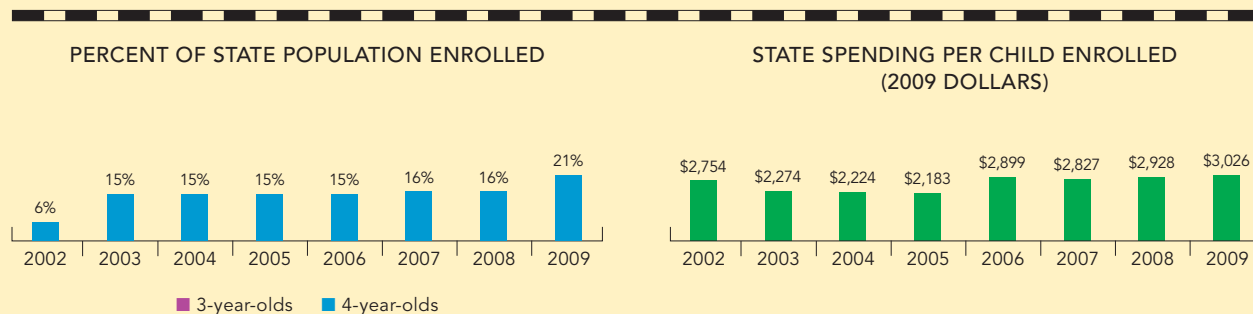
³ Three-year-olds do not receive state funding for the SVPP program but can be served in the program. The maximum class size for 3-year-olds is 18 and the required staff-to-child ratio is 1:9.

⁴ Support services include three parent conferences or home visits, as well as parenting support or training, parent involvement activities, health services for children, and referral to social services.

⁵ Additional meals must be provided if the program is longer than 10 hours per week.

⁶ Beginning in the 2008-2009 school year, site visits are required once every 5 years. Programs are visited during their second year of operation and then again every five years.

Kansas



Kansas established its At-Risk Four-Year-Old Children Preschool Program in 1998. The program operates in public schools, with local school districts receiving a per-child allocation based upon the September 20 state enrollment counts. School districts can subcontract with other community-based organizations. The program’s funding comes from state at-risk dollars from the state general fund. Children are eligible if they meet at least one of the following eight risk factors: free lunch eligibility, having a single parent, having a parent lacking a high school diploma or GED, having a teen parent, academic or developmental delay based upon validated assessment, English Language Learner status, migrant status, or referral from the Social and Rehabilitative Services agency.

New program requirements were implemented in the 2007-2008 program year. Class size for the At-Risk Four-Year-Old Children Preschool Program was limited to 20 children with a staff-to-child ratio of 1:10. Teachers and assistant teachers were required to have at least 15 hours of in-service training. The Kansas Early Learning Standards were provided to programs, and programs were asked to align their curricula with the standards. New program requirements also included specific staff qualifications such as a CDA for para/assistant teachers and specified licensure for lead teachers.

A second preschool program, the Kansas Pre-K Pilot Program, was launched in 2006-2007, and is funded by tobacco dollars. The program expanded in 2007-2008 to serve approximately 1,500 4-year-olds but was flat funded in 2008-2009. During the program’s third year of operation, the state transferred its administration to the Kansas State Department of Education. The program operated in 14 of 105 counties with 50 percent of the children attending classrooms in community sites and 50 percent in classrooms in public schools. Half of the children enrolled in the program do not need to meet any risk factor eligibility criteria. The other half of children must meet one of the risk factors used for the At-Risk Four-Year-Old program or have a parent on active military duty, be eligible for reduced-price lunch, or be referred by an early childhood organization or agency. This is the first year the Pre-K Pilot Program is profiled in the *Yearbook*.

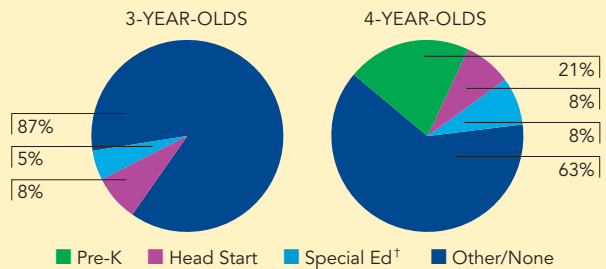
As part of the birth to age 5 continuum, Kansas also funds a separate initiative, Parents As Teachers, for children prenatal to age 3 and their families. Children and families are served in this program through the collaboration of the Kansas State Department of Education and local school districts, including coordination with other community and district resources and organizations. The state is also working on developing the Kansas Preschool Program, which would consolidate the current preschool programs, resulting in a voluntary, high-quality preschool education program for all 3-, 4-, and 5-year-olds in the state.

The first two pages of this state profile document Kansas’ overall contributions and commitment to prekindergarten, including spending and enrollment for both the At-Risk Four-Year-Old Children Preschool Program and the Pre-K Pilot Program. The third page focuses exclusively on the At-Risk program and the final page provides specific details about the Pre-K Pilot Program.

STATE OVERVIEW

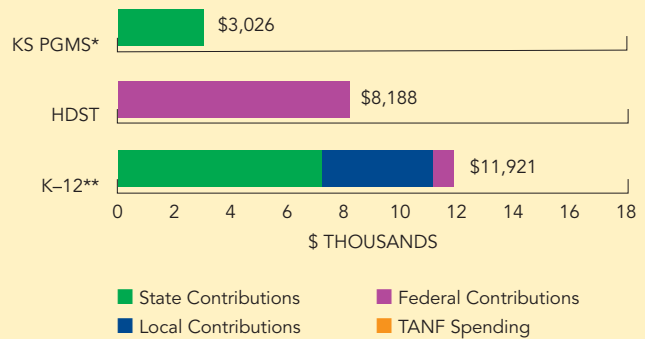
Total state program enrollment	8,247
Total state spending	\$24,952,460
State spending per child enrolled	\$3,026
All reported spending per child enrolled*	\$3,026

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

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

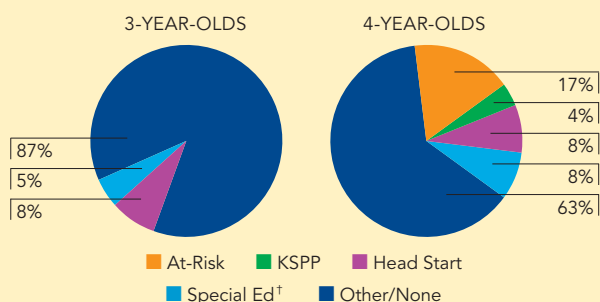
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	33

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

ACCESS

Total state program enrollment	6,718
School districts that offer state program	61%
Income requirement	130% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,885
Federally funded Head Start enrollment	6,282
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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 7 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification in EE, ECE, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with 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	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 ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Snack	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>	

RESOURCES

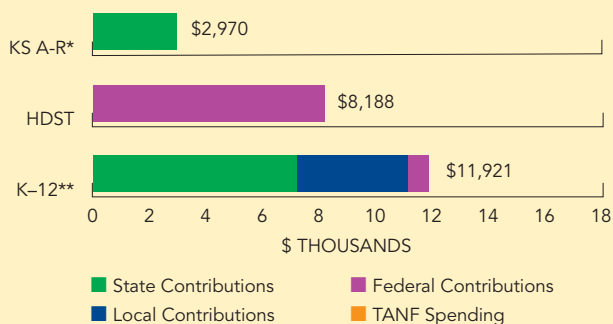
Total state pre-K spending	\$19,952,460
Local match required?	No
State spending per child enrolled	\$2,970
All reported spending per child enrolled*	\$2,970

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Eligibility for free lunch (130% FPL) is one of eight risk factors used to determine eligibility for this program. Every child must have at least one risk factor.

² Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week.

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

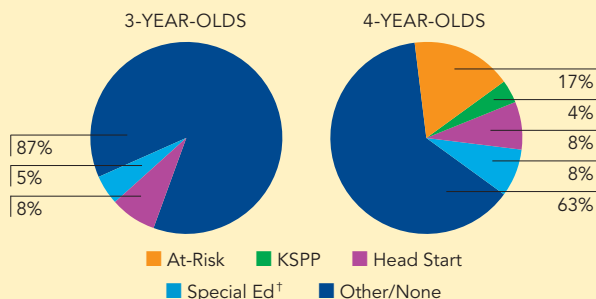
⁴ Support services include two annual parent conferences or home visits, parent involvement activities, referral to social services, and transition to kindergarten activities.

KANSAS PRE-K PILOT PROGRAM

ACCESS

Total state program enrollment	1,529
School districts that offer state program	13% (counties)
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,885
Federally funded Head Start enrollment	6,282
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification in EE, ECE, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with 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	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 ⁴	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	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

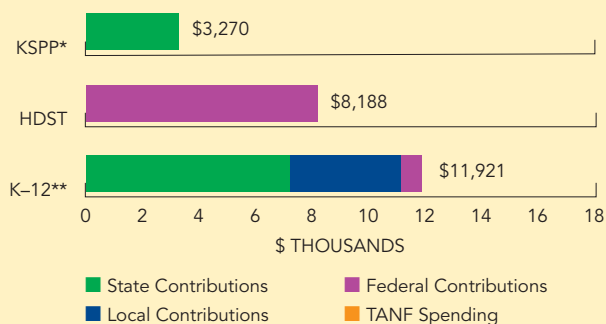
Total state pre-K spending	\$5,000,000
Local match required?	No
State spending per child enrolled	\$3,270
All reported spending per child enrolled*	\$3,270

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, Social and Rehabilitation Services referral, or early childhood referral. Eligibility for the other fifty percent of children is based on the local program's discretion.

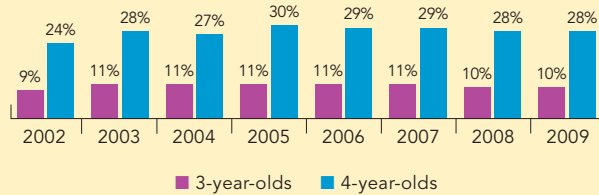
² Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week.

³ Lead teachers in nonpublic settings must have an AA in early childhood education or closely related field and have a plan on file to get a BA within five years of becoming a state pre-K site. Lead teachers in public settings must have a BA.

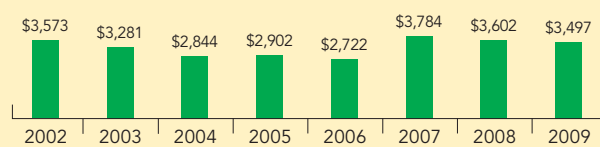
⁴ Support services include parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of parent conferences is determined locally.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1990, the Kentucky Preschool Program was launched in response to the Kentucky Education Reform Act. Four-year-olds from low-income families, as well as 3- and 4-year-olds with disabilities, are eligible to participate in the program. Beginning with the 2006-2007 program year, the income eligibility requirement was raised from 130 percent of the federal poverty level (FPL) to 150 percent of FPL, increasing the number of children eligible for the program. While children not meeting these eligibility requirements may also participate, they are not funded through state dollars but rather by district money or tuition. Local school districts receive funding for the Kentucky Preschool Program through a school funding formula. School districts can subcontract with Head Start, private child care centers, and special education providers to offer preschool services.

During the 2006-2007 program year, the Kentucky Department of Education began identifying Classrooms of Excellence, or high-quality state-funded preschool education classrooms. In order to qualify as a Classroom of Excellence, preschool teachers must complete a rigorous application process that includes regional or national accreditation, implementation of early childhood standards, early childhood certification, and an intensive self-study.

The Strong Start initiative was established in Kentucky during the 2008-2009 program year by the Prichard Committee, with funding from Pre-K Now. Strong Start's goal is to establish public/private partnerships to increase access to high-quality preschool education for 3- and 4-year-olds from families with incomes up to 200 percent of FPL.

The state passed the Kentucky Student Intervention, which includes preschool and is Kentucky's version of Response to Intervention. Kentucky Student Intervention requires programs to implement research-based interventions and instruction by qualified personnel. In addition, the governor established a Task Force on Early Childhood Development and Education in the 2008-2009 school year. The 27-member taskforce aims to promote greater collaboration among child care providers, raise quality in early learning settings, and define school readiness.

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

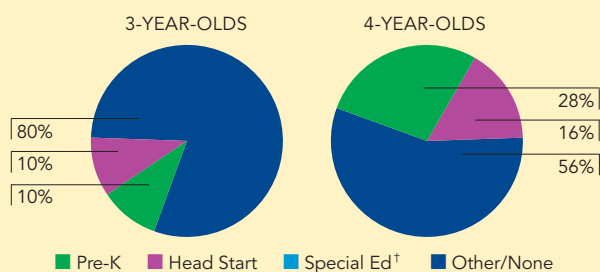
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	20

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	11,399 ²
Federally funded Head Start enrollment	14,730
State-funded Head Start enrollment	0

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



[†] All special education students are included in state pre-K enrollment.

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 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 ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast or lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

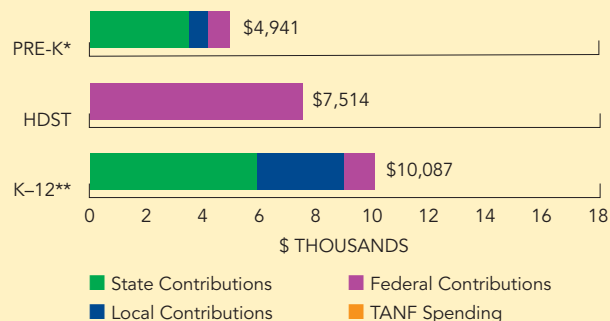
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$75,127,700
Local match required?	No
State spending per child enrolled	\$3,497
All reported spending per child enrolled*	\$4,941

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 '08-'09 school year, unless otherwise noted.

¹ This total includes a supplemental count of 1,351 3-year-olds who received special education services after reaching their third birthday later than December 1.

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.

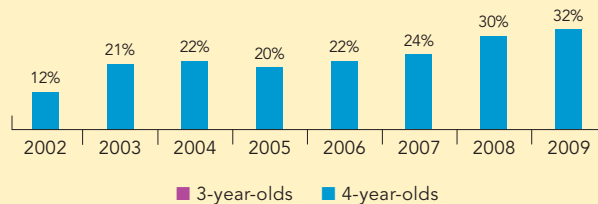
³ Teachers hired as lead teachers before 2004-2005 can hold a CDA or AA in child development. These teachers are allowed to remain in their current positions but may not transfer to other districts.

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

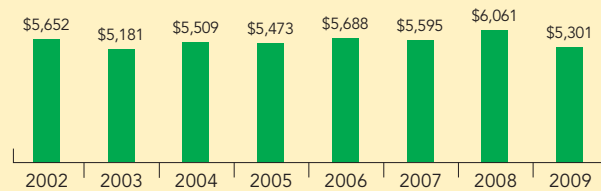
⁵ Support services include two annual parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to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

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



There are currently three state-funded preschool initiatives in Louisiana. In 1988, Louisiana began providing preschool education services through the Model Early Childhood Program, but the state discontinued annual appropriations for this initiative in 1993. Some local school districts began offering preschool programs for at-risk 4-year-olds using the 8(g) Student Enhancement Block Grant Program. The use of the 8(g) Student Enhancement Block Grants to fund preschool education has since expanded, and during the 2008-2009 school year, nearly all districts offered the program. Children are eligible to participate if they are at risk of being “insufficiently ready for the regular school program,” with priority given to children from low-income families.

In 2001, the Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) was established. Funded almost entirely by state dollars, this program is available in nearly all of Louisiana school districts as well as 12 charter schools. The program provides 6 hours of regular instruction per day, and up to 4 hours of before- and after-school care. Four-year-olds who qualify for free or reduced-price lunch are eligible to attend the program, although children from families with higher incomes are also eligible, using local funds or tuition.

Louisiana also began the Nonpublic Schools Early Childhood Development Program (NSECD) in 2001, with the aim of providing tuition reimbursement to families with incomes below 200 percent of the federal poverty level who send their 4-year-old children to state-approved privately-run preschools. In order to qualify, these programs must provide at least 6 hours of regular instruction per day, with up to 4 hours of before- and after-school care.

Legislation was passed in 2008 mandating voluntary preschool access for all 4-year-olds, regardless of income, by the 2013-2014 program year. During the 2008-2009 program year, the Department of Education began coordinating with the Department of Social Services to create a professional development plan permitting cross-agency training and technical assistance. Beginning after the 2009-2010 program year, schools districts will be required to allocate a minimum of 10 percent of new funding to provide programs in diverse delivery settings.

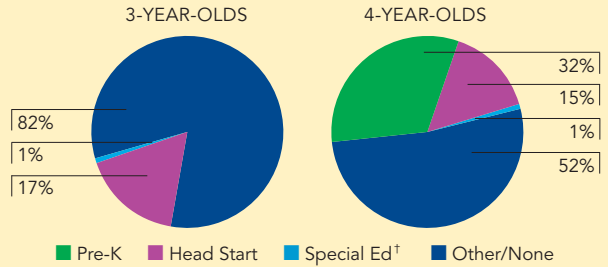
In addition to the three initiatives profiled in this report, Louisiana used approximately \$27,991,435 million in Title I funding to support preschool services for more than 7,495 students in the 2008-2009 program year. In addition, the Department of Education began drafting guidelines for an LA3 program, which would serve 3-year-olds.

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 preschool education. Enrollment and state spending for the 8(g) Student Enhancement Block Grant, 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

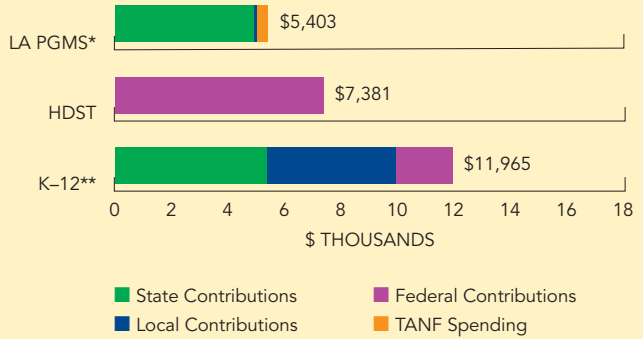
Total state program enrollment	19,720
Total state spending	\$104,539,103
State spending per child enrolled	\$5,301
All reported spending per child enrolled	\$5,403

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

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

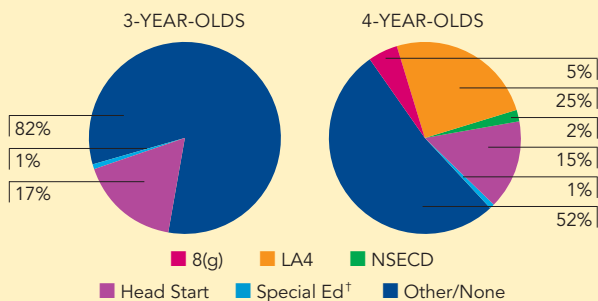
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	17

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,155
School districts that offer state program	97%
Income requirement	None ¹
Hours of operation	7 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	4,955
Federally funded Head Start enrollment	19,806
State-funded Head Start enrollment	0

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



† This is an estimate of 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	Certification in Nursery, K, Pre-K-3, or Early Intervention	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	HSD ³	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; ⁴ and support services ⁵	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

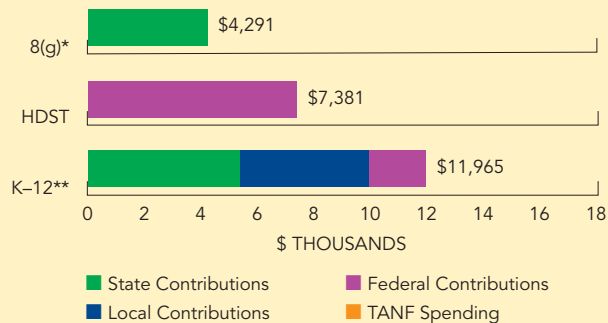
Total state pre-K spending	\$13,539,103
Local match required?	No
State spending per child enrolled	\$4,291
All reported spending per child enrolled*	\$4,291

* 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 '08-'09 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. Though most districts operate 5 days/week, two operated 4 days/week in 2008-2009.

³ Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5, possess proficient oral and written communication skills, and meet other district requirements for employment.

⁴ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screenings are 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.

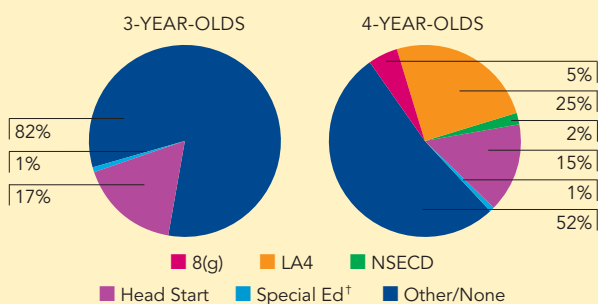
⁵ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of required annual parent conferences or home visits is determined locally.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment	15,205 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	4,955
Federally funded Head Start enrollment	19,806
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	Certification in Nursery, Pre-K-3, Early Intervention, or Noncategorical Preschool Handicapped ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	18 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral 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"/>

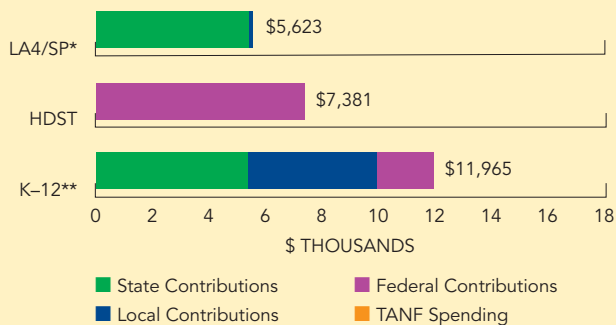
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$83,500,000 ⁵
Local match required?	No
State spending per child enrolled	\$5,492
All reported spending per child enrolled*	\$5,623

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 '08-'09 school year, unless otherwise noted.

¹ The state-funded enrollment total does not include 533 tuition-paying students from families with incomes above the income requirement, or 2,510 children funded through other sources who attend LA4 classes.

² Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 1,866 children attended these enrichment programs in the 2008-2009 program year, including 159 tuition-paying students.

³ Teachers may also qualify with an Elementary certification while working toward an approved early childhood certification within a maximum of three years.

⁴ Dental and mental health screening and referral are determined locally. 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, transition to kindergarten activities, and GED and literacy training for parents.

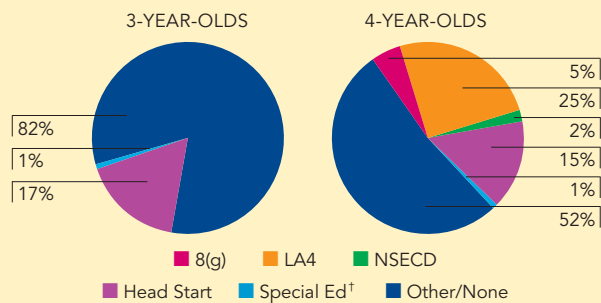
⁵ This spending allocation also includes funds for the before- and after-school enrichment program.

LOUISIANA NON-PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM (NSECD)

ACCESS

Total state program enrollment	1,360
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
Special education enrollment	4,955
Federally funded Head Start enrollment	19,806
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	Certification in Pre-K-3, Pre-K, Early Interventionist, N, or Noncategorical Preschool Handicapped ¹	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA ²	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 and support services	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

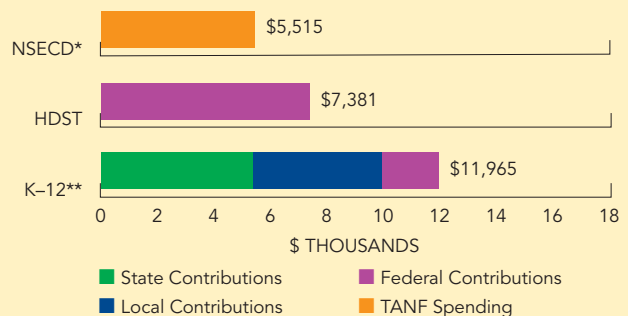
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$7,500,000 ⁴
Local match required?	No
State spending per child enrolled	\$5,515 ⁵
All reported spending per child enrolled*	\$5,515

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 '08-'09 school year, unless otherwise noted.

¹ Incumbent or new NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program and be enrolled by January 2009. They must continually be enrolled and complete certification within three years of their hire date in order to continue as an NSECD teacher. Teachers who begin with an Elementary Education certificate must become an Early Childhood certified teacher by either taking the Praxis II or completing 12 hours of coursework within three years of their hire date.

² Beginning with the 2007-2008 school year, only assistant teachers with at least a CDA are hired. Incumbent assistant teachers must be enrolled in a CDA program and maintain enrollment until completion of the program.

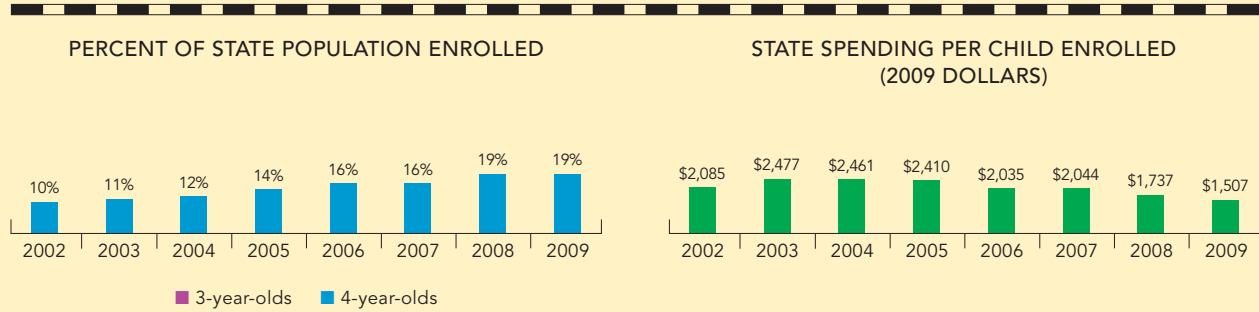
³ Support services include two parent conferences, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and developmental and social/emotional support services. Other support services are determined locally, as are developmental and dental screening and referrals.

⁴ This funding total consists of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

⁵ This figure is based on the state's use of federal TANF funds.



Maine



Maine's Two-Year Kindergarten initiative was created in 1983. The initiative aims to support public preschool education with resources allocated to local districts through the school funding formula. Beginning in 2007, state-funded programs for 4-year-olds received a distinct definition as the Public Preschool Program.

Participation in the Public Preschool Program is optional, but school districts choosing to offer preschool education must receive approval from the Department of Education, which includes a planning process incorporating collaboration with local providers. Districts are eligible to receive a full per-pupil subsidy if a minimum of 10 hours per week of programming is provided. The state also supplies an additional "weighted" subsidy to supplement the regular per-pupil allocation for pre-K through second grade.

In the 2008-2009 program year, 24 percent of Maine's elementary schools chose to provide preschool education programs, and Maine is continuing to work towards school unit regionalization, being granted an additional year to do so by the state legislature. While the majority of public preschool programs operate in public schools, districts may collaborate with Head Start and/or contract with private child care centers or family child care homes. Many of the programs that were housed once in community settings have now moved to public schools due to new space being available and as a way to minimize transitions for children and families. In the 2008-2009 school year, 96 percent of enrolled children were in programs located in public school buildings.

Beginning with the 2007-2008 program year, teachers in the Public Preschool Program are required to hold a birth-5 teaching endorsement.

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

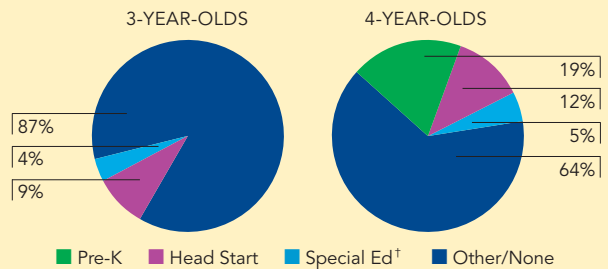
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	35

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	2,731
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	2,249
Federally funded Head Start enrollment	2,613
State-funded Head Start enrollment	355 ²

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



[†] This is an estimate of 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 5 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EC birth–5 endorsement	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.....	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	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 ³	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	None ⁴	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>	

RESOURCES

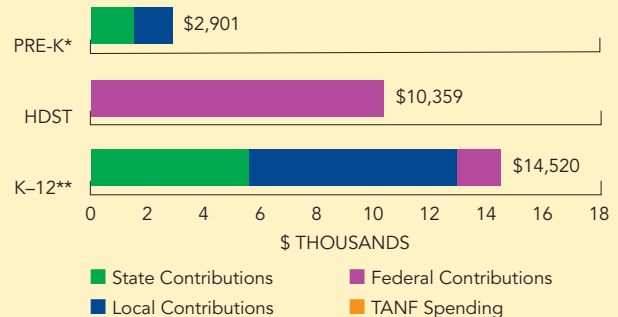
Total state pre-K spending	\$4,115,453 ⁵
Local match required?.....	Yes, tied to school funding formula
State Head Start spending	\$4,055,798 ⁶
State spending per child enrolled	\$1,507
All reported spending per child enrolled*	\$2,901

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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, 5-day program; some provide a part-day program and operate 4 half days with the fifth day used for home visits and teacher planning; and some offer the program within a longer child care day.

² State-funded Head Start enrollment in Maine was reported by ACF and was not broken down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Maine who were 3 or 4 years old.

³ 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, as are health and dental screenings and referrals.

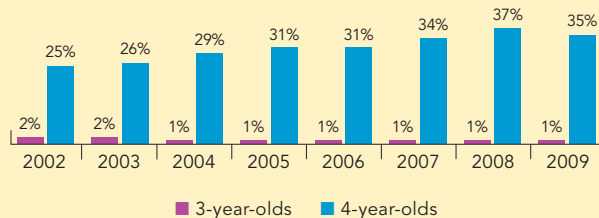
⁴ While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow Head Start requirements for meals.

⁵ In addition to Public Preschool Program funding, a total of \$24,369,798 in weighted funds were available for pre-K through grade 2, including a state share of \$12,657,193. It is not possible to estimate the amount used to serve 4-year-olds.

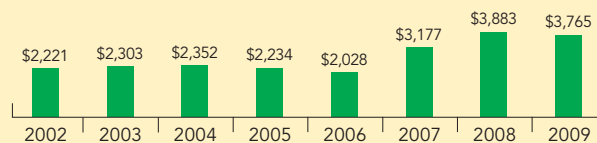
⁶ Funding for Maine's state-funded Head Start program is estimated because the state was unable to provide this information.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1980, Maryland's Extended Elementary Education Program (EEEP) began as a pilot preschool program serving at-risk 4-year-olds in Baltimore City and in Prince George's County. The initiative eventually expanded to include all of the state's jurisdictions and was serving 25 percent of all 4-year-olds in Maryland by 2002. In 2002, as part of a school finance reform law, the state mandated that all local boards of education increase access to preschool education to all economically disadvantaged 4-year-olds by the 2007-2008 program year. In an effort to meet this requirement, the state significantly increased funding to school districts. In addition, the state's preschool education regulations were revised to reflect the new statute and to maintain a high-quality program addressing the kindergarten readiness needs of low-income, special education, and English Language Learner students.

Maryland's school finance reform law also redefined preschool funding. Until 2007, school districts received dedicated EEEP funds, which served as a state subsidy to the local school systems' general education funds. Beginning in the 2007-2008 program year, all preschool education programs are funded with state aid and local education dollars as a result of the Bridge to Excellence in Public Schools Act. Costs for preschool education services are included in the cost estimates of state aid for K-12 education and account for weighted costs for low-income and special education students as well as English Language Learners.

In 2007, the Task Force on Universal Preschool Education submitted a report to the governor recommending expanding preschool access to all 4-year-olds in Maryland, regardless of their family income. Some of the report's recommendations are being implemented, although major funding support for the voluntary, universal preschool program is stalled due to the state's budgetary constraints. Nevertheless, a completed business plan for providing preschool for all 4-year-olds was submitted to the governor in December 2009.

In addition to funding EEEP, Maryland has created 24 early learning centers of excellence, called Judy Center Partnerships, in high-risk school districts. In order to provide continuous and enhanced learning opportunities for young children, the Judy Center Partnerships collaborate with selected schools that have early care and education centers serving children birth to age 5. More than 8,000 children are served in the Judy Center Partnerships.

Maryland also provides funds to supplement the federal Head Start program. Supplemental funds are used to support enrollment, extended-day services, and quality improvements. In the 2008-2009 program year, the state dedicated \$2.3 million, which along with CCDF dollars provided funds for an additional 2,548 Early Head Start and Head Start slots.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	20

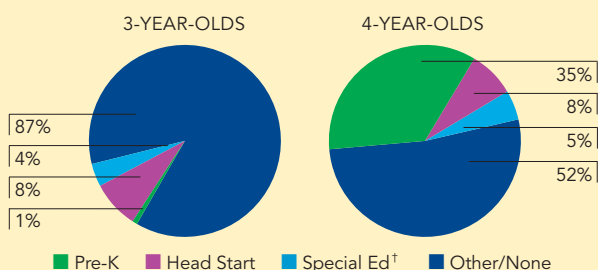
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	6

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	26,821 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	7,300
Federally funded Head Start enrollment	9,386
State-funded Head Start enrollment	2,517 ²

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



[†] This is an estimate of 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	N-3 certification	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	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 ⁴	20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA ⁴		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, immunization, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
lead screening; and support services ⁵			
Meals	At least 1 meal ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

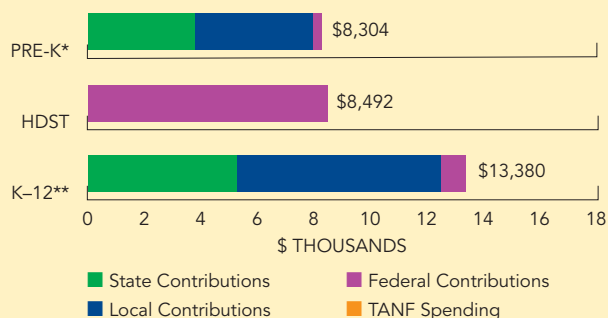
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$100,974,791 ⁷
Local match required?	No
State Head Start spending	\$2,300,000 ⁸
State spending per child enrolled	\$3,765
All reported spending per child enrolled*	\$8,304

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.

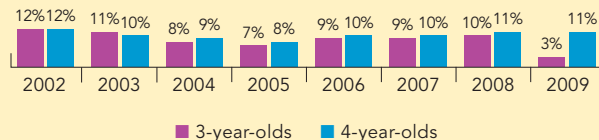
Data are for the '08-'09 school year, unless otherwise noted.

¹ The enrollment total includes 3- and 4-year-olds participating in the Judy Center Partnerships.
² The state was unable to break down the total number of children served by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Maryland who were 3 or 4 years old.
³ Paraprofessionals in Title I schools must also meet one of three requirements: two years of college, AA degree, or qualifying score on the Para Pro assessment.
⁴ By policy, 3-year-olds are not eligible for state pre-K, 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.

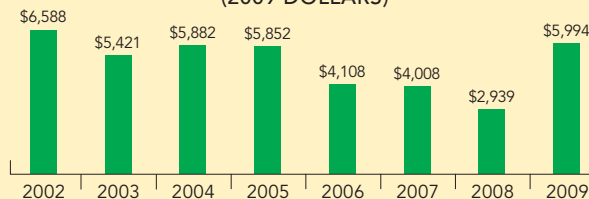
⁵ Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children enrolled. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and other locally determined services.
⁶ Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.
⁷ The mandate to provide services also requires local spending as necessary to serve enrolled children.
⁸ These supplementary monies funded both Head Start and Early Head Start. This sum also represents \$500,000 in CCDF funds dedicated to Head Start and Early Head Start programs.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 2005, the Massachusetts Department of Early Education and Care (EEC) was established with a goal of improving the access, affordability and quality of preschool education services. At the same time, the state launched the Universal Pre-kindergarten (UPK) initiative. Children are eligible to participate in UPK from 2 years, 9 months until they reach the locally determined kindergarten eligibility age. The UPK initiative promotes positive outcomes and school readiness for children through grants awarded to public school preschool programs, family child care providers, Head Start programs, faith-based centers, private child care centers, and private schools across 97 cities and towns. In order to receive UPK funding, programs must provide access to full-day, full-year services, follow specific standards for child assessments, and use the Early Childhood Program Standards and the Guidelines for Preschool Learning Experiences. Although all children may enroll in UPK, programs must serve or be willing to serve children from families with incomes at or below 85 percent of SMI.

In the first year of operation, an additional \$1 million of UPK funds was distributed as planning grants to prepare programs for eligibility. In fiscal year 2008, Massachusetts increased state spending for UPK from \$4.7 million to \$7.1 million in order to serve additional children. Funding increased in fiscal year 2009 to \$10.8 million, with an emphasis on targeting at-risk communities. Additionally, approximately \$44.8 million in CCDF subsidy money went to UPK in 2008-2009. Therefore, funding for UPK consists of two streams, the majority being child subsidy money, with a UPK add-on amount from the state.

Another initiative, Grant 391, was created in 1985 to fund typically developing preschoolers to match the number of children with disabilities served in inclusion programs. All grantees are located in public schools in 97 districts, and the program is open to all children without disabilities. In 2008-2009, state funding for Grant 391 was \$9 million.

The Community Partnerships for Children (CPC; formerly also called Preschool Direct and Preschool Scholarships) initiative was established by the Massachusetts School Improvement Act of 1985 to coordinate the planning and delivery of services offered by all early care and education programs within a funded community. By 1996, the initiative began focusing on serving 3- and 4-year-olds with working parents, and continues to expand and coordinate preschool services based on community needs and resources. Starting November 2008 with completion in July 2009, the CPC program changed from a payment system to a voucher and contract system and is no longer providing direct services. Because of these changes, NIEER no longer considers CPC a state-funded prekindergarten initiative.

Massachusetts also supplements funding for the federal Head Start program, providing \$8 million for teacher salary enhancement and other quality improvements and to serve 314 additional Head Start children in the 2008-2009 program year. This profile focuses on UPK and Grant 391, which are reported together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	16

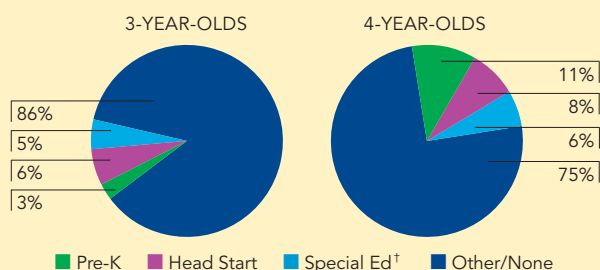
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	14

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) AND GRANT 391 PROGRAM

ACCESS

Total state program enrollment	10,797
School districts that offer state program	28% (towns, UPK) 32% (Grant 391)
Income requirement	85% SMI (UPK); None (Grant 391) ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	9,859
Federally funded Head Start enrollment	10,762
State-funded Head Start enrollment	292 ³

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



Legend: Pre-K (Green), Head Start (Purple), Special Ed† (Blue), Other/None (Dark Blue)

† This is an estimate of 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); None (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	EC teacher of students 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 (UPK); 150 clock hours/5 yrs (Grant 391)	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20 (UPK); 15 (Grant 391)		
4-year-olds	20 (UPK); 15 (Grant 391)		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10 (UPK); 1:7 (Grant 391)		
4-year-olds	1:10 (UPK); 1:7 (Grant 391)		
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	Site visits and other monitoring ⁸	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

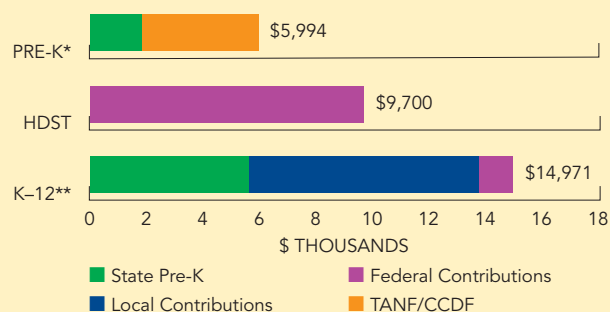
Total state pre-K spending	\$64,719,994 ⁹
Local match required?	No
State Head Start spending	\$8,000,000
State spending per child enrolled	\$.5,994
All reported spending per child enrolled*	\$.5,994

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In the UPK program, any child may enroll, yet programs are selected to receive UPK funding based on program and child characteristics. The income requirement is for children receiving subsidy money.

² Hours vary by type of program and setting and are determined locally. UPK grantees are required to offer or provide access to full-day and full-year services. For Grant 391, grantees follow the public school calendar, which is determined locally.

³ This is an estimate of the total number of 3- and 4-year-olds served in state-funded Head Start based on the percentage of 3- and 4-year-olds served in federal Head Start programs in Massachusetts.

⁴ All teachers must have an Early Childhood Certification. Public school teachers must have a pre-K to grade 2 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.

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 Programs are not required to provide these services directly. However, all LEAs are required to provide screenings and referrals under "child find," and screenings and referrals are available to all children in non LEAs through services in the public schools. Required support services include two annual parent conferences or home visits. Additional support services are determined locally.

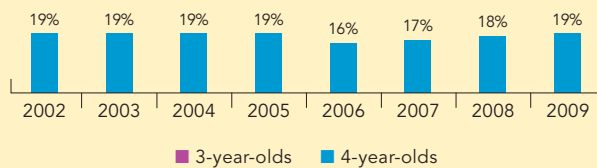
⁷ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

⁸ UPK conducts site visits approximately once a year and all sites are visited. Grant 391 programs are all visited within a six-year cycle.

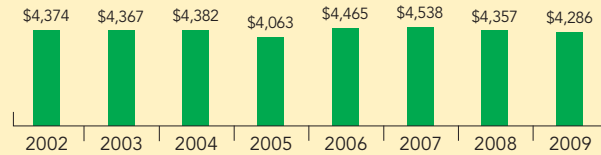
⁹ This figure includes \$44,847,257 in TANF/CCDF funds. Total spending for UPK was \$55,719,994 and \$9,000,000 for Grant 391.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



The state of Michigan established the Michigan School Readiness Program (MSRP) in 1985 to offer preschool education to at-risk 4-year-olds. Effective for the 2008-2009 program year, the program's name was changed to the Great Start Readiness Program (GSRP). GSRP is directly aligned with the governor's early childhood initiative, Project Great Start. Beginning with the 2008-2009 program year, more than half of the children enrolled in the program must come from families with an income below 300 percent of the federal poverty level (FPL), an increase from 250 percent FPL in previous years. Children who meet this income threshold must also have at least one of 24 other risk factors for educational disadvantage while children above the income threshold must have at least two of these risk factors to be eligible for GSRP.

A school funding formula is used to calculate funding for GSRP based on the level of need in each district. Public school districts directly receive GSRP funding for preschool education programming and are permitted to use some of these funds for parent education and involvement programs. Public school districts can subcontract with other local providers to offer GSRP. The state also awards competitive preschool education grants to private child care centers, Head Start agencies, and social service and mental health agencies to provide preschool. In recent years, there has been an increase in the number of children served in full-day GSRP programs, decreasing the total number of children that could have been served with the level of funding had they been enrolled in half-day programs.

The Early Childhood Investment Corporation (ECIC) was established in 2005 as part of the state's efforts to integrate Michigan's system of early childhood education and related family services. ECIC establishes standards and guidelines for early childhood development activities in order to promote a high-quality, statewide system. There have been recent proposals to increase funding for state preschool programs in order to allocate funds to programs serving children prenatally through age 3. This increased funding would allow the state to tie the pre-K reimbursement rate to that of K-12 so that increases in K-12 funding would impact pre-K.

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

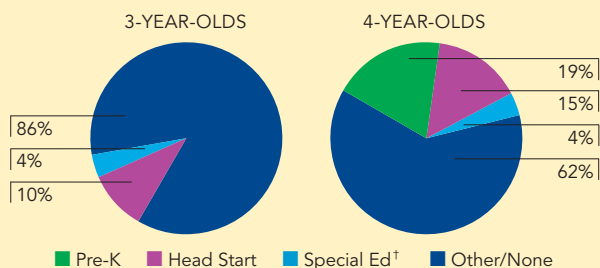
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	22

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	24,091 ¹
School districts that offer state program	81%
Income requirement	50% of children must be below 300% FPL ²
Hours of operation	2.5 hours/day (half-day), 6-7 hours/day (full-day), 4 days/week
Operating schedule	30 weeks/year
Special education enrollment	13,716
Federally funded Head Start enrollment	31,811
State-funded Head Start enrollment	0

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



† This is an estimate of 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	EE certification + ECE endorsement (public); EE certification + 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 semester credit hours/5 years (certified staff); 12 clock hours/year (other staff) 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	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, developmental; 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"/>

TOTAL BENCHMARKS MET

7

RESOURCES

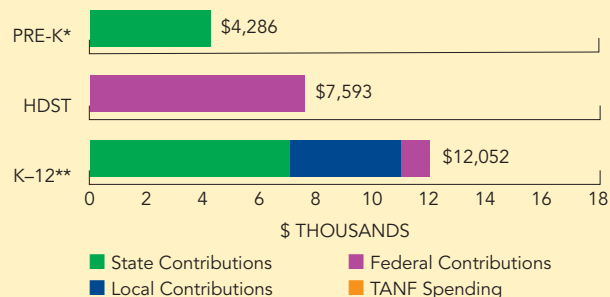
Total state pre-K spending	\$103,250,000
Local match required?	Yes ¹⁰
State spending per child enrolled	\$4,286
All reported spending per child enrolled*	\$4,286

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This is the number of children planned to be served rather than the number of slots. Some children were served in full-day programs that use two half-day slots, but they are only counted once in the enrollment.

² The income requirement increased from 250 percent FPL to 300 percent FPL beginning in the 2008-2009 school year.

³ The minimum teacher degree requirement in nonpublic settings changed from an AA plus a CDA to a BA for 2005-2006. Teachers whose training is incomplete may be considered "out of compliance" but must be enrolled in a training program and reach compliance within four years, completing at least two courses per year.

⁴ An associate degree in early childhood education/child development or equivalent training approved by the State Board of Education is also permissible. If a suitable candidate cannot be hired, an associate teacher may start "out of compliance" but must have completed one course in child development and have a plan to complete the requirements within two years.

⁵ All classroom staff must have 12 clock hours of professional development per year, not including CPR, first aid, and blood pathogen training. Certified teachers need at least 6 semester credit hours of professional development (or an equivalent number of State Board Continuing Education Units) per 5 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 health screenings, including vision and hearing, but they do not have to provide the screenings. Screenings are often provided in the program by the local health department. Programs are required to make referrals; dental screenings and referrals are determined locally. Support services include four parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

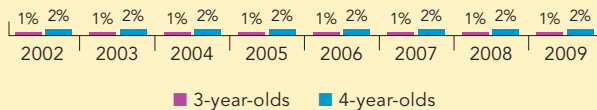
⁸ Part-day programs must provide at least a snack. They are encouraged to offer a meal and to extend the day to at least 3 hours if they do so. Full-day programs must provide one meal and two snacks or two meals and one snack.

⁹ The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. Site visits for competitive grantee agencies occur once during each 3-year funding cycle. Site visits for school district programs are more limited, though the plan includes monitoring every three years for them as well.

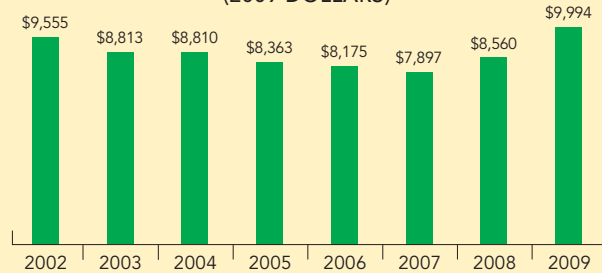
¹⁰ There is not a monetary local match, but occupancy costs must be part of the match because GSRP does not allow funding to cover facilities costs.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Minnesota provides state funding to Head Start and Early Head Start to offer more access to these programs for children from birth to age 5. Agencies receiving federal monies for Head Start programs are eligible for the state's additional funding. These agencies may collaborate with family child care homes, private child care centers, and public schools, but all service providers receiving state funds are required to follow the federal Head Start Performance Standards. In addition, all program staff receives training and technical assistance on using the state's early learning standards, the Early Childhood Indicators of Progress.

The state supports a second initiative, the School Readiness Program, which is provided through community-based organizations, school districts, and subcontracted charter schools. The School Readiness Program aims to promote kindergarten readiness through a variety of means, including home visits, preschool education programs, and services for children with disabilities. Individual school districts determine which of these services to offer. Participating programs are required to assess children's cognitive skills upon entrance and exit of the program. In addition, programs are required to ensure that appropriate screenings and referrals occur, provide research-based program content, encourage parent involvement, and coordinate with other local programs. The School Readiness Program is not the focus of data in this profile as program enrollment and funding data for center-based preschool education services are not tracked at the state level.

As of the 2007-2008 school year, new initiatives in the state are providing additional services for children and families. Using a mixture of public and private funding, these initiatives enable low-income families to purchase high-quality early care and education services for their 3- and 4-year-old children. For example, the Pre-K Allowances Project provides funds to pay for high-quality early education programs in the form of parent fees, increasing program duration, or for overall program quality and access. Another program, the Saint Paul Early Childhood Scholarship Program, provides parent mentoring through a home-visiting program and scholarships for low-income children to attend high-quality preschool programs.

In the 2008-2009 program year, two statute changes affected state-funded pre-K in Minnesota. The first allows programs proposing to provide Early Head Start (EHS) services but not receiving federal funding for EHS to use a per-child rate up to the federal EHS average within the state. The second allows for the exemption from strict enrollment requirements for programs that are approved to serve a high-risk population such as the homeless.

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

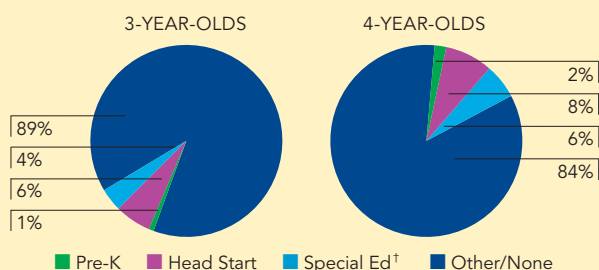
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	3

MINNESOTA HEAD START

ACCESS

Total state program enrollment	2,069
School districts that offer state program	100% (counties)
Income requirement	90% of children must be at or below 100% FPL or receiving TANF ¹
Hours of operation	At least 3.5 hours/day, 4 days/week ²
Operating schedule	At least 32 weeks/year ²
Special education enrollment	8,287
Federally funded Head Start enrollment	9,772
State-funded Head Start enrollment	1,922

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



[†] This is an estimate of 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) ³	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. ⁴	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	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 ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and/or breakfast ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

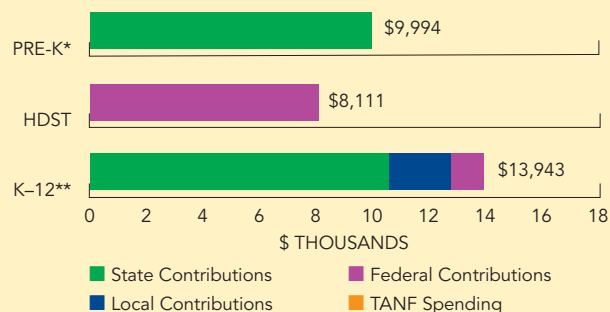
Total state pre-K spending	\$20,678,000
Local match required?	No
State Head Start spending	\$20,678,000 ⁷
State spending per child enrolled	\$9,994
All reported spending per child enrolled*	\$9,994

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. Children may also be eligible if they are homeless or in foster care.

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 The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers have at least an AA; by 2013, 50 percent must have at least a BA. 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.

⁴ 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 2 years.

⁵ 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.

⁶ Federal Head Start Performance Standards require half-day programs to provide children with at least one-third of their daily nutritional needs (breakfast or lunch) and full-day programs to provide two meals or two-thirds of their daily nutritional needs.

⁷ All spending through this initiative is directed toward Head Start programs.

Mississippi

NO PROGRAM

Mississippi does not have a state-funded preschool education initiative, but the private sector raised funds and launched Mississippi Building Blocks in late 2008 to improve school readiness skills for children in child care centers. Services for Mississippi Building Blocks began in August 2009 and aim to involve licensed child care centers throughout the state, including centers that currently serve families with children who qualify for CCDF or TANF funding. The program provides teacher mentoring, materials to classrooms, business advice to center directors, and parenting classes for participating families. The initiative will serve children in 150 classrooms.

In addition, Mississippi Building Blocks seeks to increase the number of child care centers in the Mississippi Child Care Quality Step Systems program (MCCQSS) by providing a higher reimbursement rate to participating centers. The goal of this quality rating system is to encourage the implementation of age-appropriate curricula in child care centers, thereby ensuring that children begin kindergarten ready to learn.

In fiscal year 2008, the state allocated \$2 million to expand the voluntary pilot MCCQSS program in 60 Mississippi counties. While Mississippi Building Blocks is funded partly by a federal appropriation, the program is primarily privately funded by foundations and corporate sponsors. The program has nearly reached its goal of raising \$10.6 million for the four-year pilot.

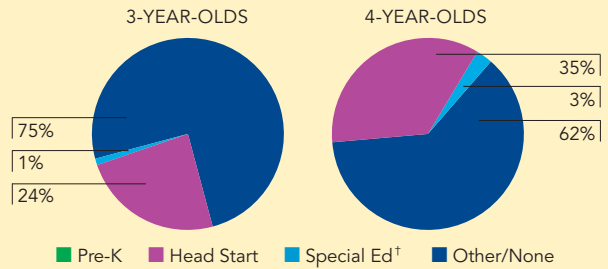
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	4,309
Federally funded Head Start enrollment.....	25,288
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

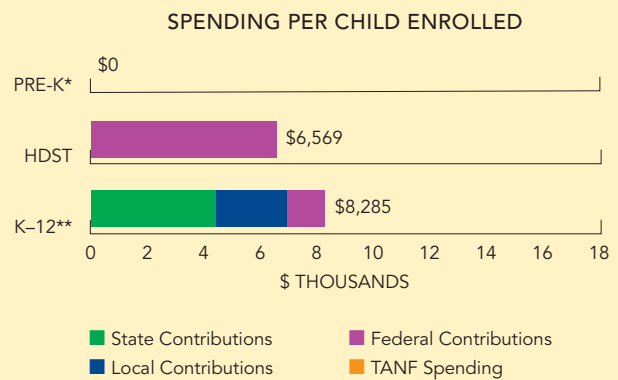
QUALITY STANDARDS CHECKLIST

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



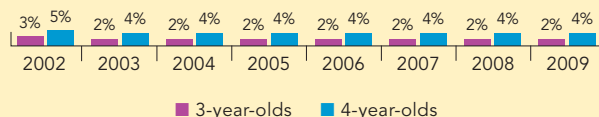
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

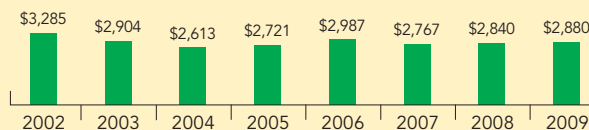
Data are for the '08-'09 school year, unless otherwise noted.

Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Missouri has been serving 3- and 4-year-olds in the Missouri Preschool Project (MPP) since 1998, with programs offered in nonprofit agencies, private child care centers, and public schools. MPP is funded through state gaming revenues, with funds distributed through the Early Childhood Development Education and Care Fund. Funds are awarded through a competitive grant process, with priority given to programs serving children from low-income families or with special needs. Local programs offer sliding payment scales based on criteria such as free or reduced-price lunch eligibility, with the goal of eventually providing access to all families regardless of income.

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

Beginning with the 2008-2009 school year, assistant teachers in public and nonpublic settings are required to have a Child Development Associate degree and have experience working in a program with young children and their families. Previously, assistant teachers were required to have a high school vocational certificate in early childhood care and education and a high school diploma or GED.

Effective with the 2009-2010 school year, MPP programs will be required to collaborate with Parents as Teachers programs, which are offered in all school districts in the state to provide parent education and foster other parent involvement initiatives. Other new requirements for the 2009-2010 program year include providing an annual health and nutrition screening, an annual developmental screening, and a minimum of two parent-teacher conferences per year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	18

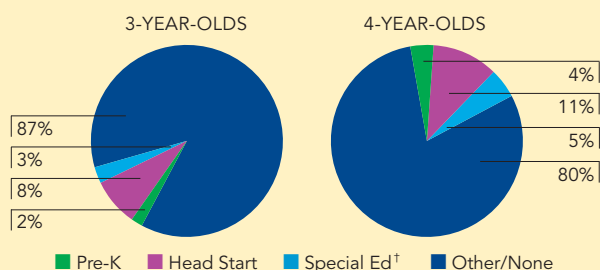
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	36

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,568
School districts that offer state program	32%
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	8,663
Federally funded Head Start enrollment	15,009
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

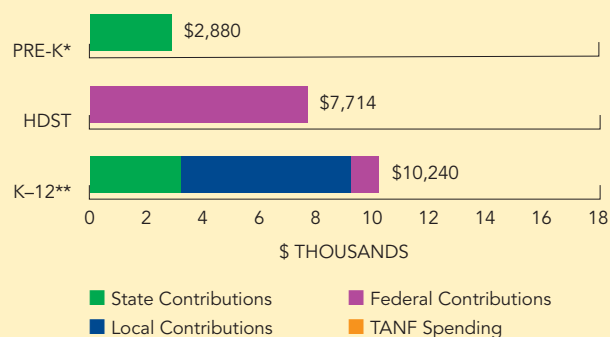
QUALITY STANDARDS CHECKLIST

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	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EC or ECSE Birth–3 certification, or 4-year CD degree	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	CDA ³	CDA or equivalent	<input checked="" 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	Support services only ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$13,156,901
Local match required?	No
State spending per child enrolled	\$2,880
All reported spending per child enrolled*	\$2,880

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 '08-'09 school year, unless otherwise noted.

¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families.

² Programs are required to operate full-day for 12 months per year, with the exception of government entities and public school districts, which can choose to provide a half-day program and operate for fewer than 12 months but no less than an academic year.

³ Effective with the 2008-2009 school year, the minimum degree requirement for assistant teachers is a CDA.

⁴ Beginning in the 2009-2010 academic year, vision, hearing, and dental screenings and referrals will be determined locally, and all MPP children must be provided with annual health, nutrition, and developmental screenings. Support services include parent involvement activities and transition to kindergarten activities.

⁵ Programs operating for 3 hours are required to provide a snack. School- or full-day programs are required to provide one meal and two snacks or two meals and one snack.

Montana

NO PROGRAM

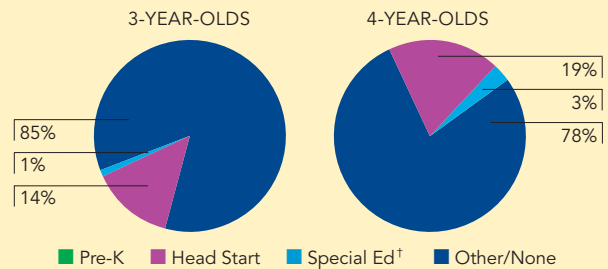
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,037
Federally funded Head Start enrollment.....	3,879
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

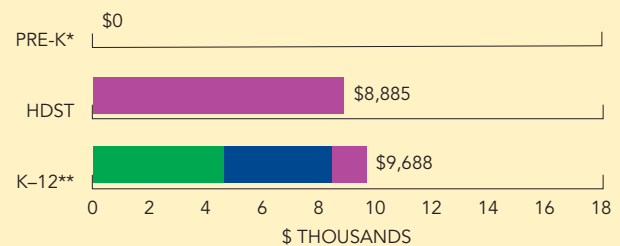
TOTAL BENCHMARKS MET

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.

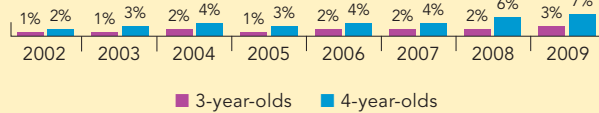
**K-12 expenditures include capital spending as well as current operating expenditures.

Data are for the '08-'09 school year, unless otherwise noted.

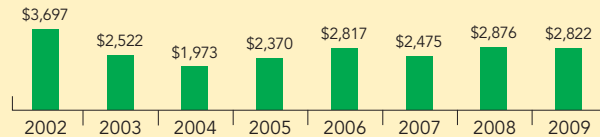
State Contributions Federal Contributions
Local Contributions TANF Spending

Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



The Nebraska Early Childhood Education Grant Program was initiated as a pilot program in 1992 and expanded in 2001. The program focuses on serving 3- and 4-year-old at-risk children. At least 70 percent of each participating preschool program's funding must be used to serve children demonstrating at least one of the four risk factors determined by the state. These risk factors include: qualifying for free or reduced-price lunch, children who are in homes where English is not the primary language, having teen parents or parents who have not completed high school, or being born prematurely or with a low birth weight. Children without these risk factors are also allowed to enroll with a sliding payment scale used for tuition, to ensure that the program integrates children with diverse social and economic characteristics.

State dollars are distributed to public schools and educational service units, but these institutions may partner with private child care centers, family resource centers, and Head Start agencies to provide services. All grantees must cover at least half of their program costs using other federal, state, or local sources.

In 2005, Nebraska started allowing 4-year-olds in approved school-based preschool education programs to be included in the K-12 state aid formula. As a result, each year additional school districts become eligible for state aid for prekindergarten. Because of this change, the total number of young children served in state-funded preschool increased by approximately 500 children in the 2008-2009 program year. Due to the approval process, many additional school district preschool programs will participate in the same process of outside evaluation, child assessment, and tracking of children's short- and long-term outcomes as grant-funded programs beginning in the 2009-2010 program year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	15

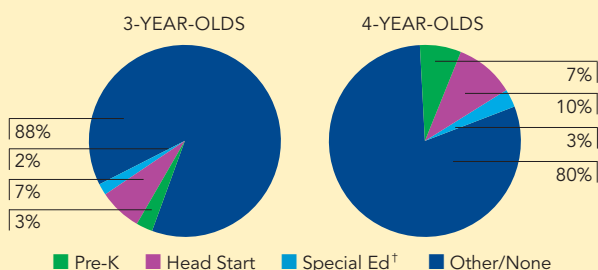
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	18

NEBRASKA EARLY CHILDHOOD EDUCATION GRANT PROGRAM

ACCESS

Total state program enrollment	2,723
School districts that offer state program	30%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	2,681
Federally funded Head Start enrollment	4,361
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	Certification and EC endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	12 semester 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 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; and support services 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"/>

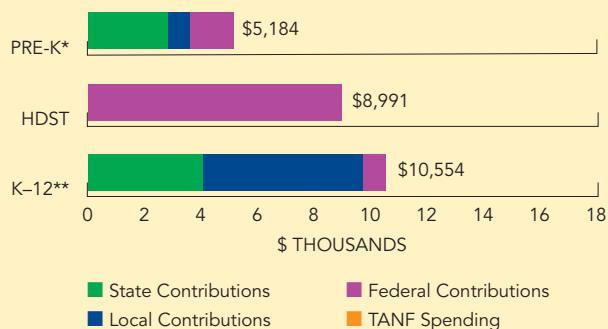
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$7,684,420
Local match required?	Yes, 100% ⁵
State spending per child enrolled	\$2,822
All reported spending per child enrolled*	\$5,184

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 '08-'09 school year, unless otherwise noted.

¹ 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 parents or parents who have not completed high school, or low birth weight or other child health risk.

² Most programs operate part-day, 3.5 to 4 hours per day, 4 days per week.

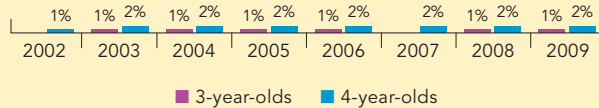
³ Certification types include ECE Birth-grade 3, EC Special Education Birth-grade 3, Preschool Disabilities Birth-K, and ECE Unified Birth-grade 3.

⁴ Screenings and referrals are determined locally. Support services include two home visits, parent conferences, parent involvement activities, transition to kindergarten activities, and other locally determined services.

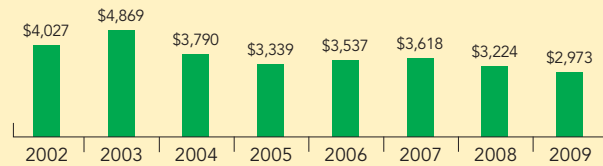
⁵ There is a required 100 percent match of state grant funds, although it is not required to come from a local source.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 2001, the Nevada State PreKindergarten Education Program began as the Early Childhood Education Comprehensive Plan with the aim of providing funds to establish new preschool programs and expand existing ones. Grantees include school districts and community organizations. The program offers preschool access for 3- to 5-year-olds, based on the eligibility criteria of individual grantees. Programs are required to identify community needs to help determine eligibility criteria. Priority is given to 4- and 5-year-olds who will be eligible for kindergarten the following year, although children may also be eligible if they are from low-income families, are English Language Learners, or have an IEP.

The needs expressed in grant applications determine funding levels for individual grantees. Flat funding for the program as a whole for the 2008-2009 program year limited the program to serving approximately 1,000 children.

Program quality is established by the state through requirements of the competitive grant process, rather than through explicit program policy. In the 2008-2009 program year, the state began using the ECERS-R and the ELLCO classroom observation instruments to measure program quality as a part of a required annual evaluation.

In an attempt to assess the learning gains of children identified as Limited English Proficient (who represent 44 percent of enrollment), the program has implemented a statewide pilot project. This project uses the Pre-LAS, a measure of oral language proficiency and pre-literacy skills. The state also conducts a longitudinal evaluation each year, with the first cohort of students now in fifth grade.

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

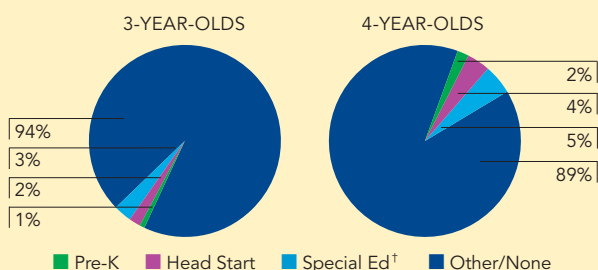
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	34

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,123
School districts that offer state program	53%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,593
Federally funded Head Start enrollment	2,192
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	ECE license - Birth-K, Birth-Grade 2, or ECSE 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	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

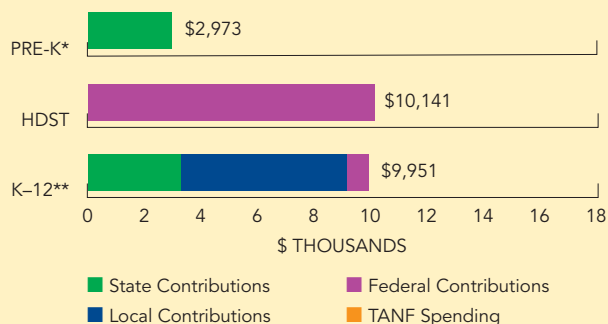
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$3,338,875
Local match required?	No
State spending per child enrolled	\$2,973
All reported spending per child enrolled*	\$2,973

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 '08-'09 school year, unless otherwise noted.

¹ Although there is no income requirement, programs prioritize children who are English Language Learners or who are from low-income families, among other locally determined enrollment priorities.

² Programs are required to operate a minimum of 10 hours per week. Specific operating schedules are determined locally, but programs generally operate 2-4 hours per day, 4 days per week.

³ If teachers began with the program prior to 2002, they were grandfathered in under previous requirements. Positions deemed "difficult to fill" with the appropriate certification may develop a professional development plan that

the hired teacher would follow if they do not currently have an approved certification. All new hires must be credentialed teachers, and most Classroom on Wheels classrooms now have a credentialed teacher.

⁴ Screening and referral requirements are decided at the local level. Some districts use developmental screenings. Support services include parenting support or training, parent involvement activities, referral to social services, and other locally determined support services.

⁵ Meals are not required, but all programs provide snack and some provide lunch based on the school's ability to support meals.

New Hampshire

NO PROGRAM

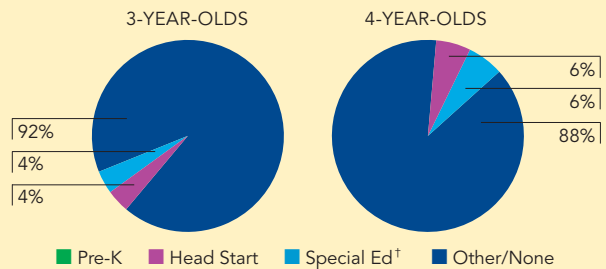
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,844
Federally funded Head Start enrollment.....	1,384
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

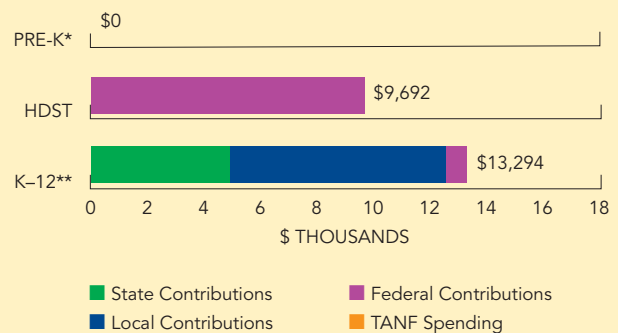
TOTAL BENCHMARKS MET

No Program

RESOURCES

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

SPENDING PER CHILD ENROLLED



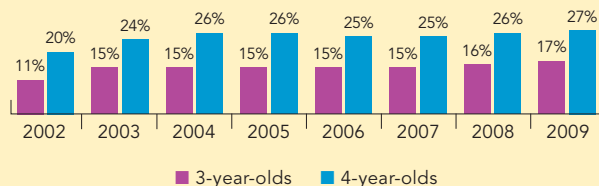
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

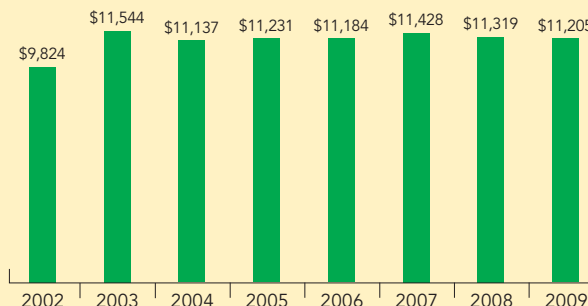
Data are for the '08-'09 school year, unless otherwise noted.

New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



New Jersey's Supreme Court mandated in 1998 that preschool be offered to all 3- and 4-year-olds in New Jersey's highest poverty districts. As a result, the Abbott Preschool Program was developed. This initiative is provided in 31 school districts where at least 40 percent of children qualify for free or reduced-price lunch. The state Department of Education (DOE) distributes funds directly to school districts, which may then contract with Head Start programs or private child care centers to offer preschool education services. In addition to DOE funding, the Department of Human Services (DHS) may provide funding to Abbott districts and/or providers in order to offer extended-day and extended-year services. These funds were formerly used to provide services for all children enrolled in an Abbott Preschool Program. However, effective with the 2007-2008 school year, DHS vouchers were only available to families with incomes up to 300 percent of the federal poverty level.

A second state-funded preschool initiative, Non-Abbott Early Childhood Program Aid (ECPA), is provided in an additional 101 districts where 20 to 40 percent of children qualify for free or reduced-price lunch. Through ECPA funding, districts offer at least half-day preschool for 4-year-olds, operate full-day kindergarten, and improve services for children in pre-K through third grade. Preschool programs are typically housed in public school settings, although some districts may choose to contract with private child care centers or Head Start programs to offer services.

In 2004, the Early Launch to Learning Initiative (ELLI) was established as a part of New Jersey's effort to offer voluntary, high-quality preschool programs to all of the state's low-income 4-year-olds. All non-Abbott districts are encouraged to apply for funding through this third state-funded initiative. This includes school districts that already provide preschool education but require additional funding to serve more income-eligible children, as well as those wanting to improve program quality or extend program hours, including ECPA districts. The number of low-income 4-year-olds that the district will aim to serve and the intended length of the program day determine ELLI funding levels. The ELLI initiative was flat funded in the 2008-2009 program year, and therefore districts did not have the opportunity to expand their preschool education programs.

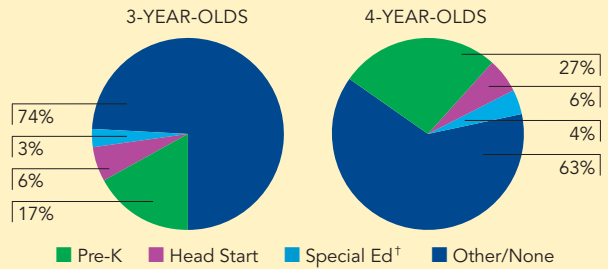
Starting in the 2009-2010 academic year, districts across all three programs will receive funding based on the School Funding Reform Act of 2008. Rather than building a zero-based budget, the formula will generate a total budget amount for each district, within which the district must build the 2009-2010 budget. Moreover, New Jersey plans to expand full-day state-funded preschool for at-risk 3- and 4-year-olds in all school districts over six years, as outlined in the School Funding Reform Act, with the goal of providing preschool for an additional 30,000 children by the 2013-2014 school year. The program was flat funded for the 2008-2009 program year. Given continuing budget problems it is unclear whether the state will maintain its commitment to the new school funding formula and serve more preschoolers in higher quality programs in the 2009-2010 school year and beyond.

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

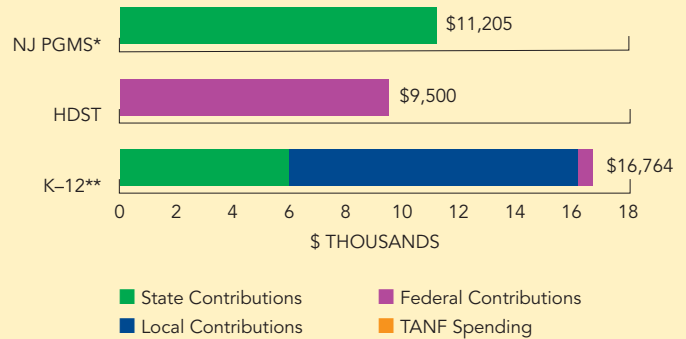
Total state program enrollment	49,091
Total state spending	\$550,081,566
State spending per child enrolled	\$11,205
All reported spending per child enrolled	\$11,205

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

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

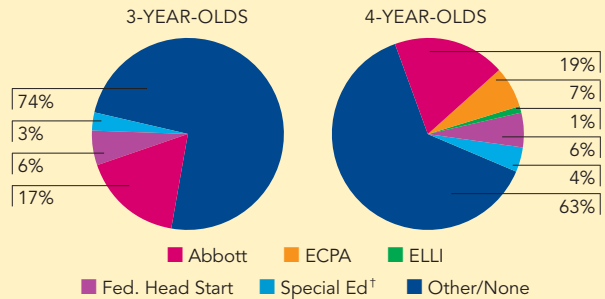
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

NEW JERSEY ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	40,439
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	9,258
Federally funded Head Start enrollment	13,595
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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	Certification in Pre-K-3 or equivalent ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	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	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

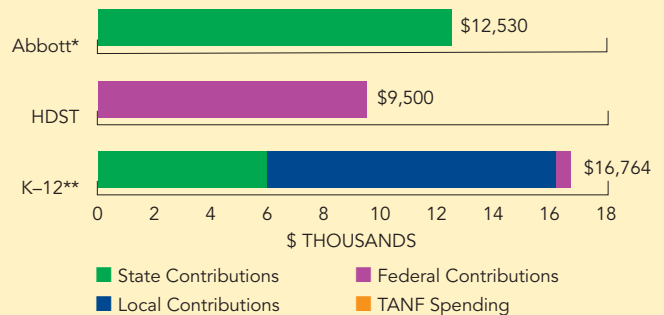
Total state pre-K spending	\$506,695,266
Local match required?	No
State spending per child enrolled	\$12,530
All reported spending per child enrolled*	\$12,530

* 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 '08-'09 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 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 choose to do so, all children meeting income requirements are paid for through the Department of Children and Families. In the 2008-2009 program year, 89 percent of Abbott children were enrolled in wrap-around care that extended program hours.

³ Approved certifications include P-3, N-K, Pre-K-6 plus two years of preschool teaching experience, Certificate of Eligibility with Advanced Standing for P-3, or Certificate of Eligibility for P-3.

⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

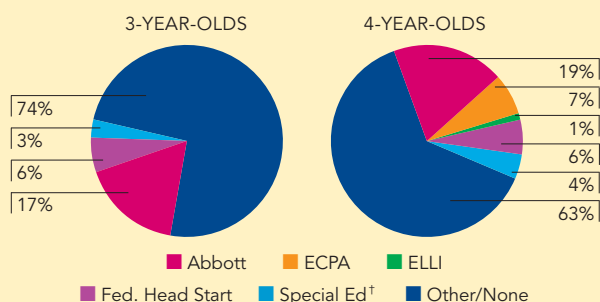
⁵ Dental screenings and referrals are determined locally. Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. The number of parent conferences or home visits is not mandated.

NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state program enrollment	8,098
School districts that offer state program	17%
Income requirement	None ¹
Hours of operation	At least 2.75 hours/day (part-day), or at least 6 hours/day (full-day), 5 days/week ²
Operating schedule	Academic year
Special education enrollment	9,258
Federally funded Head Start enrollment	13,595
State-funded Head Start enrollment	0

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



† This is an estimate of 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.....	Certification in Pre-K-3 or equivalent ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	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	18 ⁵		
4-year-olds	18 ⁵		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:18 ⁵		
4-year-olds	2:18 ⁵		
Screening/referral	Vision, hearing, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁷	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

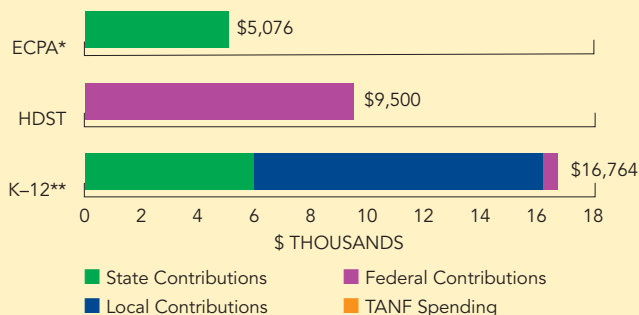
Total state pre-K spending.....	\$41,106,000 ⁸
Local match required?	No
State spending per child enrolled.....	\$5,076
All reported spending per child enrolled*.....	\$5,076

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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 part- or full-day preschool to all 4-year-olds.

² Part-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 part- and full-day programs are offered. Part-day programs are most common.

³ Approved certifications include P-3, N-K, Pre-K-6 plus two years of preschool teaching experience, Certificate of Eligibility with Advanced Standing for P-3, or Certificate of Eligibility for P-3.

⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁵ Beginning July 1, 2008, the maximum class size changed to 18 and the staff-child ratio requirement changed to 2:18.

⁶ 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. The number of parent conferences or home visits is not mandated.

⁷ Meals are required in full-day programs.

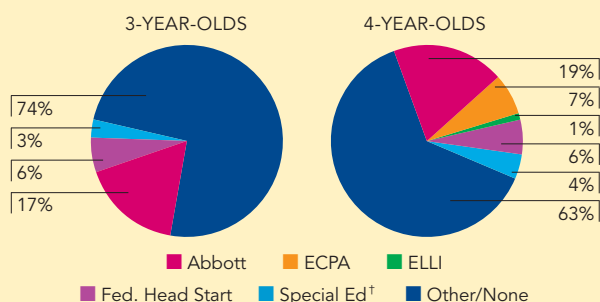
⁸ This figure is an estimate of state funds directed to services for preschool-age children. It includes funding for five districts that were approved to expand their program for the 2008-2009 school year. Those districts were funded for full-day programs.

NEW JERSEY EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment	554
School districts that offer state program	4%
Income requirement	185% FPL ¹
Hours of operation	2.75 hours/day (part-day), 6 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	9,258
Federally funded Head Start enrollment	13,595
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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.....	Certification in Pre-K-3 or equivalent ²	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 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"/>

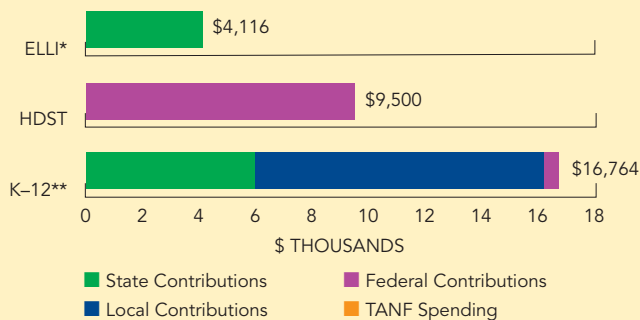
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$2,280,300
Local match required?	Yes ⁶
State spending per child enrolled	\$4,116
All reported spending per child enrolled*	\$4,116

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 '08-'09 school year, unless otherwise noted.

¹ Districts may enroll other students in unusual circumstances.

² Approved certifications include P-3, N-K, Pre-K-6 plus two years of preschool teaching experience, Certificate of Eligibility with Advanced Standing for P-3, or Certificate of Eligibility for P-3.

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. The number of parent conferences or home visits is not mandated.

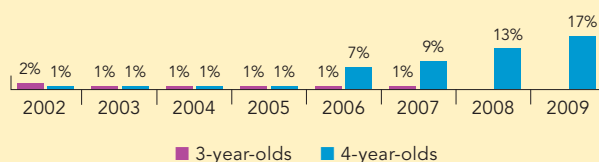
⁵ Full-day programs are required to offer breakfast, lunch and snack.

⁶ Classrooms must include general and special education students funded through other sources.

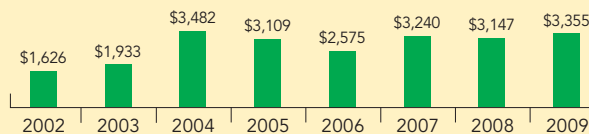


New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



New Mexico launched the state's preschool education program, New Mexico PreK, in the 2005-2006 school year with the aim of offering center-based early childhood services for 4-year-olds. There is no 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. Approximately 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, family child care homes, Head Start programs, faith-based centers, and universities.

The New Mexico PreK initiative served 4,745 children with a budget of \$15.9 million during the 2008-2009 school year. New Mexico PreK funding is allocated on a competitive basis with priority given to programs in areas where schools have the highest percentages of children failing to meet No Child Left Behind's adequate yearly progress in math and reading. Half-day preschool slots are funded based on half of the funding level for kindergarten slots. In the 2007-2008 and 2008-2009 school years, funding increases led to expanded enrollment.

The state funds a second preschool initiative, the Child Development Program, which provides family support services, home visits, and preschool education programs to at-risk children primarily from birth to age 3 who do not qualify for other eligibility-based programs. Individual programs may limit eligibility, however, to specific risk factors based on locally determined needs such as having a teen parent, homelessness, or poverty.

In recent years, funding for the Child Development Program has been cut, resulting in a decreasing number of preschool-age children being served by the program. During the 2007-2008 school year, the Child Development Program did not serve any of the state's 4-year-olds. As the initiative no longer serves 4-year-olds and serves fewer than one percent of New Mexico's 3-year-olds, NIEER no longer considers the program's primary focus to be providing center-based early childhood education for 3- and 4-year-olds, and thus it is not reported in this profile.

In addition to the two state-funded initiatives described above, New Mexico also allocated \$800,000 in state funds to provide additional slots and supplement services in Head Start-like programs during the 2008-2009 program year. Of this amount, \$343,451 went to Head Start program grantees while the remainder went to programs providing services similar to Head Start.

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

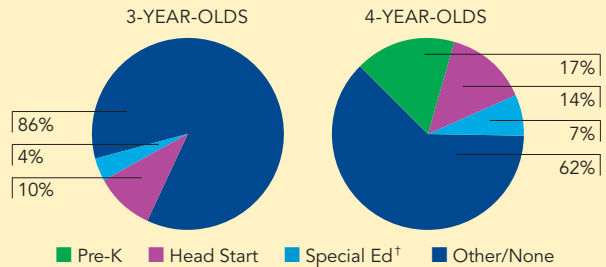
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	32

NEW MEXICO PREK

ACCESS

Total state program enrollment	4,745
School districts that offer state program	49%
Income requirement	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,864
Federally funded Head Start enrollment	6,894
State-funded Head Start enrollment	121

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

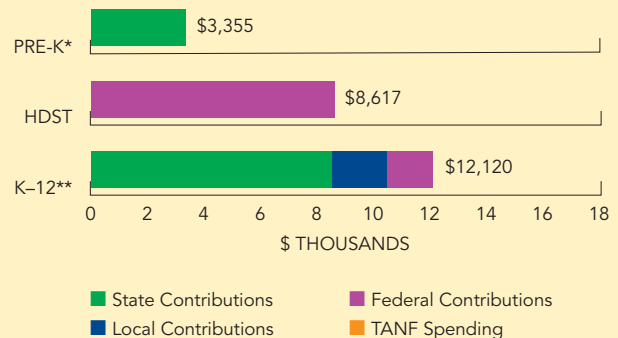
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	HSD ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	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	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	At least one 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
8

RESOURCES

Total state pre-K spending	\$15,920,660 ⁶
Local match required?	No
State Head Start spending	\$800,000
State spending per child enrolled	\$3,355
All reported spending per child enrolled*	\$3,355

SPENDING PER CHILD ENROLLED



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

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

Data are for the '08-'09 school year, unless otherwise noted.

¹ Priority is given to children who will attend Title I schools with the highest percentages of children failing to meet NCLB AYP in reading and math.

² 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.

³ Lead teachers are required to have a BA degree and licensure in Early Childhood Education birth-grade 3 within five years of being hired. Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education within five years of being hired. All teachers, regardless of degree type, begin receiving specialized training immediately.

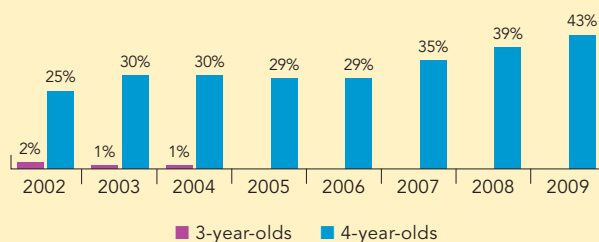
⁴ Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁵ Effective for the 2008-2009 school year, all programs must offer at least one meal, breakfast or lunch.

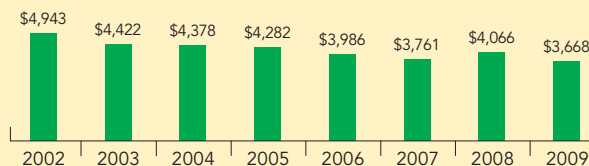
⁶ Additional funds not counted in these figures are \$2,338,619 for professional development, training and technical assistance, \$400,000 in non-recurring funds for start-up and safety, and funds for a program evaluation.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1998, New York began offering preschool education services through the Universal Prekindergarten (UPK) program, which aims to serve all 4-year-olds in the state. The New York State Department of Education Office of Early Education and Reading Initiatives administers the application process. Funding for the program has not been sufficient for UPK to become truly universal. The UPK program served about 43 percent of the state's 4-year-olds during the 2008-2009 school year. Districts use a lottery to select children to fill their UPK slots. More than 9 percent of school districts operating a UPK program serve all of their eligible 4-year-olds. This includes three of New York state's "Big 5" districts: Buffalo, Rochester, and Yonkers. In 15 of the 57 counties in the state, every district is operating a UPK program. Districts are required to subcontract a minimum of 10 percent of their funding to community-based organizations (CBOs), including child care centers, nonpublic nursery schools, preschool special education providers, and Head Start programs. During the 2008-2009 school year, more than 50 percent of children enrolled were served by CBOs. UPK teachers in public school sites must have New York state teaching certification; teachers in CBOs who are not certified must meet the qualifications of the relevant regulatory agency and be supervised by a certified teacher.

The Experimental Prekindergarten (EPK) Program was established in 1966, later became the Targeted Prekindergarten Program (TPK), and continued through the 2006-2007 school year. In 2007-2008, the TPK program was merged with UPK. Funding was increased by 50 percent and every school district in the state became eligible to receive funding for UPK. In addition, 59 percent of school districts offered UPK programs, including 142 new districts that did so for the first time. In 2008-2009, funding for UPK increased again and 57 additional districts became first-time UPK providers. UPK was flat-funded in 2009-2010 and so no new districts were able to begin UPK programs. New York state will offer mid-year expansion opportunities in districts where UPK monies continue to be available. Schools districts may apply for this funding to enroll eligible children until they reach their maximum enrollment.

New York continued to develop its Prekindergarten Learning Standards Document and, with Board of Regents approval, will begin its dissemination and implementation in 2010. The pre-K learning standards will be aligned with both birth-grade 3 and K-12 learning standards prior to dissemination. During implementation, the goal will be to ensure the availability of statewide professional development for birth-grade 3 teachers and administrators on standards-based curriculum planning, instruction, and assessment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	25

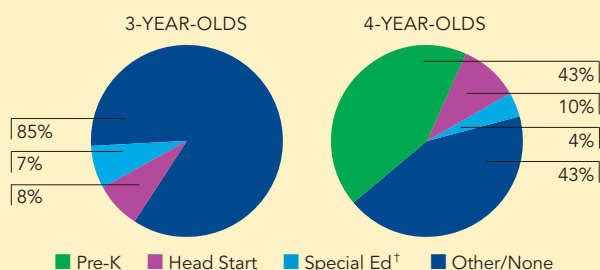
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	27

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	102,282
School districts that offer state program	67% 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	43,149
Federally funded Head Start enrollment	43,293
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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, Students with Disabilities Birth-Grade 2, N-6, or Pre-K-6 (public); AA in ECE or meets CDA requirements (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 9 credits in EC + 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, 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"/>

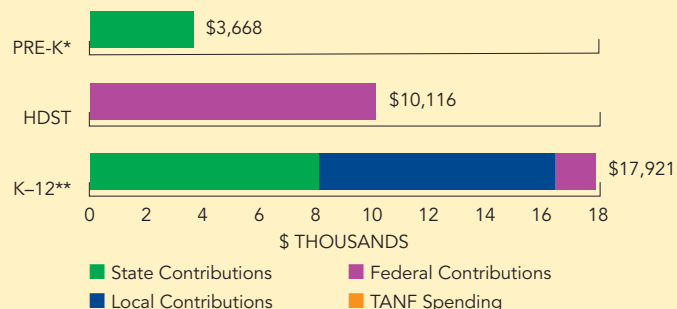
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$375,176,216
Local match required?	No
State spending per child enrolled	\$3,668
All reported spending per child enrolled*	\$3,668

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 '08-'09 school year, unless otherwise noted.

¹ Funding was available to all school districts in the state. Of the 677 districts, 452 chose to participate in UPK during the 2008-2009 school year.

² Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, an amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers receive on-site supervision by certified teachers. These teachers must have a plan to become certified within five years or by 2013, whichever is later.

³ Teachers in community-based organizations are currently exempt from certification if they have on-site supervision by a certified teacher. Teachers may have a K-6 certification as long as they have a plan in place to get early childhood certification within five years.

⁴ The Level I Teaching Assistant Certificate is the entry level certificate for teacher

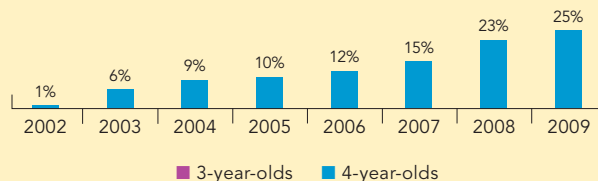
assistants. It permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher. Assistant teachers employed by nonpublic schools must meet the standards of the licensing or registering agency.

⁵ Cognitive, motor, and expressive and receptive language screening and referral are also required. Support services include 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, and transition to kindergarten activities. State regulations require that support services be provided to the maximum extent practicable. The number of required annual parent conferences or home visits is determined locally.

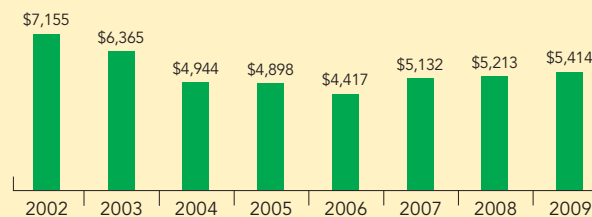
⁶ Programs meeting for 3 hours or fewer must provide a snack. Programs meeting more than 3 hours must provide a meal and snack.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2009 DOLLARS)



In 2001, North Carolina established the More at Four Pre-Kindergarten Program, which is targeted to at-risk 4-year-old children. Children are deemed at risk if they come from families with incomes at or below 75 percent of the state median income or if they have other risk factors including a chronic health condition, educational or developmental delay, an identified disability, or limited English proficiency. In addition, children of active duty military personnel are automatically eligible for the program.

More at Four serves children in public schools, private licensed child care centers, and Head Start programs, but nonpublic program settings are only eligible for state funding if they receive high-quality ratings under the state child care licensing system. In addition, these nonpublic settings must also match the teacher credential 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.

More at Four is funded through the state lottery, allowing for rapid program expansion. The state added 10,000 slots during the 2007-2008 school year, expanding the program by more than one third. In the 2008-2009 school year, an additional \$30 million was provided to continue expanding the program for at-risk 4-year-olds, adding approximately 3,600 more slots, with a significant amount of the money being used to increase per-child spending.

Since the 2005-2006 school year, More at Four programs have been required to follow early learning standards. An online orientation to the state standards was piloted in the 2008-2009 school year and will be available in the 2009-2010 school year. Additionally, the North Carolina State Board of Education approved a list of prekindergarten curricula for the 2009-2010 school year aligned with these early learning standards.

In addition to the More at Four Pre-Kindergarten Program, North Carolina also contributes to early care and education in the state with the Smart Start initiative. Established in 1993, Smart Start supports the collaboration and local planning involved in providing comprehensive early childhood services for children from birth to age 5. The goals of the program include supporting early care and education programs, providing family support services, improving child health outcomes, and increasing the overall quality of child care.

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

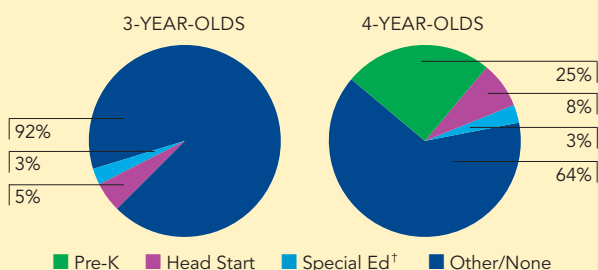
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	9

NORTH CAROLINA MORE AT FOUR PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	31,485
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	10,306
Federally funded Head Start enrollment	17,593
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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 CEUs/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, immunizations; 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"/>

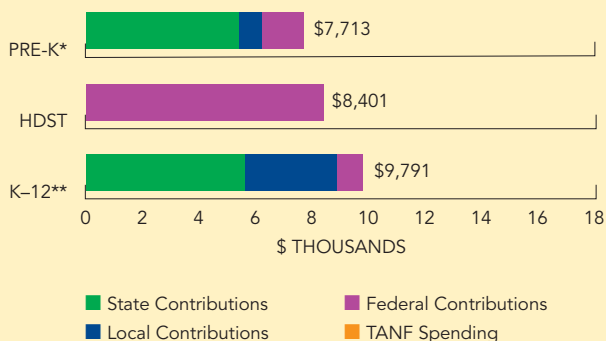
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$170,471,908
Local match required?	Yes, amount not specified
State spending per child enrolled	\$5,414
All reported spending per child enrolled*	\$7,713

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 '08-'09 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 Licensure. Teachers in non-public settings must have a minimum of an associate 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 degree in ECE 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 strongly recommended but are not required.

North Dakota

NO PROGRAM

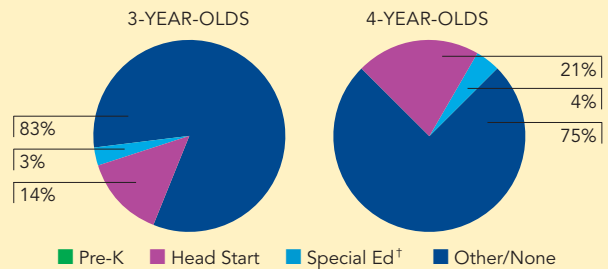
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	911
Federally funded Head Start enrollment.....	2,829
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

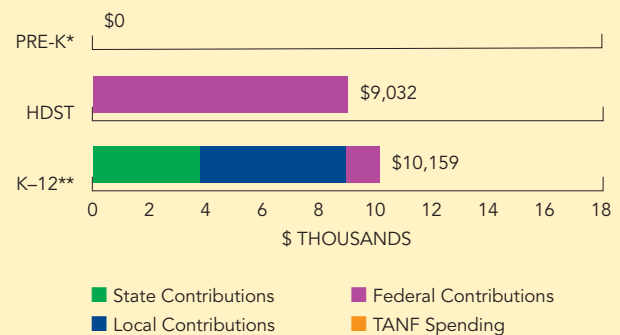
TOTAL BENCHMARKS MET

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



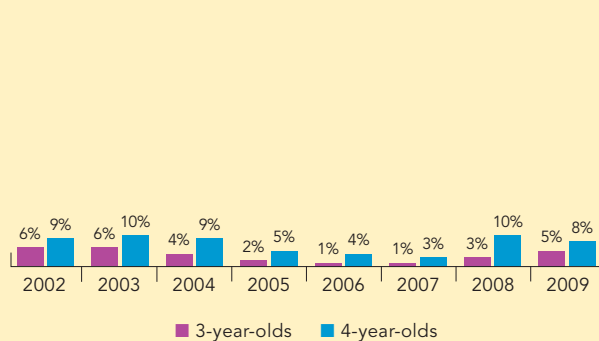
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

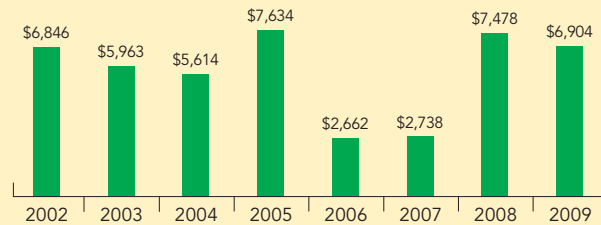
Data are for the '08-'09 school year, unless otherwise noted.

Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1990, the Ohio Public School Preschool Program (PSP) was established after four years as a successful pilot program. The program, now known as Early Childhood Education (ECE), serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level (FPL), with a sliding fee scale used for children from families above 100 percent of FPL. Children from families above 200 percent of FPL may enroll, if space permits, using district funds or parent tuition. ECE funds are distributed directly to public schools, which may subcontract with Head Start programs or private child care centers. An increase in per-child spending during the 2006-2007 school year led to a decrease in the number of children funded by ECE. Funding for ECE increased in the fiscal year 2008-2009 biennium, thus increasing the number of districts receiving funds from 112 to 205 and the number of children funded.

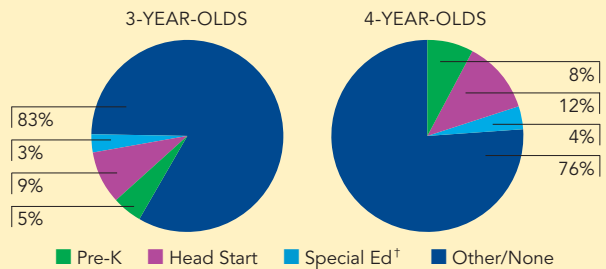
Beginning in 2005, Ohio eliminated supplemental state funding for federal Head Start. The new program, Early Learning Initiative (ELI), funded with Temporary Assistance for Needy Families (TANF), was created to mirror the educational and comprehensive services of the ECE program. The goal of ELI was to offer educational experiences that address school readiness and provide full-day, year-round services to children of working families. ELI directly funds Head Start programs, private and faith-based child care centers, and public schools. Any of these institutions may then subcontract with the same types of agencies as well as with family child care providers. The program serves children with family incomes up to 200 percent of FPL.

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

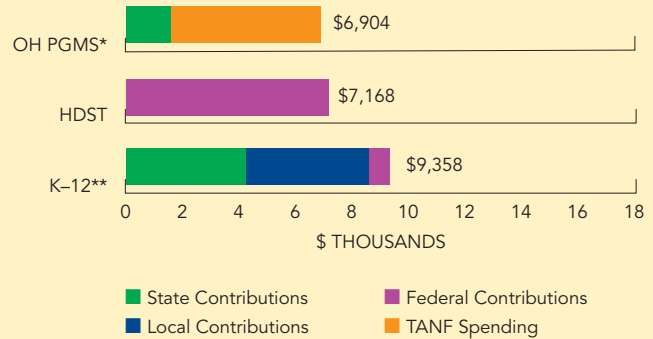
Total state program enrollment	21,963
Total state spending	\$151,642,502
State spending per child enrolled	\$6,904
All reported spending per child enrolled	\$6,904

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	10

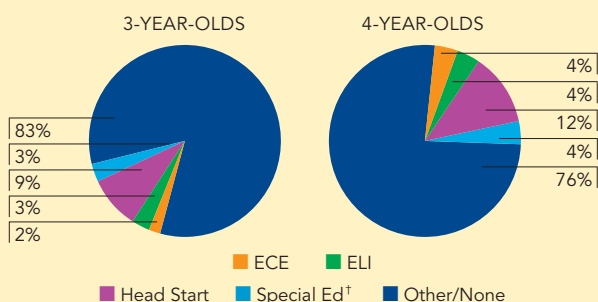
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	10

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	8,499 ¹
School districts that offer state program	33%
Income requirement	200% FPL
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	13,732
Federally funded Head Start enrollment	31,077
State-funded Head Start enrollment	0

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



† This is an estimate of 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	AA in ECE ³	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes (public); ⁴ AA in ECE (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	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 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

3

RESOURCES

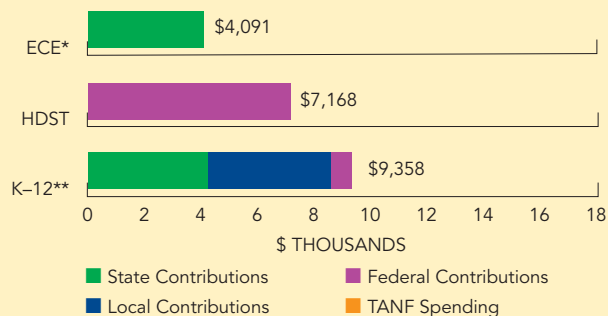
Total state pre-K spending	\$34,768,341
Local match required?	No
State spending per child enrolled	\$4,091
All reported spending per child enrolled*	\$4,091

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



1 An additional 1,299 children from families with income above 200 percent FPL paid full tuition; these children are not counted in the enrollment total.
 2 ECE funds 3 to 3.5 hours of services daily, and most programs operate 4 days per week. However, many districts use local or other funding sources to offer a full-day program. The fifth day is used to provide home visits and parent conferences.
 3 The current minimum requirement in public school settings is a Prekindergarten Associate License, which requires at least an associate degree. However, many school districts already require that lead teachers have a bachelor's degree in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 will be required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.

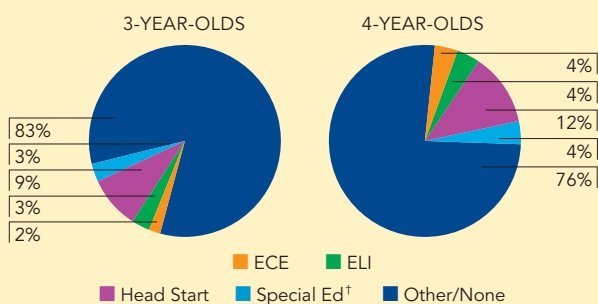
4 For teachers in public school settings with bachelor's degrees, acceptable licenses include the following: Pre-K-3, Pre-K Teacher, Intervention Specialist, Early Childhood Intervention Specialist (P-3), or K-3 or K-8 certificate/license plus four courses in ECE or child development from an accredited college or university. The minimum requirement in a public school setting is the Prekindergarten Associate License which requires an AA in ECE. Teachers in nonpublic settings are required to have at least an AA in ECE.
 5 Screenings and referrals for hemotocrit are also required. Support services include two annual parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
 6 Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

OHIO EARLY LEARNING INITIATIVE

ACCESS

Total state program enrollment	13,464 ¹
School districts that offer state program	91% (counties)
Income requirement	200% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Calendar year
Special education enrollment	13,732
Federally funded Head Start enrollment	31,077
State-funded Head Start enrollment	0

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



† This is an estimate of 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	AA in ECE ⁴	BA	<input type="checkbox"/>
Teacher specialized training	See footnotes (public); ⁵ AA in ECE (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	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	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

5

RESOURCES

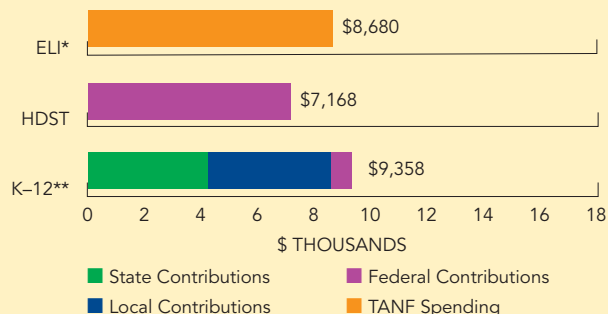
Total state pre-K spending	\$116,874,161 ⁸
Local match required?	No
State spending per child enrolled	\$8,680 ⁹
All reported spending per child enrolled*	\$8,680 ⁹

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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

² Effective with the 2008-2009 school year, the income requirement was increased from a maximum of 185 percent of the FPL to 200 percent of the FPL.

³ Full-day programs operate 100 or more hours per 4 weeks and part-day programs operate 55 to 99.5 hours per 4 weeks. Both types of programs operate 5 days per week.

⁴ The current minimum requirement in public school settings is a Prekindergarten Associate License, which requires at least an associate degree. However, many school districts already require that lead teachers have a bachelor's degree in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 will be required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.

⁵ For teachers in public school settings with bachelor's degrees, acceptable licenses

include the following: Pre-K-3, Pre-K Teacher, Intervention Specialist, Early Childhood Intervention Specialist (P-3), or K-3 or K-8 certificate/license plus four courses in ECE or child development from an accredited college or university. The minimum requirement in a public school setting is the Prekindergarten Associate License which requires an AA in ECE. Teachers in nonpublic settings are required to have at least an AA in ECE.

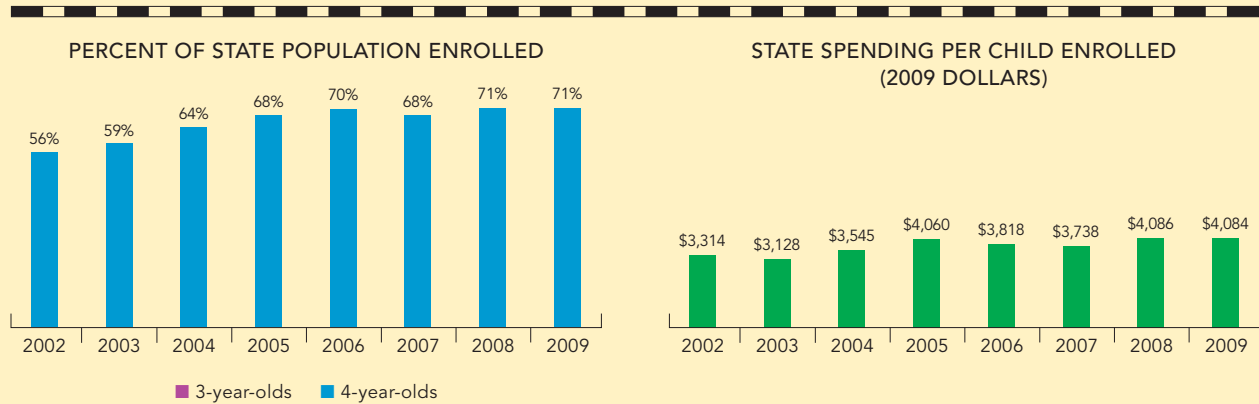
⁶ Screenings and referrals for lead and hematocrit are also required. Support services include two annual parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition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

⁷ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

⁸ This funding total consists of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.

⁹ This number is based on the average monthly enrollment and total spending, and is also based on the state's use of federal TANF funds.

Oklahoma



Oklahoma established a pilot preschool education program in 1980. This program, the Early Childhood Four-Year-Old Program, aimed to eventually serve all 4-year-olds in the state. In 1990, the program received statewide funding, although it was limited only to 4-year-olds eligible for the federal Head Start program. However, districts could choose to offer the program to other 4-year-olds through tuition or local funds. In 1998, Oklahoma began providing free, voluntary access to preschool education for all of the state's 4-year-olds, becoming the second state in the nation to do so.

Over the years, enrollment in the Early Childhood Four-Year-Old Program has steadily increased, and 99 percent of school districts currently offer the program. Beginning with the 2003-2004 program year, Oklahoma has ranked first in the nation every year for serving the highest percentage of 4-year-olds in state-funded preschool. Also, greater proportions of 4-year-olds are now attending full-day programs rather than half-day programs across the state.

While there are no specific state funds for 3-year-olds, 153 Oklahoma school districts have taken the initiative to offer classroom programs for these students. Funding through other sources such as Title I, district general funds, special education, and Head Start have placed 1,970 3-year-olds in pre-K classrooms.

Directly through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. Districts are reimbursed at the per-pupil rate, with specific funding amounts or weights based on the length of the program day. Districts may choose to subcontract with other providers by placing public school teachers into Head Start programs, child care centers, and other community-based programs. Children enrolled in collaboration programs receive the same services as children served in public schools because they are also considered public school enrollees. During the 2008-2009 program year, more than 4,100 children were served through collaboration programs.

The Pilot Early Childhood Program was launched during the 2006-2007 school year. Funding comes from public and private dollars, and rules and regulations for the program were established by the Oklahoma State Board of Education. Available year-round to at-risk children from birth through age 3, the program continues to expand its enrollment each year, with 510 3-year-olds served in the 2008-2009 school year.

In addition, Oklahoma supplements the federal Head Start program, providing \$2,905,620 in state funds to the program in fiscal year 2009. These funds provide extended-day and additional services.

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

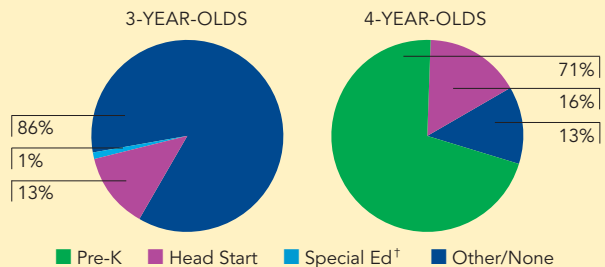
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	8

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	36,042
School districts that offer state program	99%
Income requirement	None
Hours of operation	2.5 hours/day (half-day) and/or 6 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	3,628
Federally funded Head Start enrollment	14,796
State-funded Head Start enrollment	0 ²

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



[†] This is an estimate of 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	Must meet NCLB requirements ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	75 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	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"/>

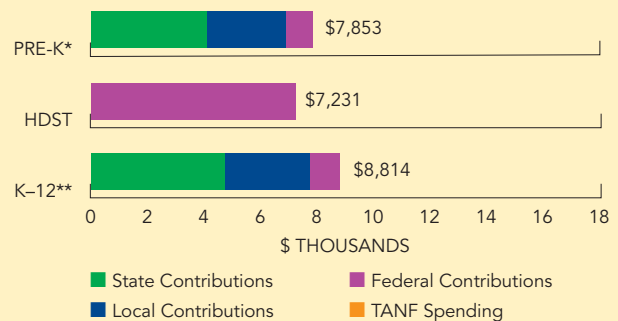
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$147,185,345
Local match required?	No
State Head Start spending	\$2,905,620 ²
State spending per child enrolled	\$4,084
All reported spending per child enrolled*	\$7,853

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 '08-'09 school year, unless otherwise noted.

¹ Providers may choose from three 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. Districts can choose to offer a longer day, but will not receive additional state funds through the state aid formula. All programs operate 5 days per week.

² State Head Start funds are used to expand services for an extended day and provide additional services.

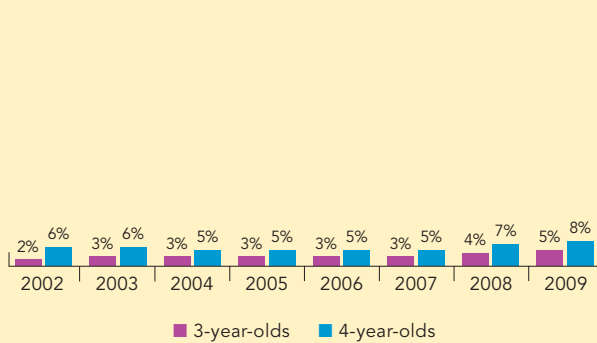
³ Assistant teachers must meet federal requirements to be highly qualified under NCLB. They must have an AA, or 48 credit hours of college coursework, or pass one of two state-approved tests that do not have specific educational requirements. One test is the Oklahoma General Education Test (an exam required 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 (counselors) and all other typical public school program services (such as early intervention, transition programs or literacy coaches).

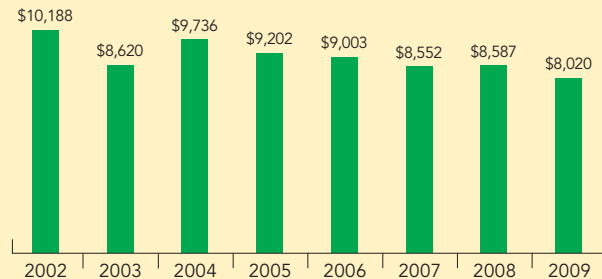
⁵ At least one meal is provided through the Federal Child Nutrition Program, but specific meals depend on the length of the program day. This federal program does not provide snacks for students, so snacks are determined locally.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



The Oregon Head Start Prekindergarten program, established in 1987, provides comprehensive child development and education services to 3- and 4-year-olds from low-income families. 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.

Funding for the Oregon Head Start Prekindergarten program is awarded to non-sectarian organizations through a competitive grant process. All federal Head Start grantees are funded jointly, receiving state and federal funding to expand enrollment. State pre-K funding can also be distributed to other entities such as public schools, private agencies, and universities not receiving federal Head Start funding. However, in order to receive state funding, all participating programs must meet the federal Head Start Performance Standards and monitoring requirements.

In an attempt to move toward access for all of the state's 3- and 4-year-olds, provisions have been made to increase enrollment. During the 2007-2009 biennium, a \$39 million expansion provided an additional 3,068 slots for eligible children. Enrollment increased by 1,660 children during the 2007-2008 program year, and an additional 1,374 children were enrolled in the 2008-2009 program year. However, there was a budget reduction of 1.1 percent taken in 2008-2009, the last half of the biennium.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	12

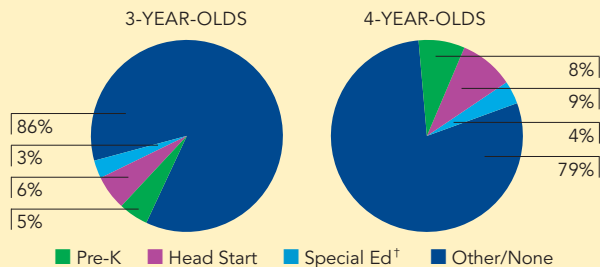
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	7

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	6,472
School districts that offer state program	100% (counties)
Income requirement	80% or 90% must be at or below 100% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	5,703
Federally funded Head Start enrollment	6,859
State-funded Head Start enrollment	6,168 ³

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



[†] This is an estimate of 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"/>	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET </div>
Teacher degree	BA (public), CDA (nonpublic) ⁴	BA	<input type="checkbox"/>	
Teacher specialized training	License + 15 ECE credits (public); Meets CDA requirement (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD or GED ⁴	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 .....	.....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 ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Lunch and either breakfast or snack ⁶	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	\$51,906,604
Local match required?	No
State Head Start spending	\$51,906,604 ⁷
State spending per child enrolled	\$8,020
All reported spending per child enrolled*	\$8,020

* 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 '08-'09 school year, unless otherwise noted.

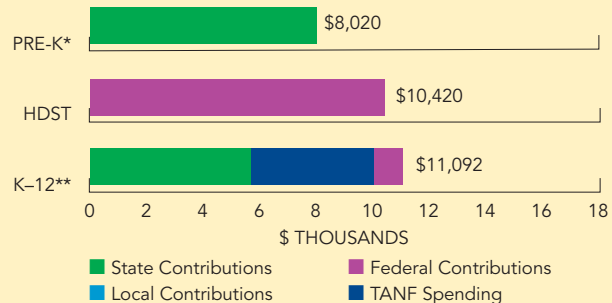
¹ If a grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet the income requirement. If a grantee has only state pre-K funding, 80 percent of children must meet the income requirement. State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35 percent of enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

² Programs must be offered for at least 3.5 hours per day. Most programs operate 3 or 4 days per week plus required home visits. All programs must operate a minimum of 32 weeks per year.

³ This number represents enrollment of 3- and 4-year-olds in the Oregon Head Start Prekindergarten program. All state-funded Head Start enrollment is through this program.

⁴ In public settings teachers must also have an ECE endorsement in pre-K-grades 3-9. 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

SPENDING PER CHILD ENROLLED



ECE college credits. The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers have at least an AA; by 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

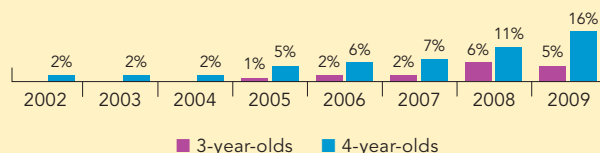
⁵ Support services include four annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities,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

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.

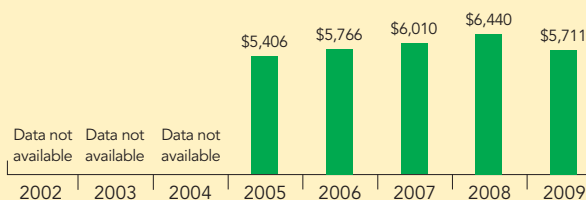
⁷ This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Until 2004, Pennsylvania did not have a state-funded prekindergarten program that was considered such under state law. However, through Pennsylvania's Kindergarten for Four-Year-Olds (K4) program, school districts could voluntarily provide preschool education services. School districts can also provide preschool to 4-year-olds through the School Based Pre-K program (SBPK). School districts offering K4 must follow Pennsylvania's kindergarten regulations whereas school districts offering SBPK must follow the state's preschool regulations. Four-year-old children enrolled in K4 and SBPK are partially funded through the state's basic instructional subsidy formula as they are included in the districts' daily membership counts for public school attendance. For the 2008-2009 school year, SBPK is profiled along with the K4 program.

The state created a prekindergarten option through the Education Accountability Block Grant (EABG) during the 2004-2005 school year, offering high-quality preschool education programs aimed at providing strong foundations of learning to support children's academic success. Children are eligible for EABG prekindergarten programs two years prior to the locally determined kindergarten eligibility age, but districts can choose additional requirements such as academic readiness or low-income status. EABG funds may be used for various early childhood options, including prekindergarten, full-day kindergarten, reduced class size in kindergarten through third grade, and other options that promote students' academic success. Districts determine how to allocate these funds.

In the 2004-2005 program year, Pennsylvania also launched a third state-funded preschool initiative, the Head Start Supplemental Assistance Program (HSSAP), with an initial investment of \$15 million. Since that time, the program's enrollment and state funding have both increased. Supplemental state funds create additional Head Start slots or provide extended-day services for federally funded Head Start children. Federal Head Start grantees may take part in this state-funded program and include child care partners who are also participating in the Keystone STARS quality initiative at a minimum STAR 3 level. All participating programs are required to follow the federal Head Start Performance Standards. Budget cuts in the 2008-2009 program year resulted in a decrease in HSSAP services and only continuation grantees received funding.

The Pennsylvania Pre-K Counts program, a fourth state-funded prekindergarten initiative, was established in the 2007-2008 school year. Children are eligible for Pre-K Counts two years before their locally determined kindergarten eligibility and districts can establish additional risk factors. The Pennsylvania Department of Education allocates Pre-K Counts funding to grantees through a competitive award system. Eligible grantees include Head Start programs, public school districts, and licensed nursery schools or child care centers that hold a STAR 3 or 4 credential in Keystone STARS.

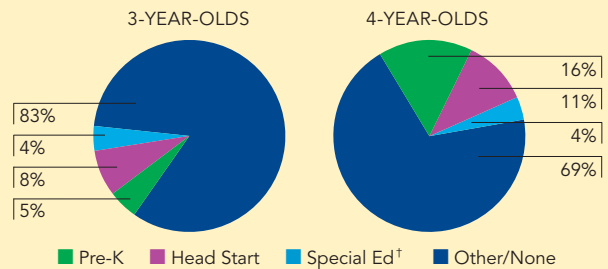
Implementation of K4, EABG, Pre-K Counts, and state Head Start funding currently requires a plan for the delivery of a quality prekindergarten framework that includes standards detailing research-based best practices. These standards incorporate the state's learning standards for early childhood and Keystone STARS standards.

The first two pages of this state profile present information on Pennsylvania's overall commitment and contribution to state-funded preschool education, including state spending and enrollment for all four of Pennsylvania's preschool 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

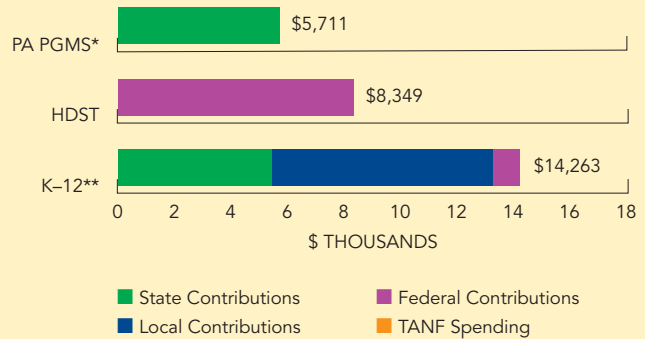
Total state program enrollment	31,509 ¹
Total state spending	\$179,944,302 ²
State Head Start spending	\$39,330,180
State spending per child enrolled	\$5,711 ²
All reported spending per child enrolled	\$5,711 ²

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
24	11

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	16

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 the 2008-2009 school year.

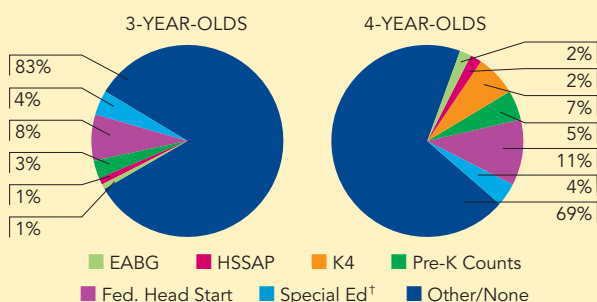
² For the first time, an estimate of spending for the K4/SBPK program is included in these figures.

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	4,300 ¹
School districts that offer state program	8%
Income requirement	None ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	19,077
Federally funded Head Start enrollment	27,220
State-funded Head Start enrollment	5,307

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



† This is an estimate of 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="background-color: #008000; color: white; padding: 5px; text-align: center;">TOTAL BENCHMARKS MET</div> <div style="border: 1px solid black; width: 60px; height: 60px; margin: 10px auto; display: flex; align-items: center; justify-content: center;"> 6 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); AA (community partners) ⁴	BA	<input type="checkbox"/>	
Teacher specialized training	Certification in ECE: PK-4, N-3 (public); AA in ECE (community partners) ⁴	Specializing in pre-K	<input checked="" 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"/>	

RESOURCES

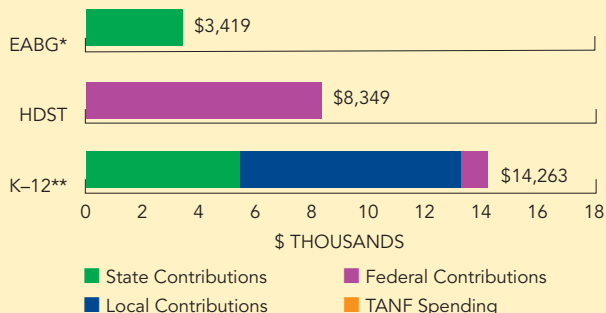
Total state pre-K spending	\$14,700,000
Local match required?	No
State Head Start spending	\$39,330,180
State spending per child enrolled	\$3,419
All reported spending per child enrolled*	\$3,419

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This enrollment is an estimate as the state could not provide an exact enrollment figure or 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 2008-2009.

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 Teachers working in programs in community settings that operated before December 2006 have until December 2012 to obtain a BA and ECE certification.

Teachers working in programs in community settings that were contracted after December 2006 must obtain a BA and ECE certification within five years of the program beginning to serve students. PK-4 is the new certification requirement being phased in for teachers in public settings and will take full effect in January 2012. Prior to then, N-3 certifications also apply.

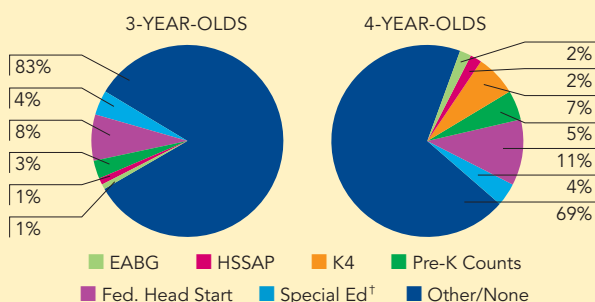
⁵ In public school settings, assistant teachers must meet the requirements of highly qualified for NCLB. For non-public settings, programs follow their regulatory requirements. Beginning with the 2009-2010 school year, all assistant teachers will be required to complete at least two years of postsecondary 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 AND SCHOOL BASED PRE-K

ACCESS

Total state program enrollment	9,625
School districts that offer state program	18%
Income requirement	None (K4); Determined locally (SBPK)
Hours of operation	2.5 hours/day (part-day) or 5 hours/day (full-day); 5 days/week
Operating schedule	Academic year
Special education enrollment	19,077
Federally funded Head Start enrollment	27,220
State-funded Head Start enrollment	5,307

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



[†] This is an estimate of 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 3 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EE or ECE certification (K4); ECE certification (SBPK)	Specializing in pre-K	<input type="checkbox"/>	
Assistant teacher degree	Meet NCLB requirements (Title I schools); None (all other schools) ¹	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size		20 or lower	<input type="checkbox"/>	
3-year-olds	NA			
4-year-olds	No limit (K4); 20 (SBPK) ²			
Staff-child ratio		1:10 or better	<input type="checkbox"/>	
3-year-olds	NA			
4-year-olds	No limit (K4); 1:10 (SBPK) ²			
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"/>	

RESOURCES

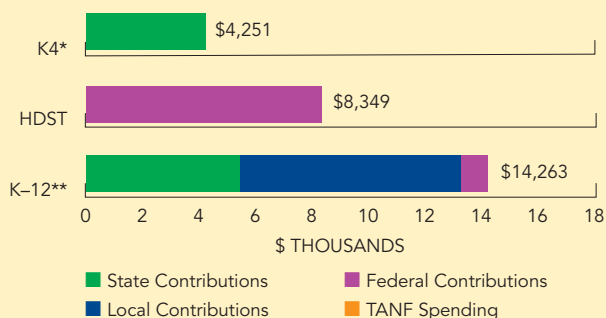
Total state pre-K spending	\$40,914,122 ³
Local match required?	No
State Head Start spending	\$39,330,180
State spending per child enrolled	\$4,251 ³
All reported spending per child enrolled*	\$4,251 ³

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ 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 the 2009-2010 school year, all assistant teachers in School Based Pre-K will be required to meet the highly qualified requirements of NCLB.

² The K4 program follows kindergarten requirements, which do not limit class size or staff-to-child ratio. Based on this clarification it does not meet NIEER's requirement. However, most programs have 20 children and a 1:10 staff-to-child ratio. School Based Pre-K follows the Pennsylvania School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio of 1:10.

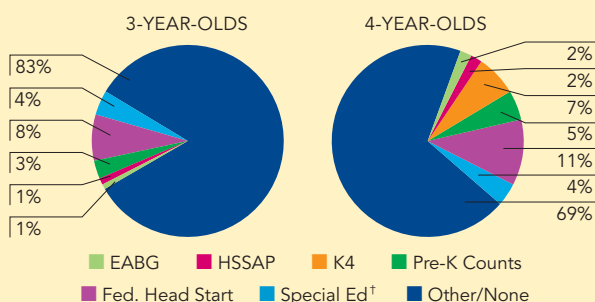
³ The state funding and per-child spending amounts are estimations based on calculations using the state's average K-12 per-child expenditure.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	5,743
School districts that offer state program.....	75% (Head Start grantees)
Income requirement	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	19,077
Federally funded Head Start enrollment	27,220
State-funded Head Start enrollment	5,307

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



[†] This is an estimate of 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 ³	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	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	Vision, hearing, health, dental, and support services development; 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

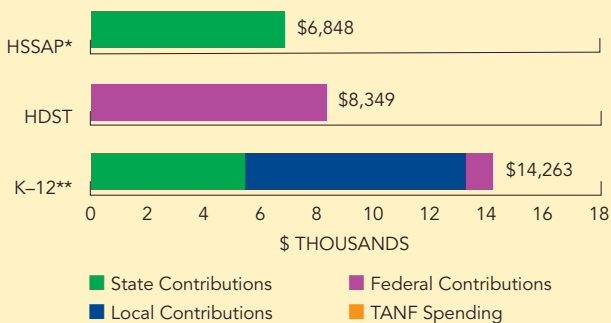
Total state pre-K spending	\$39,330,180
Local match required?	No
State Head Start spending	\$39,300,180 ⁵
State spending per child enrolled	\$6,848
All reported spending per child enrolled*	\$6,848

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

² The operating schedule is determined locally, but the minimum follows federal Head Start requirements of 3.5 hours per day, 4 days per week, and 128 days per year.

³ The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA.

If teachers are employed by a school district, ECE certification is required. 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.

⁴ Support services include two annual parent conferences or home visits and comprehensive services as required by federal Head Start Performance Standards including 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, and transition to kindergarten activities. Other support services are determined locally.

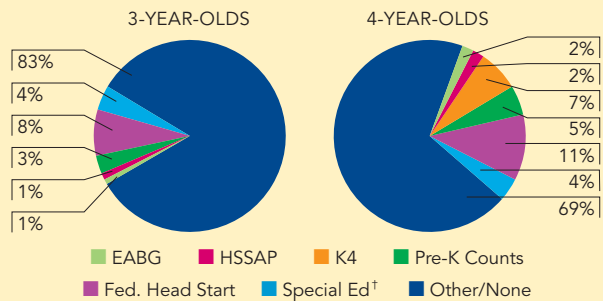
⁵ All spending through this initiative is directed toward Head Start programs.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment	11,841
School districts that offer state program	93% (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	19,077
Federally funded Head Start enrollment	27,220
State-funded Head Start enrollment	5,307

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



[†] This is an estimate of 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 in ECE (public); AA in ECE, ECE cert., and/or 18 credits (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized training	ECE cert. (public); AA in ECE, ECE cert., and/or 18 credits in ECE (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree.....	None ³	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; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

6

RESOURCES

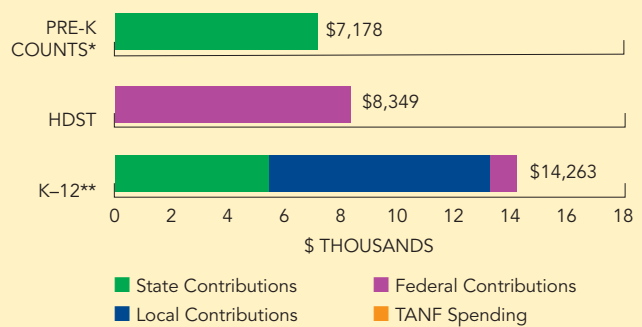
Total state pre-K spending	\$85,000,000
Local match required?	No
State Head Start spending	\$39,330,180
State spending per child enrolled	\$7,178
All reported spending per child enrolled*	\$7,178

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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 and Head Start are required to have at least an AA in early childhood education. Teachers in nursery schools are required to have ECE certification or 18 credits in ECE. Beginning in December 2011, all lead teachers will be required to have a BA and ECE certification.

³ Beginning with the 2009-2010 school year, all assistant teachers will be required to complete at least two years of postsecondary education, possess an AA or higher, or pass a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁴ Vision, hearing, health, dental, and developmental screenings and referrals are determined locally. Support services required of all programs include parent involvement activities and transition to kindergarten activities.

⁵ 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 2008-2009 school year, Rhode Island did not have a statewide preschool education initiative meeting the criteria used in this report. However, the state launched a small-scale prekindergarten effort in fall 2009, and has also offered several initiatives over the years with goals of expanding access to early childhood education.

One of these early childhood initiatives, The Comprehensive Child Care Services Program (CCCSP), was launched in 2001 to provide comprehensive services to 3- and 4-year-olds in child care settings. However, CCCSP was eliminated in an effort to close the state budget deficit for fiscal year 2009.

Through another longstanding initiative, Rhode Island provides supplemental state funding to the federal Head Start program. During the 2007-2008 school year, \$2.97 million in state funds were used to fund additional services for 400 children in Head Start. This initiative also experienced cutbacks for fiscal year 2009. As a result, a total of 156 children were served during the 2008-2009 school year, using \$800,000 in state funds and an additional \$200,000 in TANF funds directed toward the state Head Start supplement.

In reaction to cuts to the state Head Start supplement, in 2008 the state mandated that the Rhode Island Department of Education begin planning a state-funded preschool program. The Rhode Island Prekindergarten Demonstration Project was available to 4-year-olds in four of the state's most urban communities starting in September 2009. The state allocated \$700,000 to support four of the seven demonstration classrooms, with local school districts funding the other classrooms through federal Title I dollars appropriated under the American Recovery and Reinvestment Act. A total of 126 slots are available across these seven classrooms. Teachers are required to hold a bachelor's degree with early childhood specialization, and the Department of Education provides them with training on an ongoing basis at all seven locations. In addition, the demonstration program requires site monitoring; classes with 18 or fewer children; staff-child ratios of 1:9 or better; and vision, hearing, and health screenings and referrals. This demonstration preschool program is expected to grow into a statewide prekindergarten initiative after two years of operation.

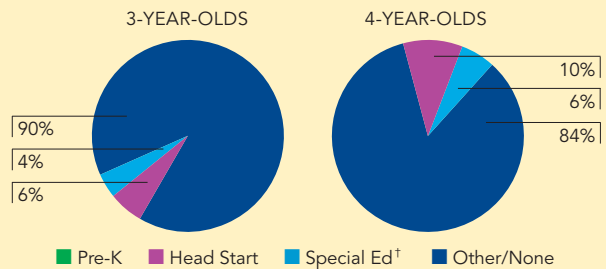
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,630
Federally funded Head Start enrollment.....	1,781
State-funded Head Start enrollment	119 ¹

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

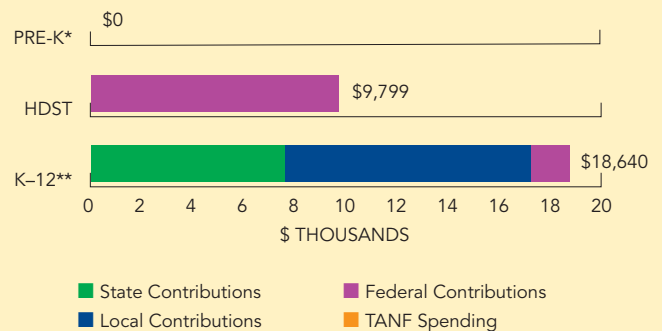
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State Head Start spending	\$1,000,000 ²
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.

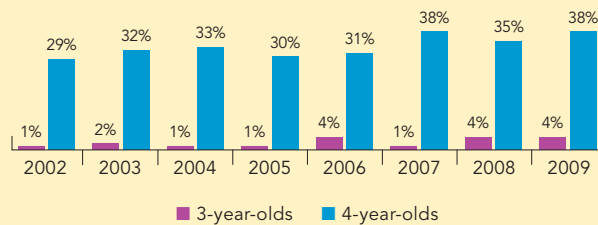
Data are for the '08-'09 school year, unless otherwise noted.

¹ The state was unable to break down the total number of children served by age. This number is an estimate based on the proportions of federal Head Start enrollees in Rhode Island at age 3 and 4.

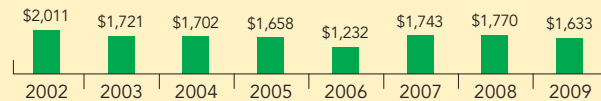
² This sum includes \$200,000 in TANF funds dedicated to Head Start.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



The South Carolina Education Improvement Act established the state's first preschool education initiative, Half-Day Child Development Program, in 1984. Known as 4K, this program's primary goal is to improve school readiness through half-day preschool education programs for at-risk 4-year-olds. Each district can determine its own child eligibility requirements according to local need and based on a list of state-specified risk factors including being homeless, having a low family income, or having single parents or parents with low educational attainment.

Funding for 4K is distributed to school districts based on the number of kindergartners eligible for free or reduced-price lunch in each district. Approximately 15 percent of programs use funds from other sources to provide full-day preschool services. Districts are permitted to partner with private child care centers or Head Start programs to offer preschool education, but the majority of children are served in public school settings.

The Child Development Education Pilot Program (CDEPP), a second state initiative, was created in 2006 as a result of the lawsuit *Abbeville County School District v. South Carolina*. This court decision required that full-day preschool be provided in the counties named in the lawsuit, if these counties decide to offer 4K programs. Children are eligible for the full-day program if they are also eligible for free or reduced-price lunch or Medicaid. The state Department of Education must approve public school programs participating in CDEPP while the Office of First Steps must approve participating private child care centers. All districts in the state must offer at least one 4K or one CDEPP class.

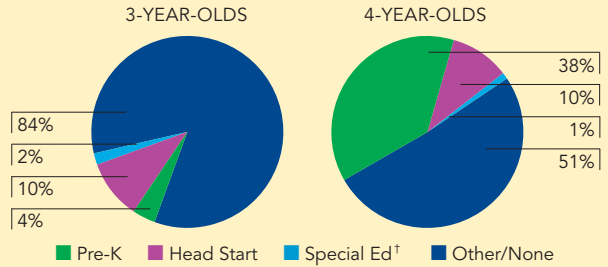
A third initiative, the First Steps to School Readiness, helps provide additional preschool services but is not the focus of this report. First Steps County Partnerships distribute funds for use at the local level for a variety of services for children and their families, including home visiting, parenting courses, and nurse-family partnership programs. Some local communities use funds from this initiative in collaboration with 4K and CDEPP funding to extend preschool services to a full day or to provide additional slots in existing programs.

The first two pages of this state profile document South Carolina's overall contributions and commitment to state-funded preschool education, including state spending and enrollment for both the Half-Day Child Development Program and the Child Development Education Pilot Program. The third page focuses exclusively on the 4K initiative and the final page presents specific details about the CDEPP initiative.

STATE OVERVIEW

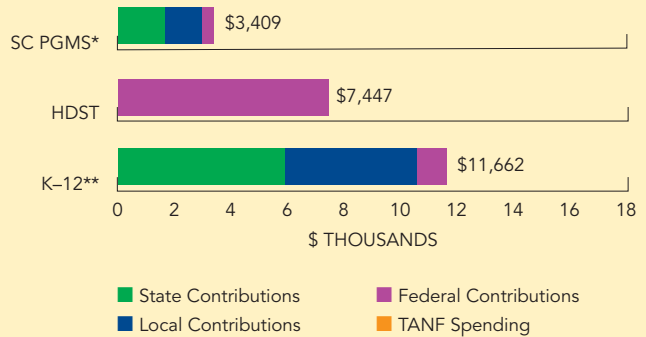
Total state program enrollment	24,866
Total state spending	\$40,596,640
State spending per child enrolled	\$1,633
All reported spending per child enrolled*	\$3,409

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	14

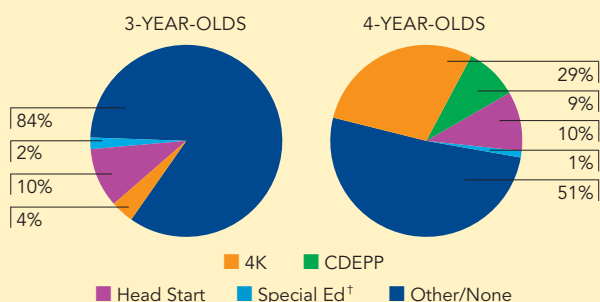
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	31

SOUTH CAROLINA HALF-DAY CHILD DEVELOPMENT PROGRAM (4K)

ACCESS

Total state program enrollment	19,788
School districts that offer state program	65%
Income requirement	95% of children must be at or below 185% FPL ¹
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,502
Federally funded Head Start enrollment	11,762
State-funded Head Start enrollment	0

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



† This is an estimate of 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 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	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; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ³	Site visits	<input type="checkbox"/>

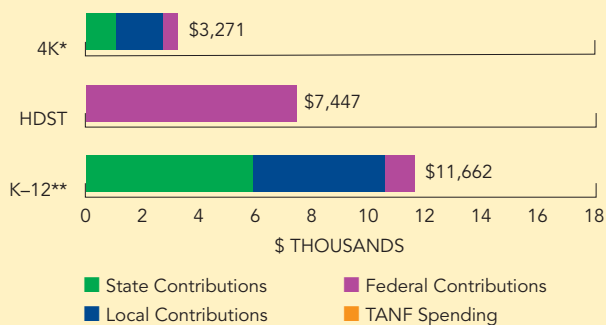
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$20,561,361
Local match required?	No
State spending per child enrolled	\$1,039
All reported spending per child enrolled*	\$3,271

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 '08-'09 school year, unless otherwise noted.

¹ Effective with the 2009-2010 school year, this income requirement applies to all children in 4K.

² Vision, hearing, and health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in State Board of Education regulations. Based on this clarification, this policy does not meet NIEER's requirement. 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, and transition to kindergarten activities.

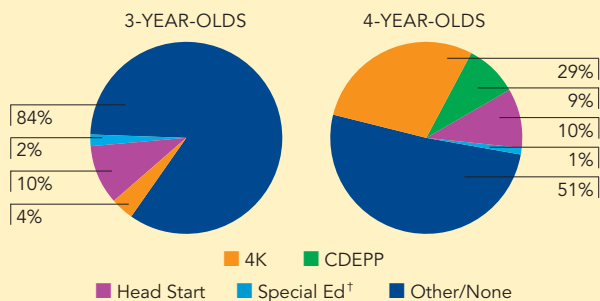
³ Effective with the 2008-2009 school year, site visits were no longer required due to budget reductions.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment	5,078
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	5,502
Federally funded Head Start enrollment	11,762
State-funded Head Start enrollment	0

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



† This is an estimate of 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), AA (nonpublic)	BA	<input type="checkbox"/>
Teacher specialized training	EC certification for pre-K-3 (public); AA in ECE (nonpublic)	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	Vision, hearing, dental; and support services	Vision, hearing, health; and at least 1 support service	<input 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"/>

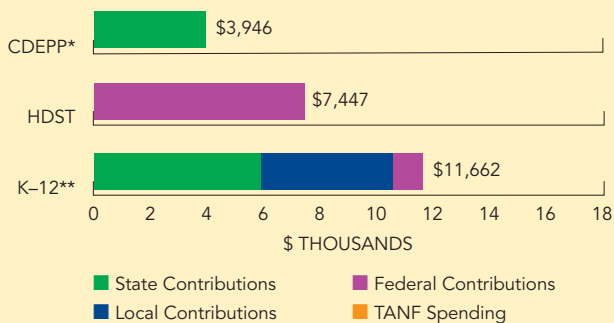
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$20,035,279 ⁴
Local match required?	No
State spending per child enrolled	\$3,946 ⁴
All reported spending per child enrolled*	\$3,946 ⁴

SPENDING PER CHILD ENROLLED



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

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

Data are for the '08-'09 school year, unless otherwise noted.

¹ Children are also eligible if they receive Medicaid services.
² Assistant teachers are required to complete the Early Childhood Development Credential within 12 months of hire.
³ Health screenings and referrals are not required. Based on this clarification, this policy does not meet NIEER's requirement. 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. Other support services are determined locally.

⁴ These figures include general funds (\$17,135,279) and South Carolina First Steps funds (\$2,900,000) used to serve children in CDEPP classrooms.

South Dakota

NO PROGRAM

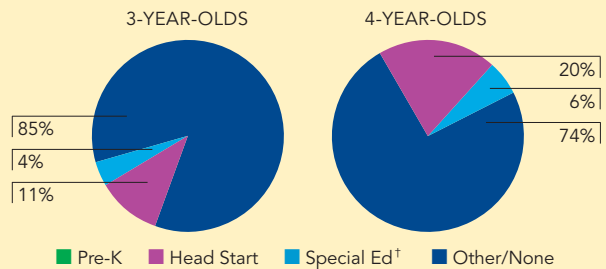
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,536
Federally funded Head Start enrollment.....	3,466
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

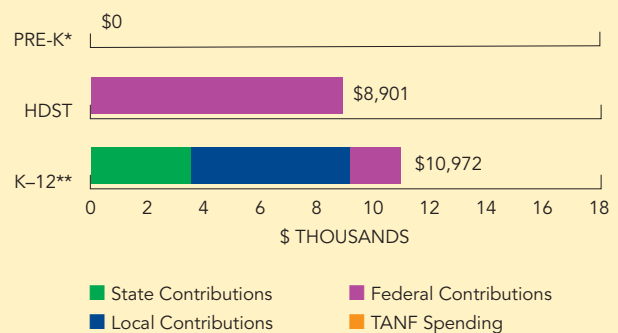
TOTAL BENCHMARKS MET

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



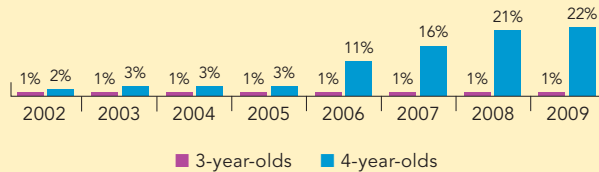
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

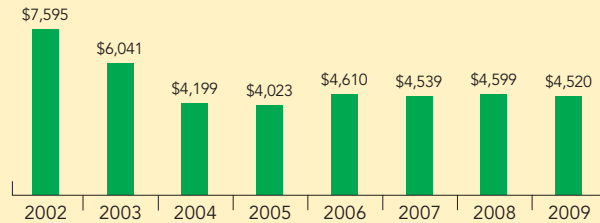
Data are for the '08-'09 school year, unless otherwise noted.

Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Tennessee's Early Childhood Education (ECE) Pilot Project began in 1998. The state funds competitive grants for public schools, institutes of higher education, Head Start agencies, private child care agencies, and public housing authorities to provide preschool education programs. Tennessee launched the Tennessee Voluntary Pre-K (VPK) program for the 2005-2006 program year, which now includes the ECE pilot program. Only public schools can compete for state-funded VPK grants, but they may subcontract with Head Start agencies, institutes of higher education, private child care agencies, public housing authorities, or any three-star rated private or community-based child-serving agency. Beginning with the 2008-2009 school year, pilot programs were funded the same way as VPK programs. Four-year-olds who are considered at risk due to their eligibility for free and reduced-price lunch have priority for enrollment. However, when an insufficient number of at-risk children enroll, other children who meet state-specified risk factors, including having a history of abuse or neglect, being in state custody, having an IEP, or English Language Learner status, are eligible to enroll in VPK. If all children who meet state-specified risk factors have been enrolled and there is remaining space, children who meet local risk factors as determined by the Community Pre-K Advisory Council may enroll. Such local risk factors may include children who have a parent on active military duty, single-parent families, low education level of parents, or teen parents. The pilot program may still enroll at-risk 3-year-olds. However, the VPK program only serves 4-year-olds.

Tennessee's early childhood program relied partially on TANF funding until 2003. The state began using excess lottery revenue to fund and expand the VPK program in 2005. These lottery funds allowed the state to serve an additional 6,000 children during the 2005-2006 program year. In the 2006-2007 program year, the state tripled its general revenue allocation for pre-K education, created 232 new VPK programs, and served more than 4,500 additional children. During the 2007-2008 school year, the VPK program served an additional 4,700 children with an extra \$25 million. However, for the 2008-2009 school year, programs received inflationary adjustments only and no additional funds were provided to expand the program.

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

During the 2009-2010 school year, Vanderbilt University began a longitudinal, randomized evaluation of the effectiveness of the VPK program.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	23

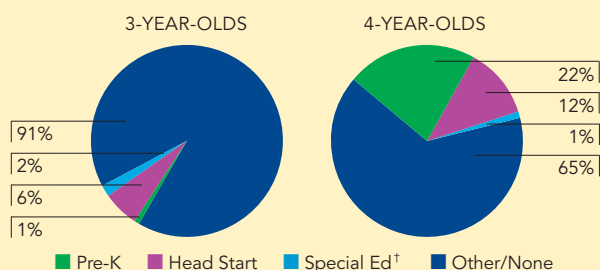
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	15

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	18,364
School districts that offer state program	99% (counties)
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,442
Federally funded Head Start enrollment	14,841
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

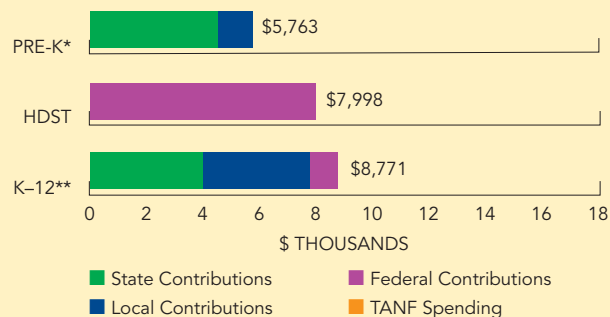
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Teaching license and EC endorsement ³	Specializing in 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 ⁵	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 and support services	Vision, hearing, health, developmental; and support services ⁶	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	\$83,000,000
Local match required?	Yes ⁷
State spending per child enrolled	\$4,520
All reported spending per child enrolled*	\$5,763

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 '08-'09 school year, unless otherwise noted.

¹ Once all available students eligible for free and reduced-price lunch are enrolled, LEAs are permitted to enroll children whose families do not meet this income criterion.

² Nap time cannot be counted in the 5.5 hour minimum.

³ Permissible types of endorsements include Pre-K-3, Pre-K-4, Pre-K-K Regular and Special Education, Pre-K-1 Special Education, and Pre-K-3 Special Education.

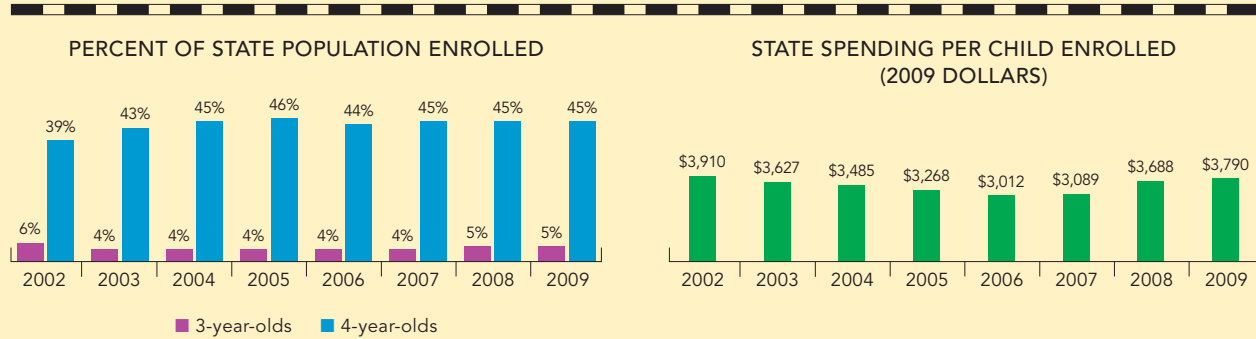
⁴ In the VPK program, the LEA is required to hire an assistant teacher with a CDA if one is available, but if not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs.

⁵ Teachers working in public schools must meet the state requirement of 30 hours of in-service per year. The 18 hours required in early childhood for preschool teachers may count toward this total.

⁶ Dental screenings 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 kindergarten activities. Some other comprehensive services are required, but specific services are determined locally.

⁷ The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match, based on each county's tax base.

Texas



The Texas Public School Prekindergarten initiative was launched in the 1985-1986 program year, with the purpose of providing half-day preschool education services for at-risk 4-year-olds. School districts that serve 15 or more eligible 4-year-olds are required to offer the initiative. Eligibility is based on the presence of risk factors, which include free or reduced-price lunch eligibility, limited English proficiency, homelessness or unstable housing, foster care participation, or parents who are on active military duty or who have been injured or killed on duty. Children not otherwise eligible may enroll at a district's discretion if their parents pay tuition. School districts may also offer the program to 3-year-olds using additional state and district funds. Enrollment has steadily increased over the past several years, with more than 200,000 children served in the 2008-2009 program year.

Texas Public School Prekindergarten is part of the K-12 system through the Foundation School Program and is supported by state and local funds. Funding is distributed directly to school districts, but districts are encouraged to provide preschool services through Head Start or private child care centers. While the Foundation School Program only offers funding to support half-day services, programs can apply for full-day funding through a competitive grant from the Prekindergarten Expansion Grant Program, which typically prioritizes school districts with low third grade reading scores.

More than 59,000 preschool children and their teachers in 184 school districts participated in the Texas Early Education Model (TEEM) in the 2008-2009 program year. TEEM, which is administered through the State Center for Early Childhood Development, encourages Head Start agencies, private child care centers, and public schools to coordinate services and share resources. TEEM offers a grant to preschool education programs that serve at least 75 percent low-income students and use a research-based pre-reading instructional program.

The Texas Education Code amended its reporting requirements in the 2007-2008 school year for the purposes of the Texas School Readiness Certification System. This system is a quality rating system designed to improve the academic achievement of preschoolers in a variety of settings, including public preschool programs, Head Start agencies, and private for-profit and nonprofit child care centers.

Beginning in September 2009, a restructured Prekindergarten Early Start (PKES) Grant will provide funds to eligible school districts and charter schools to prepare preschoolers to enter kindergarten on or above grade level. This grant program will serve thousands of additional preschool students and provide enhanced quality to programs. Also, revised Texas Prekindergarten Curriculum Guidelines were distributed in 2008 and incorporated into the Proclamation 2011 for Instructional Materials. The state will provide new instructional materials that address the revised guidelines beginning in the 2011-2012 program year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	13

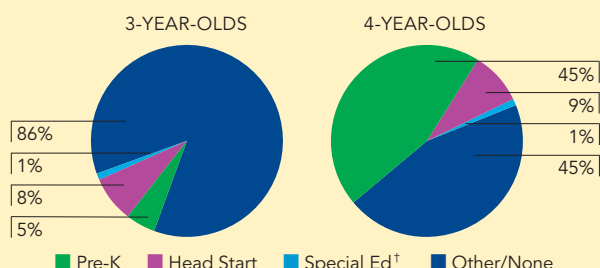
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	25

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	200,529
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	21,135
Federally funded Head Start enrollment	65,838
State-funded Head Start enrollment	0

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



† This is an estimate of 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 and support services	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"/>

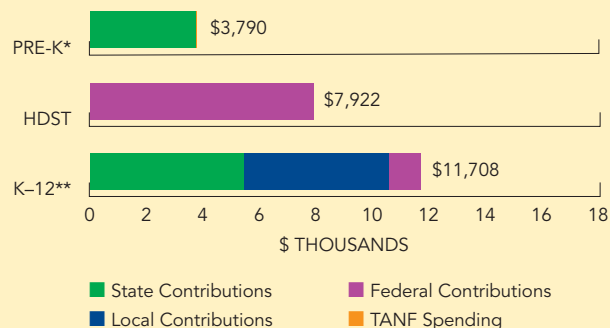
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$760,059,287 ⁷
Local match required?	No
State spending per child enrolled	\$3,790
All reported spending per child enrolled*	\$3,790

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 '08-'09 school year, unless otherwise noted.

¹ During the 2008-2009 program year, 74 percent of children enrolled qualified based on income. Children may also qualify if they are homeless or have unstable housing, have a history of foster care, are eligible for special education services, are eligible for TANF or other public assistance, have a parent on active military duty or who was injured or killed on active 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. Foundation funding covers half-day services only.

³ The Generalist Teaching Certificate was extended to sixth grade in May 2009. The Generalist EC-4 credential will not be administered after August 2010. Texas standards no longer specify a number of semester hours in ECE.

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 screenings 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 This figure includes TANF maintenance of effort (MOE) funds.

Utah

NO PROGRAM

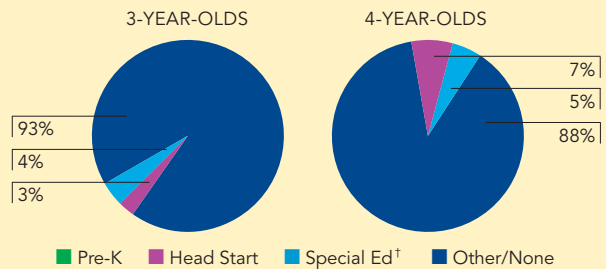
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,198
Federally funded Head Start enrollment.....	5,310
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

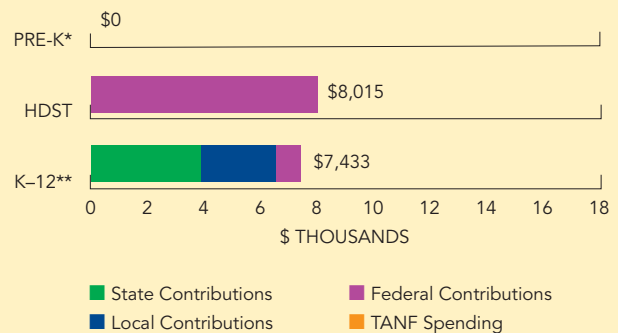
TOTAL BENCHMARKS MET

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



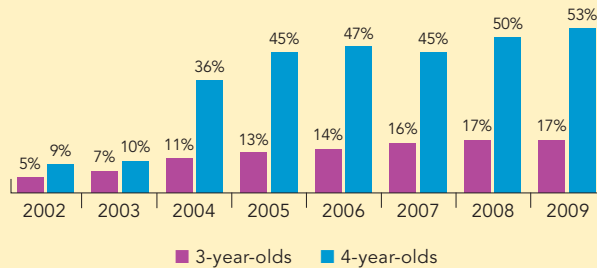
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

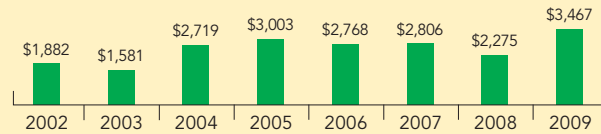
Data are for the '08-'09 school year, unless otherwise noted.

Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1987, Vermont established the Vermont Early Education Initiative (EEI) with the goal of increasing access to preschool programs for at-risk 3- and 4-year-old children. Children are eligible for the program if they come from families with incomes below 185 percent of the federal poverty level or if they display other risk factors such as developmental delay, history of abuse or neglect, limited English proficiency, or social isolation. EEI grants are awarded to public schools, faith-based and family child care centers, Head Start agencies, and private child care centers, but programs may collaborate with other community resources for additional funding and to offer services. Although EEI funding has remained stable for the past few years, it is still below the level of funding seen in fiscal year 1996. In addition, when accounting for inflation, the value of grants has decreased steadily since the program began. Beginning with the 2009-2010 school year, EEI funding will be awarded on a competitive grant process, and all programs will need to submit grant proposals, even if they have received EEI funding in the past.

In 2003, Vermont increased its contribution to preschool education through a second initiative, Vermont Publicly Funded Prekindergarten, using Average Daily Membership (PFP-ADM) census data. Effective with the 2007-2008 program year, PFP-ADM became known as Vermont Prekindergarten Education-Act 62. Through this initiative, 40 percent of the K-6 education funding level is allocated through a funding formula. Approximately 80 percent of Vermont's local education agencies (LEAs) receive state education funds and the LEAs can then supplement their budgets with funds from other sources. These state education funds are designed to offer access to up to 10 hours per week of preschool education services for all 3- and 4-year-olds within communities choosing to participate in the Act 62 program. Funds for Act 62 programs are distributed to public schools, which may subcontract with other preschool providers such as Head Start agencies, private child care and faith-based centers, and family child care homes to offer services. In order to help them meet the Vermont Early Learning Standards, teachers in the Act 62 program receive different types of support, such as various professional development opportunities.

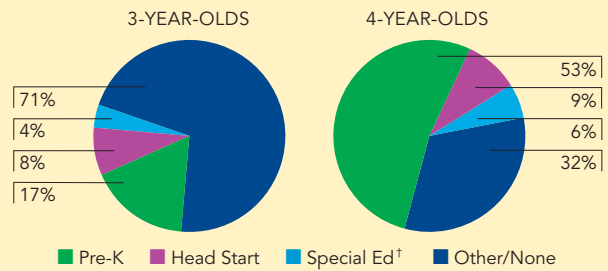
Effective with the 2008-2009 school year, Act 62 programs in nonpublic settings were required to have only one teacher with a bachelor's degree per center, rather than one in each preschool classroom. Act 62 RULES also became effective with the 2008-2009 program year along with a published guide for implementing pre-K according to the Act 62 RULES. Among other things, these rules require that child assessment be conducted at the beginning and end of each academic year and that additional financial reporting on the costs of preschool and sources of funding be completed by districts and their partners. In addition, new rules for Vermont's quality rating system, Step Ahead Recognition Systems (STARS), became effective in December 2009.

The first two pages of Vermont's profile describe the state's overall commitment and contributions 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 highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

STATE OVERVIEW

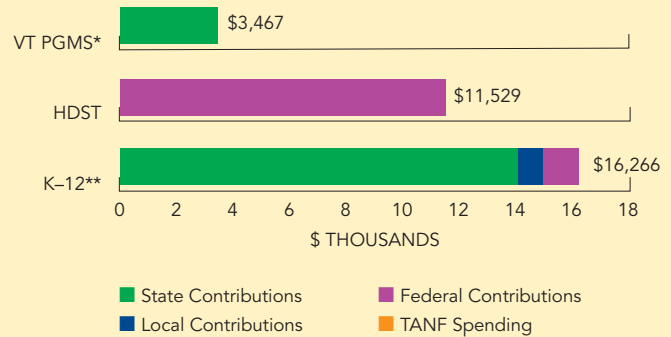
Total state program enrollment	4,658
Total state spending	\$16,150,120
State spending per child enrolled	\$3,467
All reported spending per child enrolled	\$3,467

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

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

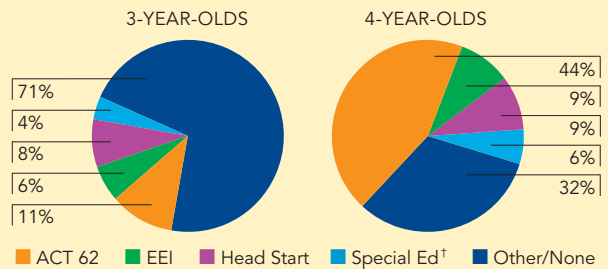
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	29

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	3,690
School districts that offer state program.....	75% (communities)
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,001 ²
Federally funded Head Start enrollment	1,117
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

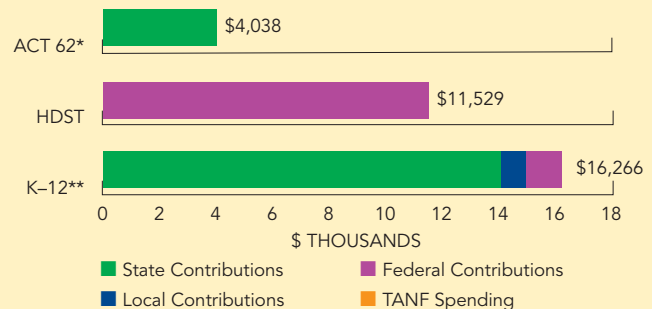
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 5 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); AA or CDA (nonpublic) ³	BA	<input type="checkbox"/>	
Teacher specialized training	ECE or ECSE endorsement (public); See footnotes (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	AA (public); HSD (nonpublic) ⁴	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 and support services	Determined locally; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	None ⁶	At least 1/day	<input type="checkbox"/>	
Monitoring	None	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$14,900,000 ⁷
Local match required?	No
State spending per child enrolled	\$4,038
All reported spending per child enrolled*.....	\$4,038

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 '08-'09 school year, unless otherwise noted.

¹ Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 3-4 days/week.

² Vermont did not report special education enrollment. It was estimated based on the percentage of 3- and 4-year-olds in special education in the 2006-2007 school year.

³ Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. New requirements took effect in July 2008, which removes the BA requirement for lead teachers in programs in nonpublic settings. Nonpublic centers must have one licensed teacher per center rather than one per classroom, and registered child care homes require only brief supervision by a licensed teacher. All other teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years of experience.

⁴ Assistant teachers must have an AA or equivalent and must meet "highly qualified" standards in public settings. In nonpublic settings assistant teachers need to have a high school diploma. Other training is not specified in Act 62 and depends on the type of pre-K provider.

⁵ Screenings and referrals are determined locally; Head Start programs require various screenings. Support services include two annual home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

⁶ Most programs offer a snack. Meals are offered if the program is part of Head Start or a child care program.

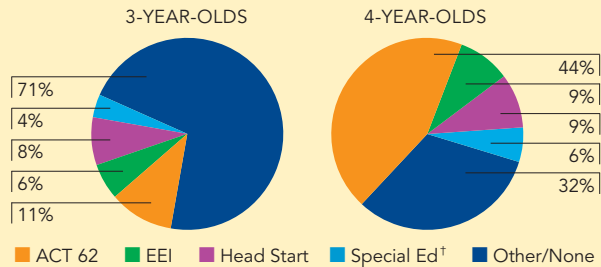
⁷ This figure is an estimate of total spending. Once the data are finalized, it is possible that this number will change.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	968
School districts that offer state program	55%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	1,001 ³
Federally funded Head Start enrollment	1,117
State-funded Head Start enrollment	0

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



[†] This is an estimate of 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); AA or CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Early Childhood Educator (public); See footnotes (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA or meets NCLB req (public); HSD (nonpublic) ⁵	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 12 clock hours (nonpublic) ⁶	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 and support services	Determined locally; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

4

RESOURCES

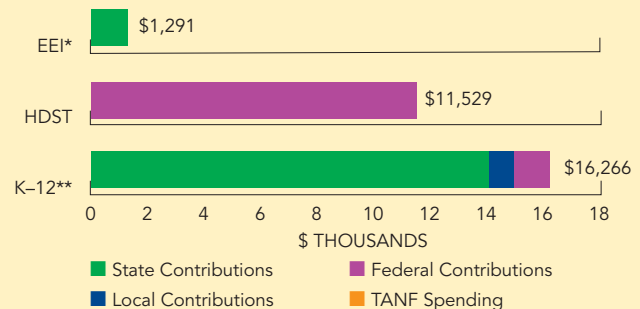
Total state pre-K spending	\$1,250,120
Local match required?	No
State spending per child enrolled	\$1,291
All reported spending per child enrolled*	\$1,291

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



1 Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or child history of foster care.

2 Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 6-10 hours/week, for 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 the 2006-2007 school year.

4 Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA

in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years of experience.

5 Assistant teachers in public schools must either have an AA or be "highly qualified" under NCLB. Assistant teachers in nonpublic programs must have at least an HSD.

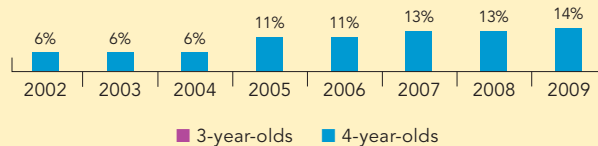
6 Licensed lead teachers in public and some nonpublic settings must complete 9 credit hours/7 years. If a teacher is not licensed in a nonpublic setting, then the requirement is 12 clock hours per year.

7 Screenings and referrals are up to the EEI grantee to determine. Support services include two annual parent conferences or home visits, parent involvement activities and transition to kindergarten activities.

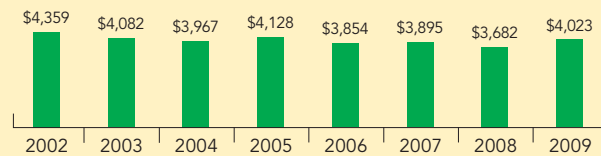
8 State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1995, the Virginia Preschool Initiative began serving at-risk 4-year-old children who were not already enrolled in existing preschool programs. Eligibility for the program is determined locally based on risk factors which include but are not limited to family unemployment, parents with limited education, homelessness, limited English proficiency, parental incarceration, and poverty.

Funding for the Virginia Preschool Initiative is distributed to public school districts and local departments of social services, but these agencies may in turn contract with Head Start programs or private child care centers to offer preschool education services. Programs operating on a half-day schedule receive 50 percent of the full-day funding allocation. Communities receiving funding for the initiative are required to contribute matching funds based on a local composite index of district resources. Effective in the 2009-2010 school year, the local match will be capped at half the per-pupil amount.

In the 2004-2005 school year, funding allocations were increased to serve 90 percent of at-risk children not already enrolled in other preschool programs. The state increased per-pupil funding again in the 2006-2007 program year to offer access to all at-risk 4-year-olds. Beginning with the 2008-2009 school year, the per-pupil rate increased further due to an additional \$22 million allocated to support the initiative over the biennium.

As of the 2007-2008 school year, all Virginia Preschool Initiative programs are required to follow the newly revised early learning standards, which now include history, personal and social development, physical and motor development, science, and social science standards.

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

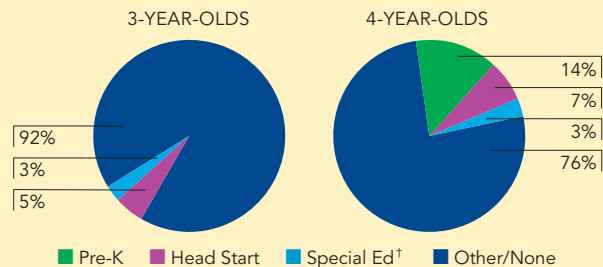
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	13

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	14,585
School districts that offer state program	82%
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	9,648
Federally funded Head Start enrollment	12,110
State-funded Head Start enrollment	0

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

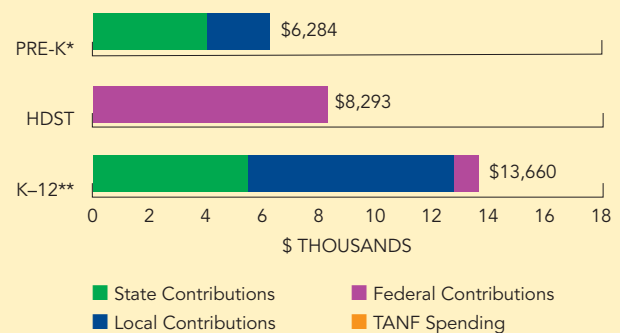
QUALITY STANDARDS CHECKLIST

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 ²	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification in Pre-K-3, or Pre-K-6 ²	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD (public); None (nonpublic)	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	None ⁴	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits ⁵	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$58,679,197
Local match required?	Yes, based on composite index of local ability to pay
State spending per child enrolled	\$4,023
All reported spending per child enrolled*	\$6,284

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 '08-'09 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.

² Starting in the 2008-2009 school year, lead teachers in nonpublic settings are required to hold at least a BA and appropriate specialized training.

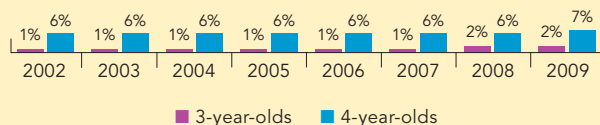
³ Support services include parent involvement activities, health services for children, and referral to social services. Other comprehensive services, including developmental and dental screenings and referrals and the annual number of required parent conferences or home visits are determined locally.

⁴ Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. Based on further clarification, this policy does not meet NIEER's requirement. In 2008-2009, all but six programs provided some form of meals.

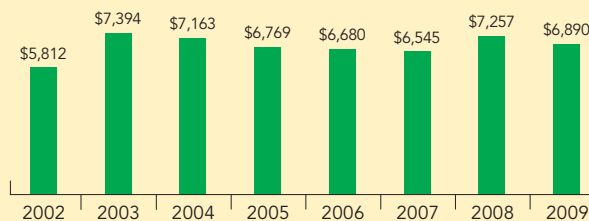
⁵ Site visits are required every two years.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



In 1985, the Washington Early Childhood Education and Assistance Program (ECEAP) was formed in response to calls for early education reform. The state Department of Early Learning (DEL), a cabinet-level agency that was established in 2006, oversees ECEAP. The DEL also works with Thrive by Five Washington to fund programs and coordinates efforts to improve school readiness.

ECEAP provides family support and parent involvement activities, health services for children, information about nutrition, referral to social services, and preschool education programs to assist parents in preparing children for transition into kindergarten. ECEAP services are offered in a variety of public and private settings, including community and technical colleges, educational service districts, local governments, nonprofit organizations, nonsectarian organizations, and public school districts. The program primarily serves 4-year-olds from families at or below 110 percent of the federal poverty level, but 3-year-olds may also enroll based on other risk factors. Up to 10 percent of slots may be filled by children whose families are over the income cutoff based on the presence of developmental and environmental risk factors.

In 2007, the state provided additional funding to ECEAP, resulting in 2,250 more children and families being served by the program during the 2007-2009 biennium. Another rate increase allowed for quality improvements such as additional hours of preschool services and reinforcement of teacher qualification standards.

In the 2008-2009 school year, more than 8,100 children and their families across 37 counties participated in the ECEAP initiative. During this time preschool classroom hours were increased from 240 to 320 per year, and more stringent regulations on the caseload limit of full-time family support specialists were implemented, now capping their load at no more than 40 families.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	17

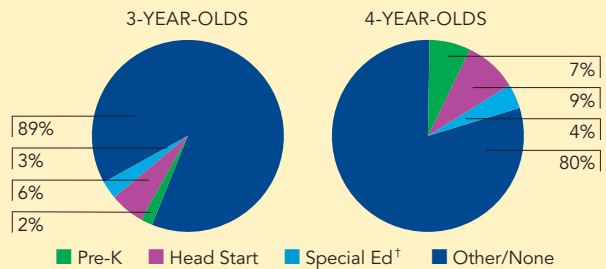
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	11

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	8,120
School districts that offer state program	97% (counties)
Income requirement	90% of children must be at or below 110% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	7,944
Federally funded Head Start enrollment	11,411
State-funded Head Start enrollment	276 ³

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

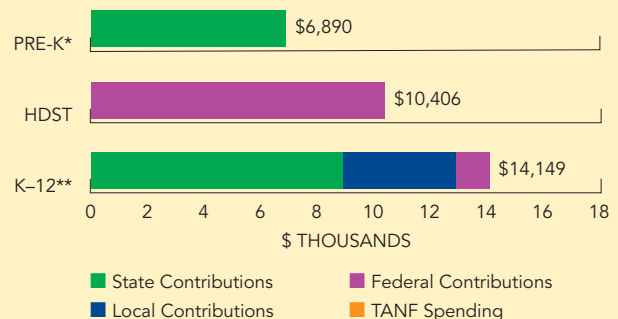
QUALITY STANDARDS CHECKLIST

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	AA or BA	BA	<input type="checkbox"/>	
Teacher specialized training	30 quarter units in ECE ⁴	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	Vision, hearing, health; and at least 1 support service ⁵	<input checked="" type="checkbox"/>	
Meals	At least 1 meal ⁶	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$55,942,961
Local match required?	No
State Head Start spending	Not reported ³
State spending per child enrolled	\$6,890
All reported spending per child enrolled*	\$6,890

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.

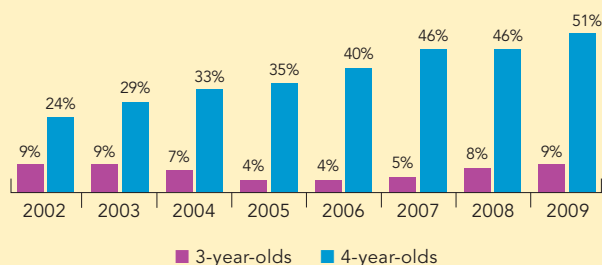
Data are for the '08-'09 school year, unless otherwise noted.

¹ In 2008-2009, 94 percent of children enrolled met the income requirement.
² Beginning in 2008-2009, a minimum of 320 classroom hours per year is required. A typical program may meet 3 hours per day, 4 days per week, through the school year. Programs must operate for a minimum of 30 weeks per year.
³ The state was unable to break down the total number of children served by age. This number represents estimated funded slots in Head Start as reported by ACF. According to the Head Start State Collaboration Office, Washington does not provide any supplemental funds, aside from a state match.

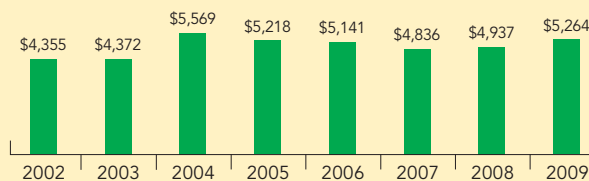
⁴ Teachers with a BA must also must be certified with an endorsement in ECE (Pre-K-3) or EC Special Education.
⁵ Screenings and referrals are also required for height and weight. Support services include 3 hours of parent conferences, 3 hours of one-on-one family support services, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and other support services.
⁶ Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



Revisions to West Virginia's school code in 1983 allowed local school boards to offer preschool programs for 3- and 4-year-olds, resulting in the formation of the Public School Early Childhood Education initiative. In 2002, the state expanded preschool education to include all 4-year-olds in the state by the 2012-2013 school year. Renamed the West Virginia Universal Pre-K System, the state's preschool initiative now offers prekindergarten programs in all school districts. The state is working with its 55 counties to ensure there are a sufficient number of classrooms meeting the state's quality standards, and it is anticipated that an increase in classrooms across counties will enable the state to meet the 2012-2013 deadline for universal, voluntary access. Counties are required to share their plan for expanding preschool access with the state each year.

While these measures have increased the number of 4-year-olds served in state-funded preschool, they have also resulted in a decrease in access for 3-year-olds. As of July 2004, only 3-year-olds with Individualized Education Plans (IEPs) are eligible to receive state funding for preschool.

Funds for the West Virginia Universal Pre-K System are distributed directly to public schools, although schools may in turn subcontract with other agencies to provide preschool education. In order to facilitate the expansion of the pre-K program, half of the programs are required to operate in collaborative settings with child care centers, Head Start agencies, or private prekindergarten centers. In the 2008-2009 school year, the state revised its funding calculations, with full-time equivalency now based on the hours of instruction for all children, regardless of location. This has resulted in more children being enrolled in full-day programs throughout the state. In addition to state funds, programs may receive supplementary funding through federal Head Start, IDEA, and Title I and Title II.

Most programs participating in the West Virginia Universal Pre-K System use the Creative Curriculum in their classrooms, and the state has a web-based portfolio designed around the Creative Curriculum. This portfolio 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
5	5

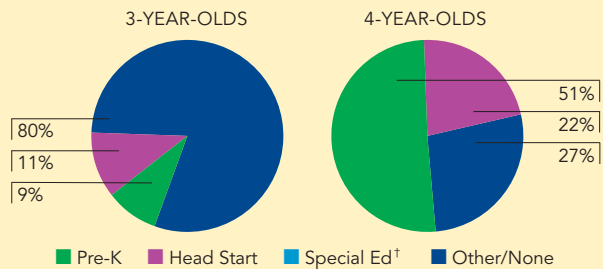
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	13,135
School districts that offer state program	100%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,954
Federally funded Head Start enrollment	7,097
State-funded Head Start enrollment	0

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



[†] Less than 1 percent of special education students are enrolled in special education programs that are not state 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 in ECE or Pre-K SpEd (pre-K only programs); AA (blended programs)	BA	<input type="checkbox"/>
Teacher specialized training.....	See footnote 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	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 ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁴	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

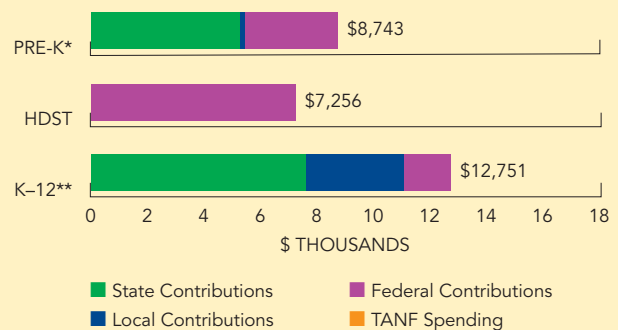
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$69,147,853
Local match required?	No
State spending per child enrolled	\$5,264
All reported spending per child enrolled*.....	\$8,743

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 '08-'09 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.

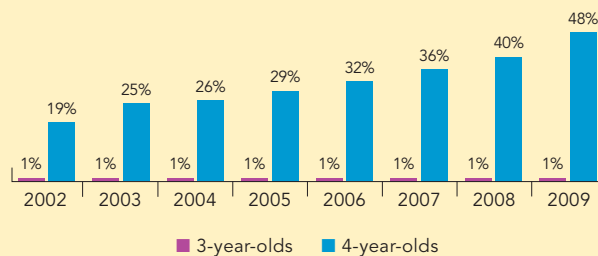
² Teachers in public school settings that are not collaboratives must be certified in Birth-5, ECE, preschool special needs, or EE with a pre-K-K endorsement. Teachers in community collaborative settings must have a minimum of an associate degree in child development/early childhood or in occupational development with an emphasis in child development/early childhood.

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

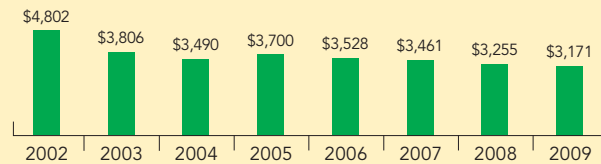
⁴ Meals (breakfast and/or lunch) must be offered if the program operates for more than 4 hours per day. Snack is required for all programs.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2009 DOLLARS)



When Wisconsin became a state in 1848, its constitution included a commitment to provide free education to 4-year-old children. The state established the Four-Year-Old Kindergarten (4K) program in 1873. This program continues to operate today, despite a suspension of state funding between 1957 and 1984. Funds for 4K are distributed directly to public schools, which may offer preschool education services themselves or subcontract with Head Start agencies or private child care centers to provide programs. School districts receive 50 percent of the standard per-pupil K–12 state funding amount to provide half-day 4K slots and may receive 60 percent if they also provide parenting support programs.

Four-Year-Old Kindergarten programs are encouraged to follow the Wisconsin Model Early Learning Standards, although they are not required to do so. The state has increased 4K enrollment over the last few years by opening new programs in districts that did not previously offer 4K and by increasing enrollment in districts with existing programs. In the 2008-2009 program year, an additional 36 districts began offering the 4K program. As a result, 77 percent of elementary school districts now provide 4K.

The Wisconsin Head Start State Supplement, a separate state-funded preschool initiative, offers comprehensive early childhood education for 3- and 4-year-olds from low-income families or with disabilities. The state supplements funding to the federal Head Start program, enabling federal Head Start grantees to increase access and enhance services. Programs participating in Wisconsin Head Start are required to follow federal Head Start Performance Standards. There have been increased efforts to align Head Start training and technical assistance with other professional development efforts at the state and local levels.

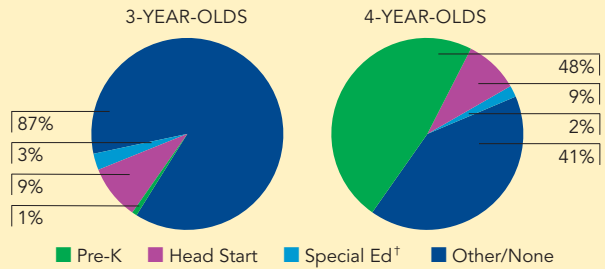
Head Start grantees and local school districts often collaborate to implement 4K, and these partnerships have increased over the past few years. In the 2008-2009 school year, the state began offering start-up grants to encourage further collaborations. Eighty-nine school districts currently collaborate with child care and/or Head Start programs to provide preschool education services.

The first two pages of Wisconsin's profile give an overview of the state's overall commitment and contributions 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 exclusively on the Wisconsin Head Start program.

STATE OVERVIEW

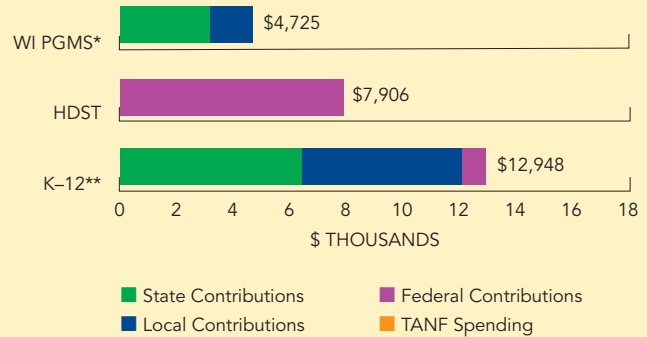
Total state program enrollment	35,392
Total state spending	\$112,212,500
State Head Start spending	\$7,212,500
State spending per child enrolled	\$3,171
All reported spending per child enrolled	\$4,725

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



[†] This is an estimate of children in special education who are not enrolled in state-funded pre-K or Head Start.

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 '08-'09 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
6	22

RESOURCES RANKINGS

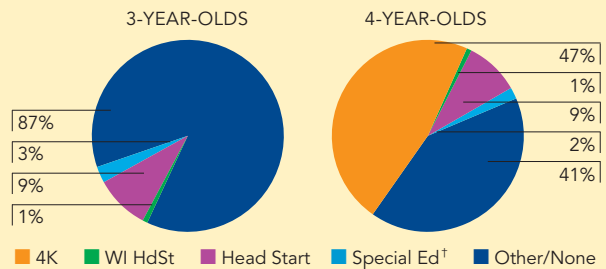
STATE SPENDING	ALL REPORTED SPENDING
28	21

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN

ACCESS

Total state program enrollment	33,976
School districts that offer state program	77%
Income requirement	None
Hours of operation	Determined locally ¹
Operating schedule	Determined locally ¹
Special education enrollment	8,394
Federally funded Head Start enrollment	12,528
State-funded Head Start enrollment	1,352 ²

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



† This is an estimate of 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 5 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	License in ECE Birth-age 8 or EC Birth-age 11 ³	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD/GED 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	Determined locally; and support services 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"/>	

RESOURCES

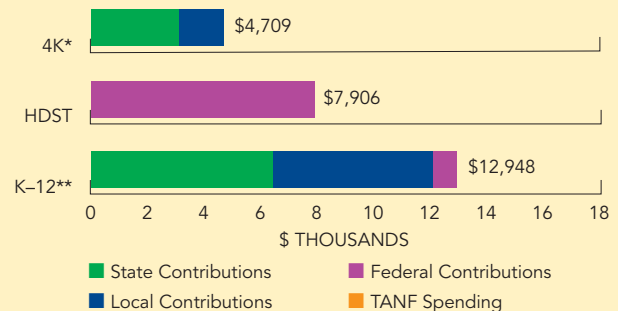
Total state pre-K spending	\$105,000,000
Local match required?.....	Yes, local share of school revenue generated through property tax
State Head Start spending	\$7,212,500
State spending per child enrolled	\$3,090
All reported spending per child enrolled*.....	\$4,709

* 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 '08-'09 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. Some districts may offer the program full-day for 2-3 days per week.

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 estimated, using proportions of federal Head Start enrollees in each age category.

³ Teachers must hold an appropriate teacher license with the Department of Public Instruction. Community collaborative sites may require a permanent authorization for community programs provided that the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core ECE courses.

⁴ Assistant teachers in public settings can meet one of three requirements: At least two years of higher education, an associate (or higher) degree, or meet

a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

⁵ State law supports vision, hearing, and general health screenings prior to enrollment. When 4K uses a community approach with Head Start, screenings are required. Support services include parent involvement activities, health services for children, referral to social services, and access to a school nurse, psychologist, and social worker. The number of annual parent conferences or home visits is determined locally.

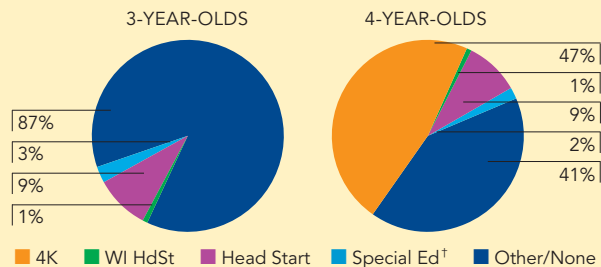
⁶ If a school-based program operates longer than 2.5 hours, it is required to provide some form of nourishment (breakfast, milk, or snack). Programs being implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment	1,416 ¹
School districts that offer state program	97% (federal Head Start grantees)
Income requirement	90% of children must be at or below 100% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	8,394
Federally funded Head Start enrollment	12,528
State-funded Head Start enrollment	1,352 ¹

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



[†] This is an estimate of 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 in ECE Birth–age 8 or EC Birth–age 11 (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	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	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 ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Lunch and snack ⁶	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

7

RESOURCES

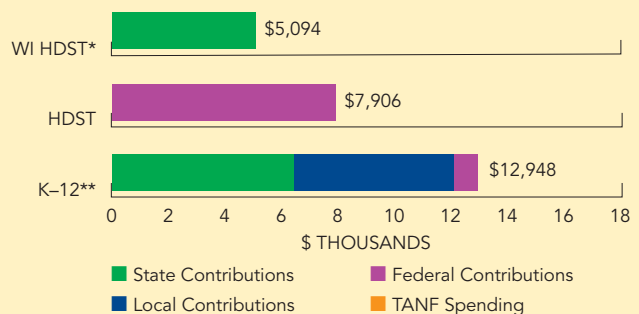
Total state pre-K spending	\$7,212,500
Local match required?	No
State Head Start spending	\$7,212,500 ⁸
State spending per child enrolled	\$5,094
All reported spending per child enrolled*	\$5,094

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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 were also estimated, using proportions of federal Head Start enrollees in each age category.

² State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.

³ 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.

⁴ 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.

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, transition to kindergarten activities, and other support services in accordance with Head Start performance standards.

⁶ 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. Breakfast may also be required depending on the hours of the program.

⁷ The state mandates that all programs follow federal Head Start monitoring requirements. The state itself does not conduct monitoring of these programs. Information such as grant applications, budget reports, sections of the federal application, and submission of the Head Start PIR are included.

⁸ All spending through this initiative is directed toward Head Start programs.

Wyoming

NO PROGRAM

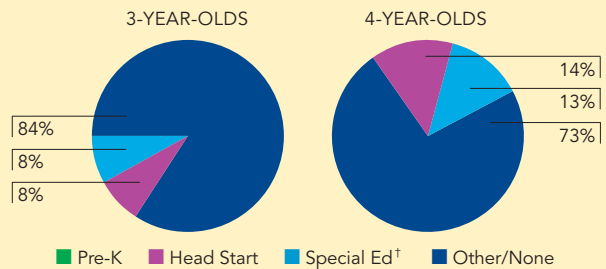
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,989
Federally funded Head Start enrollment.....	1,614
State-funded Head Start enrollment	0

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



† This is an estimate of children in special education who are not enrolled in Head Start.

QUALITY STANDARDS CHECKLIST

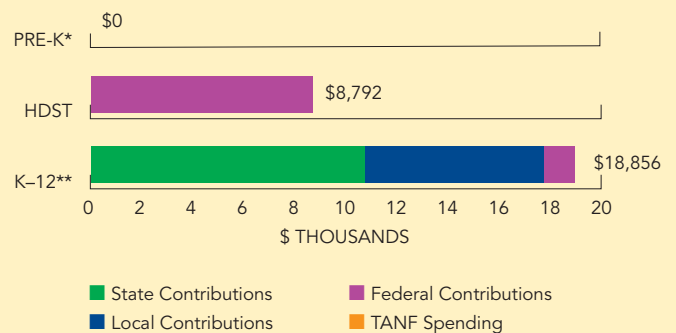
TOTAL BENCHMARKS MET

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

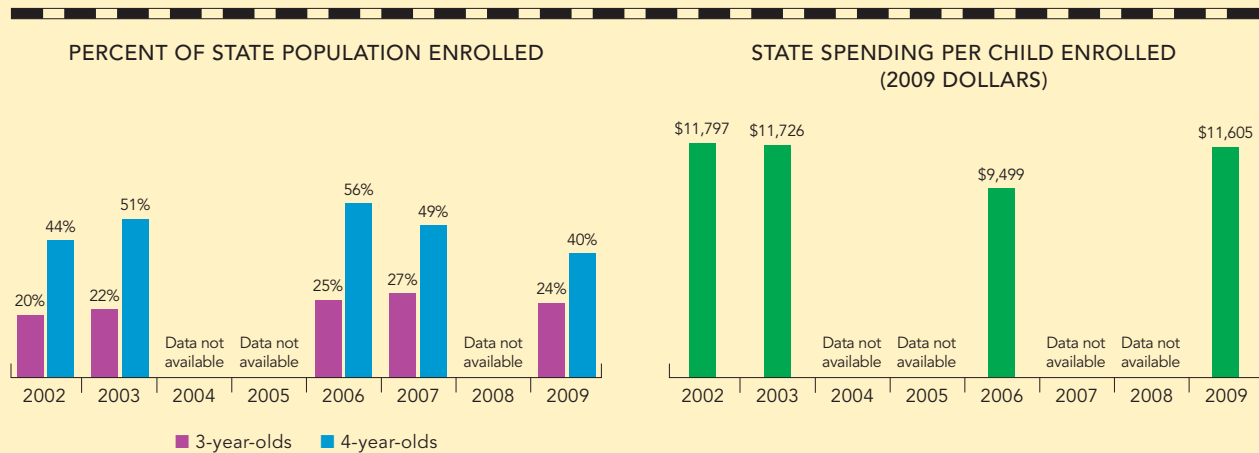


* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

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

Data are for the '08-'09 school year, unless otherwise noted.

District of Columbia



Since the 1960s, the District of Columbia has funded preschool through the Public School Preschool program (PSP). All public elementary schools in the District of Columbia offered the Public School Preschool program during the 2008-2009 school year through either a Head Start or non-Head Start program. Actual enrollment is limited by the number of available slots in the program, but all 3- and 4-year-olds in the District are eligible for Public School Preschool. The District of Columbia has been working to increase access to preschool by increasing the number of available programs. Funding for Public School Preschool is based on the school funding formula.

The District of Columbia has a second preschool program, the Pre-K Program (formerly called the Pre-K Incentive Program), which serves 3- and 4-year-olds in community-based settings. The Pre-K Incentive Program operated from 2005-2008 and led to the enactment of the Prekindergarten Enhancement and Expansion Act of 2008. For the first wave of the act, 23 Pre-K Program classrooms in nine community-based organizations served 368 children during the 2008-2009 school year. The program is funded by the District of Columbia Public Schools (DCPS) and administered by the Early Care and Education Administration of the Department of Human Services. Recognizing the significance of support services to ensure children enter school ready to learn, the Pre-K Program offers comprehensive support services such as health, dental, mental health, vision, and hearing screenings. Program sites are monitored quarterly and program providers have monthly meetings with parents. Beginning in the 2009-2010 school year, the pre-K services required under the act will expand to DCPS and DC public charter schools.

DCPS also collaborates with the Children's Literacy Initiative to implement a model literacy program in preschool classes. The model literacy program was first implemented during the 2006-2007 school year and was expanded to more preschools during the 2007-2008 school year. The executive director of School Readiness and Early Childhood Programs has been working to develop a school readiness assessment instrument, build a comprehensive service system for children ages 3 to 5, and define school readiness.

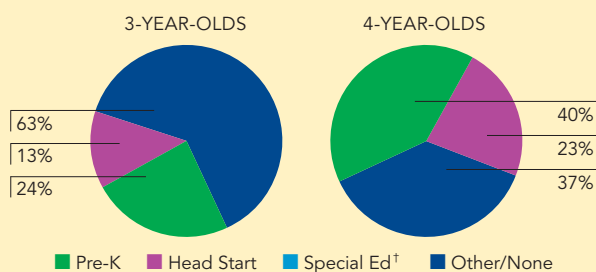
The District of Columbia has the unique situation of being a city that is not within a state. This report includes information about the District's preschool initiatives because, unlike other cities, it has not been included in any state profile. Due to the differences between city-level and statewide programs, the District's preschool initiatives cannot be directly compared to state programs. Therefore, the District is not ranked among the states according to resources or enrollment. The Public School Preschool program and Pre-K Program are profiled together because they have similar standards and requirements.

D.C. PUBLIC SCHOOL PRESCHOOL (PSP) AND PRE-K PROGRAM

ACCESS

Total district program enrollment	4,435 ¹
School districts that offer program.....	100% (elementary schools) ²
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment.....	287
Federally funded Head Start enrollment	2,435 ¹
District-funded Head Start enrollment	0

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



[†] All special education students are included in district-funded pre-K enrollment.

QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards.....	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree.....	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Degree in EC ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA, 48 credits, or para-pro exam (PSP); CDA (Pre-K Program) ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	56 clock hours (PSP); 1 day/month (Pre-K Program) ⁵	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	15 ⁶		
4-year-olds	20 ⁶		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:15 ⁶		
4-year-olds	1:10 ⁶		
Screening/referral	Health, developmental; and support services ⁷	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Breakfast and lunch ⁸	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

8

RESOURCES

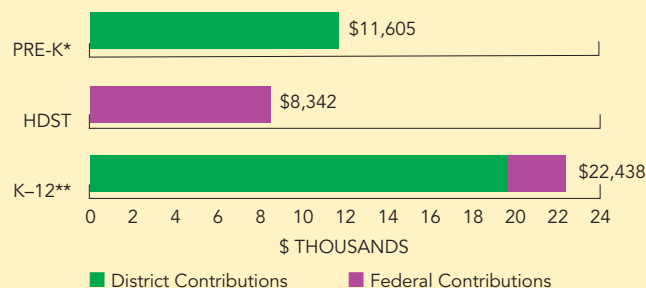
Total district pre-K spending	\$51,467,867 ⁹
Local match required?	NA
District spending per child enrolled	\$11,605 ⁹
All reported spending per child enrolled*.....	\$11,605 ⁹

* 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 '08-'09 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Pre-K Program requires teachers to attend professional development trainings that are held at least once a month during the school year as well as a week-long professional development institute held in the summer.

¹ For the 2008-2009 school year, there were 4,067 children enrolled in the Public School Preschool program and 368 children enrolled in the Pre-K Program. These numbers do not include children in charter schools. Some duplication may exist in enrollment counts for PSP and federal Head Start.

² Every elementary school in the District of Columbia has at least one Public School Preschool class. The Pre-K Program has pre-K classes at nine sites.

³ Teachers in the Public School Preschool program are required to have a BA with early childhood certification. Teachers in the Pre-K Program, which are community-based providers, are required to have at least an associate degree in child development, early childhood education, or child and family studies, and must be enrolled in a bachelor's degree program and on track to receive the degree within five years. All lead teachers must have a BA degree by 2014.

⁴ In the Public School Preschool program, an assistant teacher must have an associate degree, 48 college credit hours, or have passed the paraprofessional exam, which is a basic skills test. It is not required that the degree be in ECE. In the Pre-K Program, assistant teachers must hold at least a Child Development Associate (CDA) credential and be enrolled in an associate degree program and on track to receive the degree within five years or by 2014.

⁵ For the 2008-2009 school year, teachers in the Public School Preschool program had eight 7-hour required professional development days totaling 56 hours. The

⁶ In the Pre-K Program, the requirements are a maximum class size of 16 and ratio of 1:8 for 3-year-olds, and a maximum class size of 20 and ratio of 1:10 for 4-year-olds.

⁷ The Public School Preschool program requires health screenings and up-to-date immunizations for enrollment. The Pre-K Program provides behavioral, speech, language, health, and hearing screenings. Support services include four annual parent conferences (plus one annual home visit for Head Start programs), parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁸ The Public School Preschool programs provide breakfast and lunch. Lunch is either free, reduced or full price. The Pre-K Program requires that all sites provide a balanced, nutritional breakfast, lunch, and afternoon snack for all children.

⁹ Spending was based on the per-pupil funding amount of \$11,401 for the Public School Preschool program and the reported \$5,100,000 total spending for the Pre-K Program. The total spending for the Pre-K Program includes support services for pre-K children such as high-quality classrooms, professional development, training and technical assistance, comprehensive services, and assessments.

METHODOLOGY

The data in this report were collected primarily through surveys of state preschool administrators and focus on the 2008-2009 school year. During July of 2009, links to a web-based survey were sent to administrators of the state-funded prekindergarten initiatives covered in NIEER's 2008 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2007-2008 school year, or whether we had omitted any initiatives in our previous report. All initiatives included in the current report meet the criteria outlined by NIEER, which defines state preschool education 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 2008 report, with a few noted exceptions. During the 2008-2009 program year, additional programs in Massachusetts, Kansas, and DC were profiled. The Massachusetts Grant 391 Program was developed to include typically developing children in inclusive classrooms to match the number of children with disabilities in the classroom. Upon further analysis of the program, Grant 391 is now profiled with the UPK program in the Massachusetts profile. In the 2006-2007 school year, the Kansas Pre-K Pilot Program was launched and later expanded in 2007-2008. Now in its third year as an established state-funded pre-K program that meets the NIEER criteria, the Pre-K Pilot Program is highlighted as a second initiative in Kansas. The District of Columbia funds two prekindergarten programs, for which sufficient information was received this year and, therefore, is profiled in the 2009 *Yearbook*.

In addition, the Massachusetts Preschool Scholarships program, which was profiled along with the UPK program, was included in the 2008 report but is not in the 2009 report. Preschool Scholarships, now called Community Partnerships for Children (CPC), no longer provides direct services as it went from a payment system to a voucher system. This change began in November 2008 with completion in July 2009. Because of this change, NIEER no longer considers CPC a state-funded prekindergarten initiative.

Our survey included yes or no questions, questions that asked state administrators to select which of several choices best described their program, and open-ended questions. Where data were already available in the 2008 *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 2008-2009 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 2008-2009 program year. A few additional questions were added to provide more information on the initiatives. These questions included gathering information about policies regarding both comprehensive and subject-specific curricula, and about family engagement. State administrators were asked about whether there was an approved list of comprehensive curricula and subject-specific curricula that programs must use. In addition, questions were asked about the types of required family engagement activities, and if and how family engagement is monitored and evaluated. The wording of some questions—such as those on enrollment by auspice and length of program day—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 exactly 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. Occasionally we received new or additional information that clarified our understanding of a state's pre-K policies and resulted in changes to a program meeting quality standards benchmarks. Later, we contacted them again to provide them with an opportunity to verify the data we had gathered and to review a table with all of the data from their state survey, as well as the narrative about their program. Administrators' responses to our survey, including answers for items not covered in the state profiles, are shown in Appendix A. All of the *Yearbook* Appendices are available online only and can be accessed at <http://www.nieer.org/yearbook>.

Although most of the data in this report were collected through the above-mentioned surveys, there are a few exceptions. Total federal, state, and local expenditures on K–12 education in 2008–2009 were calculated by NIEER based on data from the National Education Association's report, "Rankings and Estimates: Rankings of the States 2009 and Estimates of School Statistics 2010." 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 education than including only current operating expenditures, which underestimate the full cost. Our estimate of K–12 expenditures is also more comparable to total preschool 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 2008 enrollment. We estimated the breakdown of expenditure per child by source, based on percentages of revenue receipts from federal, state, and local sources in each state.

The Administration for Children and Families (ACF) 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. For the 2008–2009 program year there was a new source providing data within ACF. In addition, some data were obtained through surveys administered to the directors of Head Start State Collaboration Offices, through the Head Start Program Information Reports (PIR) for 2008–2009, and from ACF. Head Start data are provided in Appendix B.

The 2009 *State Preschool Yearbook* also supplies some data on child care programs, which can be found in Appendix C. State-by-state data on income eligibility for child care assistance were obtained 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." Estimated funding for child care through the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) was acquired from the federal Child Care Bureau and the Administration for Children and Families, respectively. Information on state licensing requirements for child care staff was provided by the National Child Care Information and Technical Assistance Center (NCCIC) in advance of their forthcoming publication, the "2008 Child Care Licensing Study." Average child care worker salaries in each state were attained from the Bureau of Labor Statistics.

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 2000 to 2008. Estimates for the July immediately preceding the program year (e.g., July 2008 for the 2008–2009 program year) were used to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, 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) for the 2008–2009 program year. These data are provided in Appendix E.

In the 2009 *Yearbook*, we again 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. Thirty-one states reported including children in special education in their state preschool enrollment figures, while seven do not include these children in their enrollment count. Only 19 of the 31 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 preschool enrollment figure in the enrollment pie charts and when calculating total enrollment across both programs. The 12 remaining states were unable to report special education enrollment numbers for at least one program and therefore estimations were used based on the average percent of special education students in state pre-K and enrollment numbers for each program (See Table 4). It should be noted that Kentucky, Oklahoma, and West Virginia served the majority of their 3- and/or 4-year-olds with disabilities in their state preschool education programs.

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2008-2009 PIR, were also removed from the special education enrollment total used in the enrollment pie charts. As the PIR does not report a breakdown of special education students by age, estimates were based on the total special education enrollment percentage for each state and the percentage of 3- and 4-year-old Head Start enrollees by state. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

In the 2008 *Yearbook* we estimated that 80 percent of 4-year-olds and 52 percent of 3-year-olds were enrolled in a center-based program (public or private) in the 2007-2008 school year. These estimates were produced by adjusting data from a 2005 survey for changes in public program enrollment. Data from 2007 and 2008 surveys indicate that these were overestimates. We would revise those estimates downward to 74 percent and 51 percent, respectively, and believe they remain essentially unchanged for the 2008-2009 school year. If anything, the Current Population Survey suggests a decline in total enrollment.

States are given rankings in four areas: the percentage of 4-year-olds enrolled in state preschool (Access Ranking – 4-year-olds), the percentage of 3-year-olds enrolled in state preschool (Access Ranking – 3-year-olds), 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 previously, using state data on enrollment in the preschool 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 preschool at each age in states that served both 3- and 4-year-olds and provided data by age. State per-child spending was calculated by dividing state preschool 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 local, state, and federal (including TANF) spending by enrollment. All states that provided data were ranked, starting with “1” for the state with the highest percentage of its children enrolled in the state preschool education program or the state 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 prekindergarten initiative are omitted from all rankings and instead receive notations of “No Program” on their state profile pages.

Lastly, this is the third year we have looked at whether states were funding their prekindergarten 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*,¹ 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*.² A state’s per-child spending from all reported sources was compared to the half-day, full-day, or weighted estimate of per-child spending, adjusted for inflation, depending on the operating schedule of the state’s program and the percent of children served in each type of operating schedule. If the program’s operating schedule was determined locally and the enrollment by operating schedule was not reported, 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. This data can be found in Table 7 on page 20.

¹ 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.

² Taylor, L., & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment*. Washington, DC: Institute of Education Sciences, U.S. Department of Education.

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Appendix A: State Survey Data 2008-2009

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- Availability of program
- Program enrollment including ELL and special education
- Program settings

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- Prekindergarten and kindergarten eligibility requirements
- Exceptions to age requirements
- Other eligibility policies

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- Risk factors for eligibility
- Reassessment of eligibility

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- Class size
- Staff-child ratios
- Meal requirement
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- Supports for English Language Learners
- Parent conferences and comprehensive services
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- Early Learning Standards document and subject areas
- Supports for use of ELS

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- Teacher and assistant teacher degree requirements
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- Teacher and assistant teacher in-service requirements
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- How monitoring is used for program improvement
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- Required child assessments

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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

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APPENDIX A: STATE SURVEY DATA 2008-2009

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 program ²
Arizona	Arizona Department of Education	No
Arkansas	Arkansas Department of Education; Arkansas Department of Human Services, Division of Child Care and Early Childhood Education	No
California	California Department of Education	No
Colorado	Colorado Department of Education	No
Connecticut	Connecticut State Department of Education and Department of Social Services ¹	Yes, local School Readiness Councils
Delaware	Delaware Department of Education	No
Florida	Florida Department of Education, Agency for Workforce Innovation, Florida Department of Children and Families ¹	Yes, 31 Early Learning Coalitions
Georgia	Bright from the Start: Georgia Department of Early Care and 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 At-Risk	Kansas State Department of Education	No
Kansas Pre-K Pilot	Kansas State Department of Education	No
Kentucky	Kentucky Department of Education	No
Louisiana 8(g)	Louisiana State Board of Elementary and 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 State Department of Education	No
Massachusetts	Massachusetts Department of Early Education and Care	No
Michigan	Michigan Department of Education, Office of Early Childhood Education and Family Services	No
Minnesota	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; Department of Children and Families, Division of Family Development and Office of Licensing ¹	Yes, school districts ²
New Jersey ECPA	Department of Education, Division of Early Childhood Education; Office of Early Care and Education; Department of Children and Families, Division of Family Development and Office of Licensing ¹	Yes, school districts ²
New Jersey ELLI	Department of Education, Division of Early Childhood Education; Office of Early Care and Education; Department of Children and Families, Division of Family Development and Office of Licensing ¹	Yes, school districts ²
New Mexico	Public Education Department and Children, Youth and Families Department	No
New York	New York State Department of Education, Office of Early Education and Reading Initiatives	No
North Carolina	North Carolina Department of Public Instruction; Office of School Readiness	Yes ¹
Ohio ECE	Ohio Department of Education, Office of Early Learning and School Readiness	No
Ohio ELI	Ohio Department of Education, Office of Early Learning and School Readiness; Ohio Department of Job and Family Services Bureau of Child Care	No
Oklahoma	Oklahoma State Department of Education	No
Oregon	Oregon Department of Education	No
Pennsylvania EABG	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare ¹	No
Pennsylvania HSSAP	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare	No
Pennsylvania K4 & SBPK	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare ¹	No
Pennsylvania Pre-K Counts	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare	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	Tennessee Department of Education, Office of Learning	No
Texas	Texas Education Agency	No
Vermont Act 62	Vermont Department of Education; Agency of Human Services ¹	No
Vermont EEI	Vermont 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 State Collaboration Office; 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		64 out of 67 counties (96%)	No, Competitive	No
Arizona		51 out of 310 school districts (16%) ¹	No, Optional ¹	No
Arkansas		234 out of 245 school districts (96%)	Required for some ¹	Yes
California		56 out of 58 counties (97%) (State Preschool Program); 38 out of 58 counties (66%) (PKFLP)	No, Competitive	No
Colorado		170 out of 178 school districts (96%) ¹	No, Competitive ²	No
Connecticut		64 out of 169 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	No
Illinois		102 out of 102 counties (100%) ¹	No, Competitive	No
Iowa Shared Visions		35 out of 362 school districts (10%) ¹	No, Competitive	No
Iowa SVPP		118 out of 362 school districts (33%)	No, Competitive ¹	No
Kansas At-Risk		180 out of 295 school districts (61%)	No, Optional	No
Kansas Pre-K Pilot		14 out of 105 counties/parishes (13%) ¹	No, Competitive	No
Kentucky		174 out of 174 school districts (100%) ¹	Required for all	Yes
Louisiana 8(g)		68 out of 70 school districts (97%)	No, Optional	No
Louisiana LA4		67 out of 71 school districts (94%) and 12 state-approved charter schools	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		97 out of 351 towns (28%) (UPK); 97 out of 300 districts (32%) (Grant 391)	No, Competitive	No
Michigan		449 out of 553 school districts (81%); 33 out of 238 public school academies (charter schools) (14%)	No, Competitive	Yes
Minnesota		87 out of 87 counties (100%)	Required for all ¹	Yes
Missouri		166 out of 523 school districts (32%)	No, Competitive	No
Nebraska		76 out of 253 school districts (30%)	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		24 out of 593 school districts (4%) ³	No, Competitive	No
New Mexico		44 out of 89 school districts (49%)	No, Competitive ¹	No
New York		452 out of 677 school districts (67%) ¹	No, Optional	No
North Carolina		100 out of 100 counties (100%)	No, Optional ¹	No
Ohio ECE		205 out of 612 school districts (33%)	No, Competitive ¹	No
Ohio ELI		80 out of 88 counties (91%)	No, Competitive	No
Oklahoma		526 out of 534 school districts (99%)	No, Optional ¹	No
Oregon		36 out of 36 counties (100%)	No, Competitive	Yes
Pennsylvania EABG		39 out of 501 school districts (8%)	No, Optional ²	No
Pennsylvania HSSAP		48 out of 64 Head Start grantees (75%)	No, Competitive ¹	Yes
Pennsylvania K4 & SBPK		91 out of 501 school districts (18%)	No, Optional	No
Pennsylvania Pre-K Counts		62 out of 67 counties (93%)	No, Competitive	No
South Carolina 4K		55 out of 85 school districts (65%)	Required to offer at least one half-day class	No
South Carolina CDEPP		35 out of 85 school districts (41%) ²	Required for some ³	No
Tennessee		94 out of 95 counties (99%) ¹	No, Competitive	No
Texas		1,017 out of 1,235 school districts (82%)	Required for some ¹	No
Vermont Act 62		184 out of 246 communities (75%)	No, Optional	No
Vermont EEI		34 out of 62 school districts (55%) ¹	No, Competitive	No
Virginia		112 out of 136 school districts (82%)	No, Optional ¹	No
Washington		38 out of 39 counties (97%)	No, Competitive ¹	No
West Virginia		55 out of 55 school districts (100%)	Required for all	No
Wisconsin 4K		319 out of 415 school districts (77%) ²	No, Optional ³	No
Wisconsin HdSt		36 out of 37 federal Head Start grantees (97%)	No, Optional ¹	No

Footnotes are grouped by state at the end of Appendix A. All data are for the '08-'09 school year, unless otherwise noted.

STATE	ACCESS		
	Number of children in home-based option	Program enrollment – Fall 2008, total	Program enrollment – Fall 2008, by age
Alabama	None	3,384	3,384 4-year-olds
Arizona	None	5,447	5,447 4-year-olds
Arkansas	5,627	20,476	454 under age 3; 2,345 3-year-olds; 17,018 4-year-olds; 659 5-year-olds
California	None	97,948 ¹	956 under age 3; 28,796 3-year-olds; 65,825 4-year-olds; 2,371 5-year-olds
Colorado	None	18,475 ³	197 under age 3; 4,211 3-year-olds; 14,014 4-year-olds; 53 5-year-olds ³
Connecticut	None	8,865	251 under age 3; 3,471 3-year-olds; 4,681 4-year-olds; 458 5-year-olds; 4 6-year-olds
Delaware	None	843	843 4-year-olds
Florida	None	147,762	147,762 4-year-olds
Georgia	None	78,310	78,310 4-year-olds ²
Illinois	None	95,123	37,215 3-year-olds; 51,160 4-year-olds; 5,052 5-year-olds; 1,696 age unknown
Iowa Shared Visions	None	2,155	495 3-year-olds; 1,423 4-year-olds; 237 5-year-olds
Iowa SVPP	None	9,676	9,676 4-year-olds ²
Kansas At-Risk	None	6,718	6,718 4-year-olds
Kansas Pre-K Pilot	None	1,529	1,529 3-year-olds
Kentucky	Not reported	21,485 ²	5,643 3-year-olds; 15,842 4-year-olds ²
Louisiana 8(g)	None	3,155	3,155 4-year-olds
Louisiana LA4	None	15,205 ²	15,205 4-year-olds
Louisiana NSECD	None	1,360	1,360 4-year-olds
Maine	None	2,731	2,731 4-year-olds ²
Maryland	None	26,821 ²	903 3-year-olds; 25,918 4-year-olds
Massachusetts	None	10,797 ¹	Unknown
Michigan	432	24,091 ¹	24,091 4-year-olds
Minnesota	Not reported	2,069	331 under age 3; 798 3-year-olds; 1,162 4-year-olds; 108 5-year-olds ²
Missouri	None	4,568	1,498 3-year-olds; 3,070 4-year-olds
Nebraska	None	2,723	756 3-year-olds; 1,880 4-year-olds; 87 5-year-olds
Nevada	None	1,123	11 under age 3; 234 3-year-olds; 878 4-year-olds
New Jersey Abbott	None	40,439	18,645 3-year-olds; 21,794 4-year-olds
New Jersey ECPA	None	8,098	316 3-year-olds; 7,782 4-year-olds
New Jersey ELLI	None	554 ⁴	554 4-year-olds
New Mexico	None	4,745	4,745 4-year-olds
New York	None	102,282	255 3-year-olds; 102,027 4-year-olds
North Carolina	None	31,485	31,485 4-year-olds
Ohio ECE	None	8,499	74 under age 3; 2,495 3-year-olds; 5,326 4-year-olds; 604 5-year-olds
Ohio ELI	None	13,464 ¹	943 under age 3; 5,251 3-year-olds; 6,597 4-year-olds; 673 5-year-olds
Oklahoma	None	36,042	36,042 4-year-olds ²
Oregon	82	6,472	9 under age 3; 2,276 3-year-olds; 3,892 4-year-olds; 295 5-year-olds
Pennsylvania EABG	None	4,300	Unknown
Pennsylvania HSSAP	Not Reported	5,743	2,095 3-year-olds; 3,212 4-year-olds; 436 age not specified
Pennsylvania K4 & SBPK	None	9,625 ²	9,625 4-year-olds
Pennsylvania Pre-K Counts	None	11,841	4,022 3-year-olds; 7,819 4-year-olds
South Carolina 4K	None	19,788	2,456 3-year-olds; 17,332 4-year-olds
South Carolina CDEPP	None	5,078 ⁴	5,078 4-year-olds
Tennessee	None	18,364	666 3-year-olds; 17,568 4-year-olds; 130 5-year-olds
Texas	None	200,529	70 under age 3; 18,967 3-year-olds; 181,008 4-year-olds; 471 5-year-olds; 13 older than age 5
Vermont Act 62	None	3,690	Unknown
Vermont EEI	None	968	386 3-year-olds; 575 4-year-olds; 7 5-year-olds
Virginia	None	14,585	14,585 4-year-olds
Washington	None	8,120	2,026 3-year-olds; 6,094 4-year-olds
West Virginia	None	13,135	125 under age 3; 1,763 3-year-olds; 10,844 4-year-olds; 374 5-year-olds; 29 6-year-olds ¹
Wisconsin 4K	None	33,976	33,976 4-year-olds
Wisconsin HdSt	None	1,416	Unknown

STATE	Are children who pay full tuition counted in enrollment total?	ACCESS Enrollment explanation, if not unduplicated fall 2008 count	Number of English Language Learners
Alabama	Yes, exact number unknown ³	Funded slots	135
Arizona	No	NA	Exact number unknown
Arkansas	No	NA	1,666
California	No	Duplicated count ¹	Exact number unknown
Colorado	No	NA	Exact number unknown
Connecticut	Unknown ⁴	Duplicated count ⁵	Exact number unknown
Delaware	No ¹	Funded slots	Exact number unknown
Florida	No	NA	Exact number unknown
Georgia	No	Number of filled slots on November 15, 2008	7,387
Illinois	No	Enrollment count from June 2009	25,002
Iowa Shared Visions	No	NA	Exact number unknown
Iowa SVPP	Yes, exact number unknown	NA	Exact number unknown
Kansas At-Risk	No	NA	Exact number unknown
Kansas Pre-K Pilot	Yes, exact number unknown ²	Funded slots	Exact number unknown
Kentucky	No ³	NA	1,076
Louisiana 8(g)	No	NA	Exact number unknown
Louisiana LA4	No ²	NA	Exact number unknown
Louisiana NSECD	No	NA	31
Maine	No	NA	Exact number unknown
Maryland	No	NA	2,677
Massachusetts	Yes, exact number unknown	NA	Exact number unknown
Michigan	No	NA ¹	2,942
Minnesota	No	NA	696
Missouri	Yes, exact number unknown	Number of children receiving classroom services as of May 2009	179
Nebraska	Yes, exact number unknown	NA	737
Nevada	No	NA	490
New Jersey Abbott	No	NA	Exact number unknown
New Jersey ECPA	No	NA	Exact number unknown
New Jersey ELLI	No	Approved, funded slots	Exact number unknown
New Mexico	No	Budgeted enrollment number	Exact number unknown
New York	No	NA	Exact number unknown
North Carolina	No	Enrollment numbers are from January 2009 and reflect the total number of funded slots contracted	6,152
Ohio ECE	No ²	NA	40
Ohio ELI	No	Average monthly enrollment	1,529
Oklahoma	No	Average daily membership	2,495
Oregon	No	Funded slots, January 2009	2,381
Pennsylvania EABG	No	Enrollment is estimated	Exact number unknown
Pennsylvania HSSAP	No	Funded slots, July 2009	Exact number unknown
Pennsylvania K4 & SBPK	No	NA	Exact number unknown
Pennsylvania Pre-K Counts	No	Funded slots, May 2009	1,438
South Carolina 4K	No	NA	Exact number unknown
South Carolina CDEPP	No	End of school year count	250
Tennessee	No	Unduplicated count from end of first semester	373
Texas	No	NA	85,153
Vermont Act 62	No ²	NA	Exact number unknown
Vermont EEI	No	NA	26
Virginia	No	NA	Exact number unknown
Washington	No	Unduplicated count as of December 15, 2008	3,099
West Virginia	No	NA	26
Wisconsin 4K	No	NA	1,006
Wisconsin HdSt	No	Funded slots	Exact number unknown

STATE

ACCESS

Are children receiving special education services counted in enrollment total?

Alabama	Yes, 169 ⁴
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, 2,990
California	Yes, 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
Connecticut	Yes, 375
Delaware	Yes, number unknown ²
Florida	Yes, approximately 5% ³
Georgia	Yes, 2,852
Illinois	Yes, number unknown
Iowa Shared Visions	Yes, 261
Iowa SVPP	Yes, number unknown ³
Kansas At-Risk	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Kansas Pre-K Pilot	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
Kentucky	Yes, 12,356 ²
Louisiana 8(g)	Yes, number unknown
Louisiana LA4	Yes, 980 ³
Louisiana NSECD	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
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, 534 (UPK); 1,703 (Grant 391)
Michigan	Yes, 1,190 ²
Minnesota	Yes, 329
Missouri	Yes, 610
Nebraska	Yes, 580
Nevada	Yes, 133
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 ⁴
New Mexico	No, children who receive special education services may attend state pre-K but are not counted in the state pre-K enrollment
New York	Yes, number unknown
North Carolina	Yes, 1,465
Ohio ECE	Yes, 448
Ohio ELI	Yes, 901
Oklahoma	Yes, 2,311 ³
Oregon	Yes, 1,165
Pennsylvania EABG	Yes, number unknown
Pennsylvania HSSAP	Yes, 993
Pennsylvania K4 & SBPK	Yes, number unknown
Pennsylvania Pre-K Counts	Yes, 886
South Carolina 4K	Yes, number unknown
South Carolina CDEPP	Yes, number unknown
Tennessee	Yes, 2,036
Texas	Yes, 7,311
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, 88
Virginia	Yes, number unknown ²
Washington	Yes, 334
West Virginia	Yes, 2,858
Wisconsin 4K	Yes, 3,356
Wisconsin HdSt	Yes, number unknown

STATE	ACCESS	Are children receiving special education services in state pre-K classrooms paid for by state pre-K funds?
	Special education enrollment, by age	
Alabama	169 4-year-olds ⁴	Funds from state pre-K and other sources are blended ⁵
Arizona	NA	Funds from state pre-K and other sources are blended ²
Arkansas	740 3-year-olds; 1,830 4-year-olds; 420 5-year-olds	Funds from state pre-K and other sources are blended ²
California	Number unknown	Funds from state pre-K and other sources are blended
Colorado	NA	No, supported entirely by other funds
Connecticut	Age breakdown unknown	Funds from state pre-K and other sources are blended ⁶
Delaware	Number unknown	Funds from state pre-K and other sources are blended
Florida	Age breakdown unknown ³	Funds from state pre-K and other sources are blended
Georgia	2,852 4-year-olds	Funds from state pre-K and other sources are blended ³
Illinois	Number unknown	Funds from state pre-K and other sources are blended
Iowa Shared Visions	Age breakdown unknown	No, supported entirely by other funds
Iowa SVPP	Number unknown	Funds from state pre-K and other sources are blended
Kansas At-Risk	NA	No, supported entirely by other funds
Kansas Pre-K Pilot	NA	No, supported entirely by other funds
Kentucky	5,643 3-year-olds; 6,713 4-year-olds ²	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	980 4-year-olds ³	Funds from state pre-K and other sources are blended ³
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	Age breakdown unknown	Funds from state pre-K and other sources are blended ²
Michigan	1,190 4-year-olds	Funds from state pre-K and other sources are blended ³
Minnesota	Age breakdown unknown	Funds from state pre-K and other sources are blended
Missouri	195 3-year-olds; 415 4-year-olds	Funds from state pre-K and other sources are blended ¹
Nebraska	161 3-year-olds; 362 4-year-olds; 57 5-year-olds	Funds from state pre-K and other sources are blended
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	NA	Funds from state pre-K and other sources are blended ²
New York	Number unknown	Funds from state pre-K and other sources are blended ²
North Carolina	1,465 4-year-olds	Funds from state pre-K and other sources are blended ²
Ohio ECE	9 under age 3; 120 3-year-olds; 259 4-year-olds; 60 5-year-olds	Funds from state pre-K and other sources are blended ³
Ohio ELI	23 under age 3; 250 3-year-olds; 459 4-year-olds; 169 5-year-olds ²	Funds from state pre-K and other sources are blended ³
Oklahoma	2,311 4-year-olds ³	Funds from state pre-K and other sources are blended ⁴
Oregon	1 under age 3; 410 3-year-olds; 701 4-year-olds; 53 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 ²
Pennsylvania K4 & SBPK	Number unknown	Funds from state pre-K and other sources are blended ³
Pennsylvania Pre-K Counts	277 3-year-olds; 609 4-year-olds	Funds from state pre-K and other sources are blended ¹
South Carolina 4K	Number unknown	Funds from state pre-K and other sources are blended
South Carolina CDEPP	Number unknown	Funds from state pre-K and other sources are blended ⁵
Tennessee	95 3-year-olds; 1,849 4-year-olds; 92 5-year-olds	Funds from state pre-K and other sources are blended ²
Texas	26 under age 3; 959 3-year-olds; 6,218 4-year-olds; 108 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 ³
Vermont EEI	Age breakdown unknown ²	Funds from state pre-K and other sources are blended
Virginia	Number unknown ²	Funds from state pre-K and other sources are blended ³
Washington	93 3-year-olds; 241 4-year-olds ²	Funds from state pre-K and other sources are blended ³
West Virginia	125 under age 3; 968 3-year-olds; 1,552 4-year-olds; 211 5-year-olds	Funds from state pre-K and other sources are blended ²
Wisconsin 4K	73 3-year-olds; 2,601 4-year-olds; 666 5-year-olds ⁴	Funds from state pre-K and other sources are blended ⁵
Wisconsin HdSt	Number unknown ²	Funds from state pre-K and other sources are blended ²

STATE

ACCESS

Program enrollment – Fall 2008, by type of school

Alabama	Public, 1,566; HdSt, 684; Private CC, 936; Faith-based, 90; Lab schools or Military, 108
Arizona	Public, 5,081; HdSt, 291; Private CC, 75
Arkansas	Public, 12,257; HdSt, 687; Private CC, 6,679; Faith-based, 537; Family CC, 316
California	Public, 73,291; Private CC, 21,784; Other public agencies, 2,873 ²
Colorado	Public, 12,283; HdSt, 2,850; Private CC, 3,342 ⁴
Connecticut	Public, 2,999; HdSt, 1,687; Private CC, 4,844; Faith-based, 1,026 ⁷
Delaware	Public, 387; HdSt, 321; Private CC, 17; Non-profit child care or technical college, 118
Florida	Public, 21,464; Private CC, 117,182; Faith-based, 27,244; Family CC, 908 ⁴
Georgia	Public, 33,625; Private CC, 43,872; Other, 813 ⁴
Illinois	Not reported
Iowa Shared Visions	Public, 1,221; HdSt, 677; Private CC, 257
Iowa SVPP	Not reported
Kansas At-Risk	Public, 6,718
Kansas Pre-K Pilot	Breakdown unknown, approximately 50 percent in public settings ³
Kentucky	Public, 21,485 ⁵
Louisiana 8(g)	Public, 3,155
Louisiana LA4	Public, 15,140; HdSt, 60; Private CC, 5
Louisiana NSECD	Licensed Class A child care centers, 301; Private, parochial, or charter schools, 1,059 ¹
Maine	Public, 2,635; HdSt, 19; Private CC, 10; Adult Education Community Center, 67 ⁴
Maryland	Public, 24,818; HdSt, 1,900; Private CC, 103
Massachusetts	Public, 3,854; HdSt, 3,074; Private CC, 3,336; Family CC, 493; Private schools, 40
Michigan	Public, 19,492; HdSt, 2,496; Private CC, 1,683; Faith-based, 52; Colleges and universities, 368
Minnesota	Head Start, 2,069
Missouri	Public, 3,980; Private CC, 435; Non-profit, 153
Nebraska	Not reported
Nevada	Public, 1,090; Private CC, 33
New Jersey Abbott	Public, 14,646; Private CC, 25,793 ⁴
New Jersey ECPA	Public, 7,549; Private CC, 549 ⁴
New Jersey ELLI	Public, 469; Private CC, 85
New Mexico	Public, 2,302; HdSt, 619; Private CC, 1,077; Faith-based, 125; Family CC, 32; University-based, 208 ³
New York	Public, 47,827; HdSt, 10,021; Private CC, 33,277; Faith-based, 2,889; Family CC, 924; BOCES, 4410s, No Permit Required, Museums, or Libraries, 7,344
North Carolina	Public, 15,183; HdSt, 5,256; Private CC, 10,033; Head Start administered by public schools, 1,013 ³
Ohio ECE	Public, 5,949; HdSt, 425; Private CC, 170; Joint Vocational Schools and Educational Services, 1,955
Ohio ELI	Public, 1,932; HdSt, 3,991; Private CC, 6,021; College Lab School, 56 ⁴
Oklahoma	Public, 31,190; HdSt, 2,515; Private CC, 801; Faith-based, 93; Assisted Living Center, University Child Development Center, Private School, or Tribal Head Start, 719 ⁵
Oregon	Public, 1,988; HdSt, 2,912; Private CC, 188; Faith-based, 388; Family CC, 5; Higher Ed, Community Colleges, or Government Agencies, 991
Pennsylvania EABG	Public, 4,300 ⁴
Pennsylvania HSSAP	Not reported
Pennsylvania K4 & SBPK	Public, 9,625
Pennsylvania Pre-K Counts	Public, 3,480; HdSt, 2,724; Private CC, 5,294; Licensed Nursery Schools, 343 ²
South Carolina 4K	Public, 19,788
South Carolina CDEPP	Public, 4,557; First Steps, 521
Tennessee	Public, 15,704; HdSt, 1,218; Private CC, 1,070; Faith-based, 144; Higher Ed, Housing Authority, Hospital, or Adult Learning, 228
Texas	Public, 200,529 ²
Vermont Act 62	Not reported
Vermont EEI	Public, 638; HdSt, 21; Private CC, 307; Family CC, 2 ³
Virginia	Not reported ⁴
Washington	Public, 4,831; HdSt, 253; Private CC, 2,236; Faith-based, 374; Colleges or universities, 426
West Virginia	Public, 5,932; HdSt, 4,363; Private CC, 2,800 ³
Wisconsin 4K	Not reported ⁶
Wisconsin HdSt	HdSt, 1,416 ³

STATE

OPERATING SCHEDULE

	Hours of operation per day	Program enrollment – Fall 2008, by operating schedule
Alabama	Full day, 6.5 hours/day	Full day, 3,384
Arizona	Determined locally ³	Part day, 4,176; School day, 904; Determined locally, 367 ³
Arkansas	Full day, 7 hours/day	Full day, 20,476
California	Part day, 3 hours/day; Full day, 6.5 or more hours/day ²	Not reported
Colorado	Part day, at least 2.5 hours/day ⁵	Not reported
Connecticut	Determined locally, but there are minimum standards ⁸	Part day, 2,611; Full day, 6,624; School day, 1,321 ⁹
Delaware	Part day, 3.5 hours/day ³	Not reported
Florida	Determined locally ⁵	School year program, 137,649; Summer program, 10,113
Georgia	Full day, 6.5 hours/day	Full day, 78,310
Illinois	Determined locally, at least 2.5 hours/day ²	Not reported
Iowa Shared Visions	Determined locally ²	Determined locally, 2,155
Iowa SVPP	Part day, 10 hours/week ⁴	Not reported
Kansas At-Risk	Part day, 3 hours/day ¹	Part day, 6,718
Kansas Pre-K Pilot	Part day, 3 hours/day ⁴	Not reported ⁵
Kentucky	Part day, 2.5 hours/day plus one meal	Determined locally, 21,485 ⁶
Louisiana 8(g)	School day, 7 instructional hours/day	School day, 3,155
Louisiana LA4	Full day, 6 hours/day ⁴	Full day, 15,205
Louisiana NSECD	Full day, 10 hours/day	Full day, 1,360
Maine	Determined locally ⁵	Determined locally, 2,731 ⁴
Maryland	Part day, 2.5 hours/day; Full day, 6.5 hours/day	Part day, 17,157; Full day, 9,664 ⁴
Massachusetts	Determined locally ³	Part day, 1,052; Full day, 6,507 (UPK); Not reported (Grant 391)
Michigan	Part day, 2.5 hours/day; Full day, 6-7 hours/day ⁴	Part day, 17,050; Full day, 5,896; Determined locally, 1,145
Minnesota	Determined locally ³	Determined locally ³
Missouri	Part day, 3 hours/day; Full day, 6.5 hours/day ²	Part day, 1,421; Full day, 3,147
Nebraska	Determined locally ¹	Not reported
Nevada	Determined locally ³	Determined locally, 1,123 ³
New Jersey Abbott	School day, 6 hours/day ⁵	School day, 40,439
New Jersey ECPA	Part day, 2.75 hours/day; Full day, 6 hours/day ⁵	Part day, 5,170; Full day, 2,928
New Jersey ELLI	Part day, 2.75 hours/day; Full day, 6 hours/day	Not reported
New Mexico	Part day, 2.5 hours/day ⁴	Not reported
New York	Part day, 2.5 hours/day; Full day, 5 hours/day ³	Part day, 79,411; Full day, 22,616 ⁴
North Carolina	School day, 6-6.5 hours/day	School day, 31,485
Ohio ECE	Part day, 3-3.5 hours/day	Determined locally, 8,499 ⁴
Ohio ELI	Part day or Full day ⁵	Not reported
Oklahoma	Part day, 2.5 instructional hours/day; Full day, 6 instructional hours/day ⁶	Part day, 16,274; Full day, 19,753 ⁷
Oregon	Part day, 3.5-4 hours/day	Not reported
Pennsylvania EABG	Determined locally ⁵	Not reported
Pennsylvania HSSAP	Part day, at least 3.5 hours/day; Full day, at least 6 hours/day ³	Part day, 3,061; Full day, 2,682
Pennsylvania K4 & SBPK	Part day, at least 2.5 hours/day; Full day, 5 hours/day	Not reported
Pennsylvania Pre-K Counts	Part day, at least 2.5 instructional hours/day; Full day, 5 instructional hours/day	Part day, 2,769; Full day, 9,072
South Carolina 4K	Part day, 2.5 hours/day	Part day, 19,788
South Carolina CDEPP	Full day, 6.5 hours/day	Full day, 5,078
Tennessee	Full day, 5.5 hours/day ³	Full day, 18,364
Texas	Part day, 3 hours/day	Part day, 200,529
Vermont Act 62	Determined locally ⁴	Determined locally, 3,690
Vermont EEI	Determined locally ⁴	Part day, 38; Full day, 292; Determined locally, 638 ⁴
Virginia	Part day, 3 hours/day; Full day, 6 hours/day ⁵	Part day, 540; Full day, 14,045
Washington	Determined locally ⁴	Determined locally, 8,120
West Virginia	Determined locally ⁴	Part day, 5,254; Full day, 7,881 ⁵
Wisconsin 4K	Determined locally ⁷	Not reported
Wisconsin HdSt	Determined locally ⁴	Not reported

STATE

OPERATING SCHEDULE

	Days of operation per week	Yearly operating schedule
Alabama	5 days/week	Academic/School Year
Arizona	Determined locally ³	Academic/School Year
Arkansas	5 days/week	Academic/School Year
California	5 days/week	Determined locally ²
Colorado	4 days/week ⁵	Academic/School Year
Connecticut	5 days/week	Determined locally, but there are minimum standards ⁸
Delaware	5 days/week	Determined locally ⁴
Florida	Determined locally ⁵	Determined locally ⁵
Georgia	5 days/week	Academic/School Year
Illinois	5 days/week	Academic/School Year
Iowa Shared Visions	Determined locally ²	Determined locally ²
Iowa SVPP	Determined locally ⁴	Academic/School Year
Kansas At-Risk	Determined locally ¹	Academic/School Year
Kansas Pre-K Pilot	Determined locally	Academic/School Year
Kentucky	4 or 5 days/week ⁶	Academic/School Year
Louisiana 8(g)	4 or 5 days/week ¹	Academic/School Year
Louisiana LA4	5 days/week	Academic/School Year
Louisiana NSECD	5 days/week	Academic/School Year
Maine	Determined locally ⁵	Academic/School Year
Maryland	5 days/week	Academic/School Year
Massachusetts	Determined locally ³	Determined locally ³
Michigan	4 days/week	30 weeks/year
Minnesota	Determined locally ³	Determined locally ³
Missouri	5 days/week	Determined locally
Nebraska	4 or 5 days/week	Academic/School Year
Nevada	Determined locally ³	Academic/School Year
New Jersey Abbott	5 days/week	Academic/School Year ⁵
New Jersey ECPA	5 days/week	Academic/School Year
New Jersey ELLI	5 days/week	Academic/School Year
New Mexico	Determined locally ⁴	Academic/School Year
New York	5 days/week ³	Academic/School Year ³
North Carolina	5 days/week	Academic/School Year
Ohio ECE	5 days/week ⁴	Academic/School Year
Ohio ELI	5 days/week	Full Calendar Year
Oklahoma	5 days/week	Academic/School Year
Oregon	Determined locally ²	Academic/School Year
Pennsylvania EABG	5 days/week	Determined locally ⁵
Pennsylvania HSSAP	4 or 5 days/week ³	Determined locally ⁴
Pennsylvania K4 & SBPK	5 days/week	Academic/School Year
Pennsylvania Pre-K Counts	5 days/week	Academic/School Year
South Carolina 4K	5 days/week	Academic/School Year
South Carolina CDEPP	5 days/week	Academic/School Year
Tennessee	5 days/week	Academic/School Year
Texas	5 days/week	Academic/School Year
Vermont Act 62	Determined locally ⁴	Academic/School Year
Vermont EEI	Determined locally ⁴	Academic/School Year
Virginia	5 days/week	Academic/School Year
Washington	Determined locally ⁴	Academic/School Year
West Virginia	Determined locally ⁴	Academic/School Year
Wisconsin 4K	Determined locally ⁷	Academic/School Year
Wisconsin HdSt	Determined locally ⁴	Determined locally ⁴

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 ⁶
Arizona	None	No ⁴
Arkansas	7 hours/day, 178 days/year	Yes, number unknown ³
California	3 hours/day, 5 days/week, 175 days/year	Yes, 3,296 (State Preschool Program); 280 (PKFLP)
Colorado	360 hours/year	Yes, number unknown ⁶
Connecticut	2.5 hours/day, 450 hours/year ⁸	Yes, 7%
Delaware	160 days/year	Yes, number unknown
Florida	540 hours/year (school-year program); 300 hours/year (summer program)	No ⁶
Georgia	6.5 hours/day, 5 days/week, 36 weeks/year	Yes, number unknown ⁵
Illinois	At least 2.5 hours/day, 5 days/week, 180 days/year	Yes, number unknown
Iowa Shared Visions	None	Yes, number unknown
Iowa SVPP	10 hours/week, 360 hours/year	Yes, number unknown ⁵
Kansas At-Risk	465 hours/year	No ²
Kansas Pre-K Pilot	465 hours/year	Yes, determined locally ⁶
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, 1,707 ⁵
Louisiana NSECD	180 days/year	Yes, 100%
Maine	10 hours/week	Yes, approximately 7% ⁶
Maryland	2.5 hours/day, 5 days/week	Yes, 36% ⁴
Massachusetts	Determined by type of funding ³	Yes, number unknown
Michigan	2.5 hours/day, 4 days/week, 30 weeks/year ⁵	Yes, number unknown
Minnesota	3.5 hours/day, 4 days/week, 32 weeks/year	Yes, number unknown
Missouri	5 days/week, 9 months/year	Yes, number unknown
Nebraska	12 hours/week, 450 hours/year	Yes, number unknown
Nevada	10 hours/week	No ⁴
New Jersey Abbott	6 hours/day, 180 days/year	Yes, 35,999 or 89%
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 ⁴
Ohio ECE	182 days/year ⁴	No ⁴
Ohio ELI	55 hours of attendance per 4 weeks, 5 days/week	Yes, number unknown ⁶
Oklahoma	2.5 or 6 instructional hours/day, 175 days/year	Yes, number unknown
Oregon	3.5-4 hours/day, 3-4 days/week, 32 weeks/year	Yes, 1,405
Pennsylvania EABG	450 (part day) or 900 (full day) hours/year, 180 days/year ⁵	Yes, number unknown
Pennsylvania HSSAP	3.5 hours/day, 4 days/week, 128 days/year	Yes, 1,107
Pennsylvania K4 & SBPK	2.5 hours/day, 180 days/year, or 900 hours/year	Yes, number unknown
Pennsylvania Pre-K Counts	2.5 or 5 instructional hours/day, 180 days/year	Yes, number unknown ³
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% ⁶
Tennessee	5.5 hours/day, 5 days/week, 180 days/year	Yes, 40%
Texas	3 hours/day, 5 days/week, 180 days/year ³	Yes, number unknown
Vermont Act 62	6-10 hours/week, 35 weeks/year	Yes, number unknown ⁵
Vermont EEI	6-10 hours/week, 35 weeks/year ⁴	Yes, number unknown ⁵
Virginia	3 hours/day, 5 days/week, 180 days/year	Yes, number unknown ⁵
Washington	320 classroom hours in at least 30 weeks	Yes, 1,531 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, or approved federal HdSt alternative	Yes, number unknown

STATE

OPERATING SCHEDULE

Support for extended services

Alabama	Services may be provided at state pre-K sites, Other state agency pays for these services
Arizona	NA
Arkansas	Services may be provided at state pre-K sites
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 ³
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
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 is provided by state pre-K, State pre-K offers other supports for these services ⁵
Kansas At-Risk	NA
Kansas Pre-K Pilot	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 or other program partners
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
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
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 ⁵
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
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 ⁶
Minnesota	Services may be provided at state pre-K sites, Other state agency pays for these services ⁴
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 is provided by state pre-K
North Carolina	Services may be provided at state pre-K sites, Other state agency pays for these services ⁴
Ohio ECE	NA
Ohio ELI	Services may be provided at state pre-K sites, Other state agency pays for these services ⁶
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, Other state agency pays for these services, Transportation is provided by state pre-K ⁶
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 is provided by state pre-K
Pennsylvania K4 & SBPK	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
Pennsylvania Pre-K Counts	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation may be provided by state pre-K
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
Tennessee	Services may be provided at state pre-K sites
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 ⁵
Vermont EEI	Other state agency pays for these services ⁵
Virginia	Services may be provided at state pre-K sites, State pre-K funds can be used to offer these services
Washington	Services may be provided at state pre-K sites, Other state agency pays for these services, Transportation is sometimes 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 ⁸
Wisconsin HdSt	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	AGE ELIGIBILITY	
	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by Sept. 1	5 by Aug. 31
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	No cut-off ⁷
Connecticut	2 years, 9 months by Sept. 1	5 by Jan. 1
Delaware	4 by Aug. 31	5 by Aug. 31
Florida	4 on or before Sept. 1	5 by Sept. 1
Georgia	4 by Sept. 1 ⁶	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	5 by Sept. 15
Kansas At-Risk	4 by Aug. 31	5 by Aug. 31
Kansas Pre-K Pilot	4 by Aug. 31	5 by Aug. 31
Kentucky	3 by Oct. 1 ⁷	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 ⁷
Maryland	4 by Sept. 1	5 by Sept. 1
Massachusetts	2 years, 9 months ⁴	Determined locally ⁵
Michigan	4 by Dec. 1	5 by Dec. 1
Minnesota	3 by Sept. 1 ⁵	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 Sept. 30	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 Aug. 31 ⁵	5 by Sept. 1 ⁵
Ohio ECE	3 by Aug. 1 or Sept. 30 ⁵	5 by Aug. 1 or Sept. 30 ⁵
Ohio ELI	3 years old ⁷	5 by Aug. 1 or Sept. 30 ⁸
Oklahoma	4 by Sept. 1	5 by Sept. 1 ⁸
Oregon	3 by Sept. 1	5 by Sept. 1
Pennsylvania EABG	Determined locally ⁷	5 by Sept. 1 ⁸
Pennsylvania HSSAP	Determined locally	Determined locally ⁵
Pennsylvania K4 & SBPK	Determined locally	Determined locally
Pennsylvania Pre-K Counts	Determined locally ⁴	Determined locally
South Carolina 4K	4 by Sept. 1 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 locally determined date ⁶	Determined locally ⁶
Vermont EEI	Determined locally ⁶	Determined locally ⁶
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	Yes, children with special needs may remain in pre-K ⁵
Arkansas	5 by Sept. 15	Yes, for children with special needs ⁴
California	5 by Dec. 2	Yes, for State Preschool Program ⁴
Colorado	5 by Oct. 1	Yes, three districts may serve children younger than 3 years old in pre-K ⁸
Connecticut	5 by Jan. 1	Yes ¹⁰
Delaware	5 by Aug. 31	Yes ⁵
Florida	5 on or before Sept. 1	None
Georgia	5 by Sept. 1	Yes ⁷
Illinois	5 by Sept. 1	Yes, for children with IEPs ³
Iowa Shared Visions	5 by Sept. 15	Yes, children with IEPs may participate based on their IEP
Iowa SVPP	5 by Sept. 15	Yes, for children with IEPs ³
Kansas At-Risk	5 by Aug. 31	None
Kansas Pre-K Pilot	5 by Aug. 31	None
Kentucky	5 by Oct. 1	Yes, for children with IEPs ⁸
Louisiana 8(g)	5 by Sept. 30	None
Louisiana LA4	5 by Sept. 30	Yes ⁶
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
Maryland	5 by Sept. 1	Yes, determined locally ⁶
Massachusetts	Determined locally	None ⁶
Michigan	5 by Dec. 1 ⁷	None
Minnesota	5 by Sept. 1	None
Missouri	5 by July 31	None
Nebraska	5 by Oct. 15	Yes, children with IEPs may participate based on their IEPs ²
Nevada	5 by Sept. 30	None
New Jersey Abbott	5 by locally determined date	Yes, for children with IEPs, based on their IEPs
New Jersey ECPA	5 by locally determined date	Yes, for children with IEPs, based on their IEPs
New Jersey ELLI	5 by locally determined date	Yes, for children with special needs ⁵
New Mexico	5 by Sept. 1	Yes, children with IEPs may participate based on their IEPs and parents' decisions ⁵
New York	5 by Dec. 1	Yes ⁵
North Carolina	5 by Oct. 16 ⁵	Yes ⁶
Ohio ECE	5 by Aug. 1 or Sept. 30 ⁵	None
Ohio ELI	5 by Aug. 1 or Sept. 30	None
Oklahoma	5 by Sept. 1 ⁸	Yes, determined locally ⁸
Oregon	5 by Sept. 1	None
Pennsylvania EABG	Determined locally ⁸	Yes, determined locally
Pennsylvania HSSAP	Determined locally ⁵	Yes, children with special needs may remain in pre-K ⁵
Pennsylvania K4 & SBPK	Determined locally ⁴	Yes, determined locally
Pennsylvania Pre-K Counts	Determined locally ⁴	None ⁵
South Carolina 4K	5 by Sept. 1	Yes, for kindergarten age-eligible children with disabilities
South Carolina CDEPP	5 by Sept. 1	None ⁷
Tennessee	5 by Sept. 30	Yes, children with IEPs may participate if an IEP team determines it is the most appropriate placement
Texas	5 by Sept. 1	None
Vermont Act 62	Determined locally ⁶	Yes
Vermont EEI	Determined locally ⁷	Yes
Virginia	5 by Sept. 30	Yes ⁶
Washington	5 by Aug. 31	None
West Virginia	5 by Sept. 1	Yes ⁶
Wisconsin 4K	5 by Sept. 1	Yes, determined locally ⁹
Wisconsin HdSt	5 by Sept. 1	Yes, determined locally ⁵

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 ⁴
California	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Colorado	Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before
Connecticut	Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year ¹⁰
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 local program's discretion; Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before ⁷
Illinois	Children may not enroll in pre-K if they are age-eligible for kindergarten; Kindergarten age-eligible children with documented disabilities may enroll in pre-K
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
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; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
Kansas At-Risk	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kansas Pre-K Pilot	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kentucky	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁸
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; State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁶
Massachusetts	Children may not enroll in pre-K if they are age-eligible for kindergarten
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Nebraska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ²
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
New Mexico	Children may not enroll in pre-K if they are age-eligible for kindergarten 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; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year ⁸
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁸
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Pennsylvania K4 & SBPK	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania Pre-K Counts	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁵
South Carolina 4K	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; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
South Carolina CDEPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
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 ⁴
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	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
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 may enroll in pre-K at local program's discretion
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

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
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 ⁹
Connecticut	All children in districts offering the program may enroll ¹¹
Delaware	Eligibility is determined by individual child or family characteristics
Florida	All children in counties 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 ⁶
Kansas At-Risk	Eligibility is determined by individual child or family characteristics
Kansas Pre-K Pilot	Eligibility is determined by individual child or family characteristics
Kentucky	Eligibility is determined by individual child or family characteristics
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics ²
Louisiana LA4	All children in districts offering the program, or in the entire state, may enroll ⁷
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 ⁸
Maryland	Eligibility is determined by individual child or family characteristics
Massachusetts	All children in districts offering the program, or in the entire state, may enroll ⁷
Michigan	Eligibility is determined by individual child or family characteristics
Minnesota	Eligibility is determined by individual child or family characteristics ⁵
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 ⁵
New Jersey Abbott	All children in districts offering the program may enroll ³
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 ⁶
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
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics
Pennsylvania K4 & SBPK	All children in districts offering the program, or in the entire state, may enroll (K4); Eligibility may be determined by individual or family characteristics (SBPK) ⁵
Pennsylvania Pre-K Counts	Eligibility is determined by individual child or family characteristics
South Carolina 4K	Eligibility is determined by individual child or family characteristics
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics
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 ⁷
Vermont EEL	Eligibility is determined by individual child or family characteristics
Virginia	Eligibility is determined by individual child or family characteristics ⁷
Washington	Eligibility is determined by individual child or family characteristics
West Virginia	Eligibility is determined by individual child or family characteristics
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

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	90% of children ⁵
California	75% SMI	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 ⁵
Colorado	Eligibility for free or reduced-price lunch (185% FPL) ¹⁰	Income is the most frequently used risk factor for eligibility
Connecticut	75% SMI or below ¹¹	60% of children ¹¹
Delaware	100% FPL ⁶	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 At-Risk	Eligibility for free lunch (130% FPL)	Every child must have at least one risk factor ³
Kansas Pre-K Pilot	Eligibility for free or reduced-price lunch (185% FPL)	50% of children must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 45% of children)
Louisiana 8(g)	None ²	NA
Louisiana LA4	Eligibility for free or reduced-price lunch (185% FPL) ⁷	All children ⁷
Louisiana NSECD	200% FPL	All children
Maine	None	NA
Maryland	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁷
Massachusetts	85% SMI (UPK); None (Grant 391) ⁸	All children receiving subsidy money (UPK) ⁸
Michigan	300% FPL ⁸	At least 50% in each grantee/agency
Minnesota	100% FPL ⁶	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care)
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 ⁵	NA
New Jersey Abbott	None	NA
New Jersey ECPA	None	NA
New Jersey ELLI	Eligibility for free or reduced-price lunch (185% FPL) ⁶	All children
New Mexico	None ⁶	NA
New York	None	NA
North Carolina	75% SMI or below ⁷	At least 80% of children ⁷
Ohio ECE	Up to 200% FPL ⁶	All children ⁶
Ohio ELI	200% FPL ⁹	All children ⁹
Oklahoma	None	NA
Oregon	100% FPL ³	80% to 90% of children ⁴
Pennsylvania EABG	None	NA
Pennsylvania HSSAP	100% FPL ⁶	At least 90% of children ⁶
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)	NA (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	300% FPL	Income is only one of the possible risk factors for eligibility
South Carolina 4K	Eligibility for free or reduced-price lunch (185% FPL)	95% of children ²
South Carolina CDEPP	Eligibility for free or reduced-price lunch (185% FPL) or Medicaid	All children
Tennessee	Eligibility for free or reduced-price lunch (185% FPL)	All children ⁴
Texas	Eligibility for free or reduced-price lunch (185% FPL)	74% of children enrolled met the income requirement
Vermont Act 62	None	NA
Vermont EEI	Eligibility for free or reduced-price lunch (185% FPL) ⁸	53% of children enrolled met the income requirement
Virginia	None	NA
Washington	110% FPL	94% of children enrolled met the income requirement
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	100% FPL ⁶	90% of children

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
Alabama	NA
Arizona	None ⁶
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
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 ¹¹
Connecticut	NA
Delaware	None
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 such as social isolation in very rural communities
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, 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
Iowa SVPP	NA
Kansas At-Risk	Low parental education level, Non-English speaking family members, Teen parent, Other state specified risk factors such as single parent at time of enrollment, developmentally or academically delayed, Social and Rehabilitation Services referral, Migrant status
Kansas Pre-K Pilot	Low parental education level, Non-English speaking family members, Teen parent, Parental active military duty, Locally determined risk factors, Other risk factors ⁷
Kentucky	Child disability or developmental delay, Locally determined risk factors ⁹
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 ²
Louisiana LA4	None
Louisiana NSECD	None
Maine	NA
Maryland	Homelessness or unstable housing, Other state-specified risk factors ⁷
Massachusetts	None
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	Homelessness or unstable housing, Child history of foster care ⁷
Missouri	NA
Nebraska	Low parental education level, Non-English speaking family members, Teen parent, Low birth weight/premature birth
Nevada	NA
New Jersey Abbott	NA

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
New Jersey ECPA	NA
New Jersey ELLI	None
New Mexico	Other state-specified risk factors ⁶
New York	NA
North Carolina	Child disability or developmental delay, Non-English speaking family members, Parental active military duty, Other state-specified risk factors such as a chronic health condition or educational/developmental delays
Ohio ECE	None
Ohio ELI	None ⁹
Oklahoma	NA
Oregon	Child disability or developmental delay ⁴
Pennsylvania EABG	Locally determined risk factors ⁹
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 ⁷
Pennsylvania K4 & SBPK	NA (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	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 ⁶
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	Child 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, 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
Texas	Homelessness or unstable housing, Non-English speaking family members, Child history of foster care, Parental active military duty or parent was injured or killed on active duty, child is eligible for special education services, eligibility for TANF or other public assistance
Vermont Act 62	NA
Vermont EEI	Child disability or developmental delay, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Child history of foster care
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	Child disability or developmental delay ⁷
Wisconsin 4K	NA
Wisconsin HdSt	Locally determined risk factors ⁷

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	NA
Arizona	NA	No other risk factors in addition to income
Arkansas	1	Meeting the income criteria can count as one of the risk factors
California	1	Meeting the income criteria can count as one of the risk factors
Colorado	1 ¹²	Meeting the income criteria can count as one of the risk factors
Connecticut	NA	No other risk factors in addition to income
Delaware	NA ⁷	Income is the only state-specified risk factor
Florida	NA	NA
Georgia	NA	NA
Illinois	Multiple risk factors ⁴	Meeting the income criteria can count as one of the risk factors but is determined locally
Iowa Shared Visions	1	Income is the primary eligibility criterion ³
Iowa SVPP	NA	NA
Kansas At-Risk	1	Meeting the income criteria can count as one of the risk factors
Kansas Pre-K Pilot	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	Priority is given to children from low-income families ²
Louisiana LA4	NA	No other risk factors in addition to income
Louisiana NSECD	NA	No other risk factors in addition to income
Maine	NA	NA
Maryland	1	Programs must serve income-eligible children first ⁷
Massachusetts	NA	No other risk factors in addition to income
Michigan	2	Meeting the income criteria can count as one of the risk factors
Minnesota	1	Meeting the income criteria can count as one of the risk factors
Missouri	NA	NA
Nebraska	1 ³	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	No other risk factors in addition to income
New Mexico	NA ⁶	No income cutoff
New York	NA	NA
North Carolina	1	80% must meet income requirement; 20% may meet another risk factor ⁷
Ohio ECE	NA	Must meet income requirement
Ohio ELI	NA	No other risk factors in addition to income
Oklahoma	NA	NA
Oregon	NA ⁴	80%-90% of children must meet the income requirement ⁴
Pennsylvania EABG	Determined locally	No income cutoff
Pennsylvania HSSAP	Determined locally	Children must have the specified number of risk factors and meet the income requirement
Pennsylvania K4 & SBPK	NA (K4); Determined locally (SBPK)	NA (K4); Determined locally (SBPK)
Pennsylvania 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 the income requirement
South Carolina CDEPP	NA	Children must meet the income requirement or be eligible for Medicaid
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	No income cutoff
Washington	1 ⁶	Meeting the income criteria can count as one of the risk factors
West Virginia	NA ⁷	No income cutoff
Wisconsin 4K	NA	NA
Wisconsin HdSt	Per federal Head Start requirements	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	Yes, for all children in 56 Slots programs	No
Arizona	No	No
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	Yes, only for full-day programs ⁶	No
Colorado	No	No
Connecticut	Yes, for all children ^{4,12}	Yes ¹³
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of children	No
Iowa SVPP	Determined locally ⁷	No
Kansas At-Risk	No	No
Kansas Pre-K Pilot	No	No
Kentucky	Determined locally ¹⁰	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, scale is determined locally (UPK) ⁹	No
Michigan	No	No
Minnesota	No	Yes ⁸
Missouri	Determined locally ⁴	No
Nebraska	Determined locally ⁴	No
Nevada	No	No
New Jersey Abbott	No	No ⁷
New Jersey ECPA	No	No ⁷
New Jersey ELLI	No	No ⁷
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio ECE	Yes, for children of families between 101% and 200% FPL	No
Ohio ELI	Yes, for children of families at or above 165% FPL ⁹	Yes, one year after initial authorization ¹⁰
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania 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 ⁵
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	No ⁸

STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement	Meal requirement
Alabama	4-year-olds, 20 ⁷	4-year-olds, 1:10 ⁷	Lunch and Snack ⁸
Arizona	4-year-olds, 20	4-year-olds, 1:10	Depends on length of program day ⁷
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 ⁷	3- and 4-year-olds, 1:8 ⁷	Depends on length of program day ⁸
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8	Depends on length of program day ¹³
Connecticut	3- and 4-year-olds, 20 ¹⁴	3- and 4-year-olds, 1:10	Depends on length of program day ¹⁵
Delaware	4-year-olds, 20	4-year-olds, 1:10	At least one meal and snack ⁸
Florida	4-year-olds, 18 (540-hour-program); 12 (300-hour-program) ⁷	4-year-olds, 1:10 or 2:11-18 (540-hour program); 1:12 (300-hour program) ⁷	Depends on length of program day ⁸
Georgia	4-year-olds, 20	4-year-olds, 1:10	Lunch ⁸
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Snack ⁵
Iowa Shared Visions	3- and 4-year-olds, 20	3- and 4-year-olds, 1:8	Lunch and Snack ⁴
Iowa SVPP	4-year-olds, 20	4-year-olds, 1:10	Snack ⁸
Kansas At-Risk	4-year-olds, 20	4-year-olds, 1:10	Snack
Kansas Pre-K Pilot	4-year-olds, 20	4-year-olds, 1:10	Snack
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	At least one meal a day, Breakfast or Lunch
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 ⁹	4-year-olds, 1:15	No meals are required ¹⁰
Maryland	4-year-olds, 20 ⁸	4-year-olds, 1:10 ⁸	Breakfast and Lunch (full day); Breakfast or Lunch (half day)
Massachusetts	3- and 4-year-olds, 20 (UPK); 3- and 4-year-olds, 15 (Grant 391)	3- and 4-year-olds, 1:10 (UPK); 3- and 4-year-olds, 1:7 (Grant 391)	Depends on length of program day ¹⁰
Michigan	4-year-olds, 18	4-year-olds, 1:8	Snack ¹⁰
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and/or Breakfast ⁹
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 ⁵
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, 18 ⁸	3- and 4-year-olds, 2:18 ⁸	Depends on length of program day ⁹
New Jersey ELLI	4-year-olds, 20	4-year-olds, 1:10	Depends on length of program day ⁸
New Mexico	4-year-olds, 20	4-year-olds, 1:10	At least one meal a day, Breakfast or Lunch ⁷
New York	4-year-olds, 20	4-year-olds, 1:9	Depends on length of program day ⁶
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 ⁷
Ohio ELI	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day ¹¹
Oklahoma	4-year-olds, 20	4-year-olds, 1:10	At least one meal ⁹
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and either Breakfast or Snack ⁵
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	No meals are required
Pennsylvania HSSAP	3-year-olds, 17; 4-year-olds, 20	3- and 4-year-olds, 2:17	Lunch and either Breakfast or Snack
Pennsylvania K4 & SBPK	4-year-olds, No limit (K4); 4-year-olds, 20 (SBPK) ⁶	4-year-olds, No Limit (K4); 4-year-olds, 1:10 (SBPK) ⁶	No meals are required
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	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	4-year-olds, 20	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 ⁵
Texas	3- and 4-year-olds, No limit ⁶	3- and 4-year-olds, No limit	Depends on length of program day ⁷
Vermont Act 62	3- and 4-year-olds, 20 ⁸	3- and 4-year-olds, 1:10 ⁸	No meals are required ⁹
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	No meals are required 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 ⁷
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10	Depends on length of program day, but at least one snack is required ⁸
Wisconsin 4K	4-year-olds, determined locally ¹⁰	4-year-olds, determined locally ¹⁰	Depends on length of program day ¹¹
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10	Lunch and Snack ⁹

STATE	PROGRAM STANDARDS
	Screening and referral requirements
Alabama	Vision, Hearing, Health, Dental ⁹
Arizona	Determined locally
Arkansas	Vision, Hearing, Health, Developmental, Dental
California	Health, Developmental; Vision, Hearing, Dental - determined locally ⁹
Colorado	Health, Developmental; Vision, Hearing, Dental - determined locally
Connecticut	Vision, Hearing, Health, Dental ¹⁶
Delaware	Vision, Hearing, Health, Developmental, Dental, Behavioral
Florida	Determined locally ⁹
Georgia	Vision, Hearing, Dental ⁹
Illinois	Vision, Hearing, Health, Developmental
Iowa Shared Visions	Vision, Hearing, Health, Developmental, Dental
Iowa SVPP	Vision, Hearing, Health, Developmental, Dental ⁹
Kansas At-Risk	Vision, Hearing, Health, Developmental, Dental
Kansas Pre-K Pilot	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, Lead screenings, Immunizations; Developmental, Dental - determined locally ⁹
Massachusetts	Vision, Hearing, Health ¹¹
Michigan	Vision, Hearing, Health, Developmental; Dental - determined locally ¹¹
Minnesota	Vision, Hearing, Health, Developmental, Dental, Nutritional, Social-emotional, Behavioral
Missouri	None ⁶
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, Expressive and Receptive Language
North Carolina	Vision, Hearing, Health, Developmental, Dental, Immunizations
Ohio ECE	Vision, Hearing, Health, Developmental, Dental, Hematocrit
Ohio ELI	Vision, Hearing, Health, Developmental, Dental, Lead, 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
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Determined locally
South Carolina 4K	Determined locally ³
South Carolina CDEPP	Vision, Hearing, Dental ⁸
Tennessee	Vision, Hearing, Health, Developmental; Dental - determined locally
Texas	Determined locally
Vermont Act 62	Determined locally ¹⁰
Vermont EEI	Determined locally
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 ¹²
Wisconsin HdSt	Vision, Hearing, Health, Developmental, Dental, Other ⁸

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

Alabama	State policy does not regulate services for English Language Learners ¹⁰
Arizona	State policy does not regulate services for English Language Learners ⁸
Arkansas	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
California	State policy does not regulate services for English Language Learners
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners ¹⁷
Delaware	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
Florida	State policy does not regulate services for English Language Learners
Georgia	Bilingual classes are permitted in pre-K; Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners
Illinois	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
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 At-Risk	A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided
Kansas Pre-K Pilot	Information must be presented to parents in their primary language; ESL services must be provided when child meets criteria
Kentucky	Bilingual classes are permitted in pre-K ¹¹
Louisiana 8(g)	State policy does not regulate services for English Language Learners
Louisiana LA4	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year
Louisiana NSECD	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K
Maine	Information must be presented to parents in their primary language
Maryland	Bilingual 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 classes are permitted in pre-K ¹²
Minnesota	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided to children and families; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English ¹⁰
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Translators or bilingual staff are available if children do not speak English ⁶
Nevada	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
New Jersey Abbott	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English - district staff, parents, or volunteers may assist as necessary
New Jersey ECPA	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English - district staff, parents, or volunteers may assist as necessary
New Jersey ELLI	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Translators or bilingual staff are available if children do not speak English - district staff, parents, or volunteers may assist as necessary

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

New Mexico	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English
New York	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English; Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency 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
Oklahoma	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English
Oregon	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; Information must be presented to parents in their primary language; Translators or bilingual staff are available if children do not speak English ⁶
Pennsylvania EABG	State policy does not regulate services for English Language Learners
Pennsylvania HSSAP	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children; A systematic, written plan must be in place on how to work with English Language Learners ⁸
Pennsylvania K4 & SBPK	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
Pennsylvania Pre-K Counts	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers
South Carolina 4K	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language
South Carolina CDEPP	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language
Tennessee	State policy does not regulate services for English Language Learners ⁶
Texas	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; Translators or bilingual staff are available if children do not speak English ⁸
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 ⁹
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; ESL services must be provided ⁸
West Virginia	Information must be presented to parents in their primary language
Wisconsin 4K	Bilingual classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English in bilingual-bicultural programs
Wisconsin HdSt	Not reported

STATE

PROGRAM STANDARDS

Support services required for all programs

Alabama	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Other support services are required but they are determined locally
Arizona	None
Arkansas	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 ¹⁰
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 about and referral for immunizations 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 dual language learners
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 consultation
Florida	None
Georgia	Parent involvement activities, Transition to K activities, Other support services determined locally
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 At-Risk	Parent involvement activities, Referral for social services, Transition to K activities
Kansas Pre-K Pilot	Parent involvement activities, Child health services, Nutrition information, 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, Transition to K activities, GED and literacy training for parents
Louisiana NSECD	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Developmental, Social/emotional, Other support services determined locally
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 ¹²
Michigan	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities
Minnesota	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	Parent involvement activities, Transition to K activities, Other support services are determined locally
Nevada	Parenting support or training, Parent involvement activities, Referral for social services, Other support services determined locally

STATE	PROGRAM STANDARDS
	Support services required for all programs
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 pre-K and K activities, Other support services ⁸
Ohio ECE	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
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, Parent health services, Child health services, Nutrition information, Referral for social services, Transition to K activities, Other support services are locally determined
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Parent involvement activities, Transition to K activities ⁷
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, Other support services determined locally
Tennessee	Parenting support or training, Parent involvement activities, Referral for social services, Transition to K activities, Other support services determined locally
Texas	Some comprehensive services are required but specific services are determined locally
Vermont Act 62	Parent involvement activities, Transition to K activities
Vermont EEI	Parent involvement activities, Transition to K activities
Virginia	Parent involvement activities, Child health services, Referral for social services, Other 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 support services determined locally
Wisconsin 4K	Parent involvement activities, Child health services, Referral for social services, Access to school nurse, school psychologist, and school social worker
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 ⁸

STATE	PROGRAM STANDARDS	
	Number of parent conferences or home visits required annually	Accreditation requirements
Alabama	2	None
Arizona	None	NAEYC, NECPA, National Accreditation Commission for Early Care and Education, Association for Christian Schools International, Association Montessori International, American Montessori Society
Arkansas	2	Arkansas Child Care Quality Accreditation System
California	2	None
Colorado	1	None
Connecticut	None ¹⁸	NAEYC or Head Start
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 ¹⁰
Georgia	2	None
Illinois	Determined locally	None
Iowa Shared Visions	None	NAEYC
Iowa SVPP	3	NAEYC, Head Start Program Performance Standards, or Iowa Quality Preschool Program Standards
Kansas At-Risk	2	None
Kansas Pre-K Pilot	Determined locally	None
Kentucky	2	None
Louisiana 8(g)	Determined locally	None
Louisiana LA4	2	None ⁸
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	Maryland State Department of Education, Association Montessori International, American Montessori Society, Association of Independent Maryland Schools, Association of Waldorf Schools of North America, Middle States Commission of Elementary Schools, National Accreditation Commission, NAEYC, NECPA ¹⁰
Massachusetts	2	NAEYC (center-based), National Association for Family Child Care (family child care with CDA substitute), New England Association of Schools and Colleges (public and private schools under the UPK legislation)
Michigan	4	None
Minnesota	2	None
Missouri	None	Missouri Accreditation of Programs for Children and Youth (MoA) or NAEYC
Nebraska	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 & SBPK	4	None
Pennsylvania Pre-K Counts	None	None
South Carolina 4K	4	None
South Carolina CDEPP	2 center-based conferences required annually	Licensed by the SC Department of Social Services
Tennessee	2	None
Texas	Determined locally	State-level accreditation by Texas Education Agency
Vermont Act 62	2	NAEYC or Vermont's Step Ahead Recognition System (STARS)
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

PROGRAM STANDARDS

State-approved comprehensive curricula for use in pre-K

Alabama	Creative Curriculum, HighScope, Montessori, Opening the World of Learning (OWL), Houghton Mifflin PRE-K, High Reach, PASSPORTS, The Investigator Club, DLM Early Childhood Express, Scholastic Early Childhood Curriculum
Arizona	None
Arkansas	Creative Curriculum, Curiosity Corner, High Reach, HighScope, Montessori, Reggio Emilia, Other Curricula ⁶
California	None
Colorado	None ¹⁴
Connecticut	None
Delaware	None ⁹
Florida	Beyond Centers and Circle Time Curriculum - Prek Theme Series, Creative Curriculum, Curiosity Corner, DLM Early Childhood Express, Doors to Discovery, Early Literacy and Learning Model (ELLM) Plus, HighScope, Houghton Mifflin PRE-K, Florida Complete & Math Extension Bundle, InvestiGator Club Prek Learning System, Let's Begin with the Letter People, Literacy Express Comprehensive Curriculum, Opening the World of Learning (OWL), Ready Set Leap! Program, Saxon Early Learning, Scholastic Early Childhood Program, We Can!, Wright Skills/Growing with Mathematics! ¹¹
Georgia	Creative Curriculum, Curiosity Corner, High Reach, HighScope, Montessori, Other Curricula
Illinois	None ⁶
Iowa Shared Visions	None
Iowa SVPP	None ¹⁰
Kansas At-Risk	None ⁴
Kansas Pre-K Pilot	None ⁸
Kentucky	None
Louisiana 8(g)	None
Louisiana LA4	Creative Curriculum, HighScope, Montessori, Louisiana Department of Education Comprehensive Curriculum
Louisiana NSECD	Creative Curriculum, Louisiana Department of Education Comprehensive Curriculum ²
Maine	None
Maryland	Creative Curriculum, Houghton Mifflin PRE-K, Opening the World of Learning (OWL), Little Treasures, Core Knowledge Preschool Sequence ¹¹
Massachusetts	None
Michigan	None ¹³
Minnesota	None
Missouri	Creative Curriculum, HighScope, Project Construct
Nebraska	None
Nevada	None ⁶
New Jersey Abbott	Bank Street, Creative Curriculum, Curiosity Corner, HighScope, Tools of the Mind
New Jersey ECPA	Bank Street, Creative Curriculum, Curiosity Corner, HighScope, Tools of the Mind ¹⁰
New Jersey ELLI	Bank Street, Creative Curriculum, Curiosity Corner, HighScope, Tools of the Mind
New Mexico	Bank Street, Creative Curriculum, HighScope
New York	None
North Carolina	Bank Street, Creative Curriculum, HighScope, Montessori, Opening the World of Learning (OWL), Bright Beginnings ⁹
Ohio ECE	None
Ohio ELI	None
Oklahoma	None ¹¹
Oregon	None ⁷
Pennsylvania EABG	Creative Curriculum, Curiosity Corner, HighScope, Other Curricula
Pennsylvania HSSAP	None ⁹
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	None ⁸
South Carolina 4K	Creative Curriculum, HighScope, Montessori
South Carolina CDEPP	Creative Curriculum, HighScope, Montessori
Tennessee	Creative Curriculum, High Reach, HighScope, Beyond Centers and Circle Time, Core Knowledge, DLM Early Childhood Express, Harcourt, Houghton Mifflin PRE-K, Hawaii Early Learning Profile, Letter People, McMillan McGraw Hill, Opening the World of Learning (OWL), Scholastic
Texas	None ⁹
Vermont Act 62	None
Vermont EEI	None
Virginia	None ⁹
Washington	None
West Virginia	Creative Curriculum, HighScope
Wisconsin 4K	None
Wisconsin HdSt	None

STATE

PROGRAM STANDARDS

State-approved subject-specific curricula for use in pre-K?

Alabama	None
Arizona	None
Arkansas	Yes ⁶
California	None
Colorado	None ¹⁴
Connecticut	None
Delaware	None
Florida	None ¹¹
Georgia	Approved on a case-by-case basis; Used in conjunction with existing curricula
Illinois	None ⁶
Iowa Shared Visions	None
Iowa SVPP	None ¹⁰
Kansas At-Risk	None
Kansas Pre-K Pilot	None
Kentucky	None
Louisiana 8(g)	None
Louisiana LA4	Math, literacy, social, emotional, science, social studies, creative arts, health/physical
Louisiana NSECD	Programs are required to follow the state standards
Maine	None
Maryland	Personal and social development, reading/English language arts, social studies, math, and science
Massachusetts	None
Michigan	None ¹³
Minnesota	None
Missouri	None
Nebraska	None
Nevada	None
New Jersey Abbott	None ⁸
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	None
New York	None
North Carolina	None
Ohio ECE	None
Ohio ELI	None
Oklahoma	None ¹¹
Oregon	None
Pennsylvania EABG	Yes
Pennsylvania HSSAP	None
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Curriculum must be aligned with early childhood standards
South Carolina 4K	None
South Carolina CDEPP	OWL
Tennessee	Yes ⁷
Texas	None ⁹
Vermont Act 62	None
Vermont EEI	None
Virginia	None
Washington	None
West Virginia	None
Wisconsin 4K	None
Wisconsin HdSt	The program follows federal Head Start requirements

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 ¹¹
Colorado	Building Blocks to the Colorado K–12 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 At-Risk	The Kansas Early Learning Document
Kansas Pre-K Pilot	The Kansas Early Learning Document ⁹
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	Early Childhood Indicators of Progress: Minnesota’s Early Learning Standards
Missouri	Missouri Early Learning Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Content Standards ⁷
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	Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio ECE	Ohio’s Early Learning Content Standards and Ohio’s Early Learning Program Guidelines
Ohio ELI	Ohio’s Early Learning Content Standards and Ohio’s Early Learning 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 & SBPK	Pennsylvania Learning Standards for Early Childhood
Pennsylvania 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	2008 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	http://www.dca.state.al.us
Arizona	http://www.ade.az.gov/earlychildhood/downloads/EarlyLearningStandards.pdf
Arkansas	http://www.arkansas.gov/childcare
California	http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf
Colorado	http://www.cde.state.co.us/cpp/download/CPPIInformation/building_blocks_draft_6_july_07.pdf
Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/preschool.shtml
Florida	Not available online
Georgia	http://www.dec.al.gov/Prek/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi
Iowa Shared Visions	http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=940&Itemid=1279
Iowa SVPP	http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=940&Itemid=1279
Kansas At-Risk	http://www.ksde.org
Kansas Pre-K Pilot	http://www.ksde.org
Kentucky	http://www.education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+A+Strong+Foundation+for+School+Success+SeriesCORRECT+ONE.htm
Louisiana 8(g)	http://www.louisianaschools.net/LDE/saa/1874.html
Louisiana LA4	http://www.louisianaschools.net/LDE/saa/1874.html
Louisiana NSECD	http://www.louisianaschools.net/LDE/saa/1874.html
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://www.md12.org/instruction
Massachusetts	http://www.mass.gov/Eeoe/docs/EEC/research_planning/state_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/mde/0,1607,7-140-6530_6809-103343--,00.html
Minnesota	http://www.education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Publications/index.html
Missouri	http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html
Nebraska	http://www.education.ne.gov/ECH/ELGuidelines/ELG.htm
Nevada	http://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	http://www.newmexicokids.org or https://www.newmexicoprek.org
New York	http://www.emsc.nysed.gov/ciai/cores.html
North Carolina	http://www.osr.nc.gov/ProfDevandResources/foundationsEarly_learningToDownload.asp
Ohio ECE	http://www.ode.state.oh.us
Ohio ELI	http://www.ode.state.oh.us
Oklahoma	http://www.sde.state.ok.us
Oregon	http://www.ode.state.or.us/search/page/?=1408
Pennsylvania EABG	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania HSSAP	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
Pennsylvania Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=Career_Standards
South Carolina 4K	http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs-book-revised072109reduced.pdf
South Carolina CDEPP	http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/documents/gsgs-book-revised072109reduced.pdf
Tennessee	http://state.tn.us/education/ci/earlychildhood/index.shtml
Texas	http://ritter.tea.state.tx.us/ed_init/pkguidelines/PKG_Final_100808.pdf
Vermont Act 62	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEL	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	http://www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf and http://www.del.wa.gov/publications/development/docs/BenchmarksColor.pdf
West Virginia	http://wvde.state.wv.us/osp/wvprek/curriculum-standards-assessment.html
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	Under revision	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 ¹¹	2008 ¹¹	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, reprinted 2006	Programs are required to follow state standards
Delaware	2003	Under revision	Programs are required to follow state standards
Florida	2008	2008	Programs are required to follow state standards
Georgia	1996	Under revision ¹⁰	Programs are required to follow state standards
Illinois	2003	Under revision	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 At-Risk	2007	2009	State standards are offered as guidance but not required
Kansas Pre-K Pilot	2006	2009	State standards are offered as guidance but not required
Kentucky	2003	2009	State standards are offered as guidance but not required
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	2003	2005	State standards are offered as guidance but not required
Missouri	2001-2005	2009	State standards are offered as guidance but not required
Nebraska	2005	Under revision	State standards are offered as guidance but not required
Nevada	2004	Under revision ⁷	Programs are required to follow state standards
New Jersey Abbott	2002	2009	Programs are required to follow state standards
New Jersey ECPA	2002	2009	Programs are required to follow state standards
New Jersey ELLI	2002	2009	Programs are required to follow state standards
New Mexico	2005	2008	Programs are required to follow state standards
New York	2001	Under revision	Programs are required to follow state standards
North Carolina	2005	2004	Programs are required to follow state standards
Ohio ECE	2005 and 2007	Under revision	Programs are required to follow state standards
Ohio ELI	2005 and 2007	Under revision	Programs are required to follow state standards
Oklahoma	1996	Under revision	Programs are required to follow state standards
Oregon	2007	Not revised	State standards are offered as guidance but not required
Pennsylvania EABG	2005	Under revision	Programs are required to follow state standards
Pennsylvania HSSAP	2005	Under revision	State standards are offered as guidance but not required
Pennsylvania K4 & SBPK	2005	Under revision	State standards are offered as guidance but not required
Pennsylvania Pre-K Counts	2005	Under revision	Programs are required to follow state standards
South Carolina 4K	2008	2008	Programs are required to follow state standards
South Carolina CDEPP	2008	2008	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, currently postponed	Programs are required to follow state standards
Vermont EEI	2003	Revision planned, currently postponed	Programs are required to follow state standards
Virginia	2003	2007	Programs are required to follow state standards
Washington	2008 for Standards, 2006 for Benchmarks	2008 for Standards, 2006 for Benchmarks	Programs are required to follow state standards
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, Align curricula and assessments with ELS, 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	Trainings or workshops, Technical assistance, Align curricula and assessments with ELS
Florida	Trainings or workshops, Technical assistance, Curriculum must be aligned with VPK standards, Alignment of VPK standards with kindergarten screening, In-person and online courses
Georgia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
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	Higher education courses, Technical assistance, Align curricula and assessments with ELS
Kansas At-Risk	Trainings or workshops, Technical assistance, Conference presentations that support pre-K teachers using standards
Kansas Pre-K Pilot	Higher education courses, Trainings or workshops, Technical assistance, Conference presentations that support pre-K teachers using standards
Kentucky	Higher education courses, Trainings or workshops, Technical assistance, State monitoring or reporting assesses program alignment with ELS, Classrooms of Excellence and Centers of Quality and Excellence must verify implementation of the standards in the classroom.
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, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment 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	Trainings or workshops, Technical assistance
Missouri	Technical assistance
Nebraska	Higher education courses, Trainings or workshops, Technical assistance
Nevada	Higher education courses, 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

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, Mentors visit individual classrooms to coach on using the standards
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 ¹⁰
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, ELS Aligned to K-12 standards, Local school administrators ensure program alignment with pre-K standards
Oregon	Trainings or workshops, Technical assistance
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 & SBPK	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Pennsylvania 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	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
West Virginia	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, State monitoring or reporting assesses program alignment with ELS
Wisconsin 4K	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Regional training plans
Wisconsin HdSt	Higher education courses, Trainings or workshops, Technical assistance, Align curricula and assessments with ELS, Alignment of Head Start technical assistance system with standards technical assistance, Trainers and resources are available, Work with WI Head Start Collaboration Office and WI Head Start Association

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Are standards linked to child assessments?	Standards specific to pre-K?
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, Work Sampling was correlated to Arkansas Early Childhood Framework before implementation	Yes
California	No	Yes
Colorado	Yes ¹⁵	Yes
Connecticut	Yes, the Connecticut Preschool Assessment Framework or other assessments aligned with the state's framework	Yes
Delaware	No	Yes
Florida	Yes, the statewide kindergarten screening is aligned with the VPK Education Standards as required by law	Yes
Georgia	Yes, linked to Work Sampling System, used to document progress, communicate with parents, and assist in guiding instruction ¹⁰	Yes
Illinois	Yes, most publishers of required assessments used in Preschool for All have aligned their assessments to the standards ⁷	Yes
Iowa Shared Visions	No	Yes
Iowa SVPP	No	Yes
Kansas At-Risk	No	Yes
Kansas Pre-K Pilot	No	Yes
Kentucky	Yes, districts must choose assessments from the Kentucky Early Childhood Continuous Assessment Guide which identifies screening, diagnostic, and classroom/instructional assessments	Yes
Louisiana 8(g)	Yes, portfolio assessment	Yes
Louisiana LA4	Yes, portfolio assessment	Yes
Louisiana NSECD	Yes, pre- and post-assessment of Developing Skills Checklist	Yes
Maine	No	Yes
Maryland	Yes, alignment to 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 ¹⁴	Yes
Minnesota	Yes, a crosswalk is available between the Early Childhood Indicators of Progress and Head Start's child outcomes	Yes
Missouri	Yes, observational assessment conducted in April	Yes
Nebraska	Yes, online COR, Assessment, Evaluation, and Programming System Interactive, CC.net	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 required and should be used to inform classroom activities and instruction consistent with expectations defined in the early learning standards	Yes
Ohio ECE	Yes, content standards are tied to Get It, Got It, Go! required literacy screening for pre-K and Kindergarten Readiness Assessment Literacy taken at kindergarten entry	Yes
Ohio ELI	Yes, content standards are tied to Get It, Got It, Go! required literacy screening for pre-K and Kindergarten Readiness Assessment Literacy taken at kindergarten entry	Yes
Oklahoma	Yes, teachers must assess their students using assessments aligned to the learning standards	Yes
Oregon	No	Yes
Pennsylvania EABG	Yes, Work Sampling System used for outcomes reporting; other assessments aligned to standards are also used	Yes
Pennsylvania HSSAP	Yes, Head Start Outcomes Framework and reported via Work Sampling System	Yes
Pennsylvania K4 & SBPK	Yes, variety of published assessment and curricula instruments can be used	Yes
Pennsylvania Pre-K Counts	Yes, crosswalks to published assessments have been completed	Yes
South Carolina 4K	No	Yes
South Carolina CDEPP	Yes, Work Sampling	Yes
Tennessee	No	Yes
Texas	No	Yes
Vermont Act 62	No	Yes
Vermont EEI	Yes, approved assessments must be aligned or 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	✓ ¹¹	✓ ¹¹	✓ ¹¹	✓ ¹¹	✓ ¹¹
Arizona	✓ ⁹	✓ ⁹	✓ ⁹	✓ ⁹	✓ ⁹
Arkansas	✓	✓	✓	✓	✓
California		✓	✓	✓	✓
Colorado	✓	✓	✓	✓	✓
Connecticut	✓	✓	✓	✓	✓
Delaware	✓	✓	✓	✓	✓
Florida	✓	✓	✓	✓	✓
Georgia	✓	✓	✓	✓	✓
Illinois	✓	✓	✓	✓	✓
Iowa Shared Visions	✓	✓	✓	✓	✓
Iowa SVPP	✓	✓	✓	✓	✓
Kansas At-Risk	✓	✓	✓	✓	✓
Kansas Pre-K Pilot	✓	✓	✓	✓	✓
Kentucky	✓	✓	✓	✓	✓
Louisiana 8(g)	✓	✓	✓	✓	✓
Louisiana LA4	✓	✓	✓	✓	✓
Louisiana NSECD	✓	✓	✓	✓	✓
Maine	✓	✓	✓	✓	✓
Maryland	✓	✓	✓	✓	✓
Massachusetts	✓	✓	✓	✓	✓
Michigan	✓	✓	✓	✓	✓
Minnesota	✓	✓	✓	✓	✓
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 & SBPK	✓	✓	✓	✓	✓
Pennsylvania 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 '08-'09 school year, unless otherwise noted.

STATE

PERSONNEL

Minimum teacher degree requirement

Alabama	BA (public and nonpublic)
Arizona	HSD (public and nonpublic) ¹⁰
Arkansas	BA/BS in ECE or CD (public); BA/BS in ECE or CD (one for every three classrooms) & AA in ECE or CD (other classrooms) (nonpublic) ⁷
California	Child Development Associate Teacher Permit (public and nonpublic) ¹²
Colorado	CDA or AA in ECE or CD (public and nonpublic) ¹⁶
Connecticut	CDA (public and nonpublic) ¹⁹
Delaware	CDA (public and nonpublic) ¹⁰
Florida	BA (summer); CDA (academic year) ¹²
Georgia	AA (public and nonpublic) ¹¹
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic) ⁵
Iowa SVPP	BA (public and nonpublic)
Kansas At-Risk	BA (public)
Kansas Pre-K Pilot	BA (public and nonpublic) ¹⁰
Kentucky	BA (public and nonpublic) ¹²
Louisiana 8(g)	BA (public)
Louisiana LA4	BA (public and nonpublic) ⁹
Louisiana NSECD	BA (nonpublic) ³
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)
Massachusetts	BA (public); None (nonpublic) ¹³
Michigan	BA (public and nonpublic) ¹⁵
Minnesota	BA (public); CDA (nonpublic) ¹¹
Missouri	BA (public and nonpublic)
Nebraska	BA (public and nonpublic)
Nevada	BA (public and nonpublic) ⁸
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	HSD (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 four years (nonpublic) ¹¹
Ohio ECE	AA in ECE (public and nonpublic) ⁸
Ohio ELI	AA in ECE (public and nonpublic) ¹²
Oklahoma	BA/BS and ECE certification (public and nonpublic) ¹⁶
Oregon	BA and teaching license plus 15 ECE credits (public); CDA (nonpublic) ⁸
Pennsylvania EABG	BA and ECE certification (public); AA in ECE (nonpublic) ¹⁰
Pennsylvania HSSAP	CDA (public and nonpublic) ¹⁰
Pennsylvania K4 & SBPK	BA (public)
Pennsylvania Pre-K Counts	BA in ECE (public); AA in ECE (child care and Head Start); private school ECE certification and 18 ECE 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); AA (nonpublic) ¹¹
Vermont EEI	BA (public); AA (nonpublic) ¹⁰
Virginia	BA (public and nonpublic) ¹⁰
Washington	AA or BA (public and nonpublic) ¹⁰
West Virginia	BA in ECE or pre-K special education (pre-K only programs); AA (blended programs)
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic) ¹³
Wisconsin HdSt	BA (public); CDA (nonpublic) ¹⁰

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
Alabama	Early Childhood (P-3) (public); Child Development (nonpublic)
Arizona	None (public and nonpublic)
Arkansas	Degree in EC or CD with P-4 license (public); Degree in ECE or CD (nonpublic) ⁷
California	Child Development Associate Teacher permit (public and nonpublic)
Colorado	None, meets CDA requirements (public and nonpublic)
Connecticut	None, meets CDA requirements (public and nonpublic) ¹⁹
Delaware	None, meets CDA requirements (public and nonpublic) ¹⁰
Florida	EC or EE certification (summer); Meets CDA requirements (school year)
Georgia	Degree or certification in ECE or Montessori (public and nonpublic)
Illinois	EC certificate - Birth-grade 3 (public and nonpublic)
Iowa Shared Visions	Birth to grade 3 with special ed, birth to grade 3, Pre-K-K (public); Meets CDA requirements (nonpublic)
Iowa SVPP	Birth to grade 3 with special ed, birth to grade 3, Pre-K-K (public and nonpublic)
Kansas At-Risk	EE certification, ECE certification, ECE Special Ed, Early Childhood Unified (B-K, B-3rd), or EE certification with ECE endorsement (public)
Kansas Pre-K Pilot	EE certification, ECE certification, ECE Special Ed, Early Childhood Unified (B-K, B-3rd), or EE certification with ECE endorsement (public and nonpublic) ¹⁰
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, Pre-K-3, Early Intervention, Noncategorical preschool handicapped (public and nonpublic) ⁹
Louisiana NSECD	Pre-K-3, Pre-K, Early Interventionist, Nursery, Noncategorical preschool handicapped (nonpublic) ³
Maine	Early Childhood birth-5 endorsement (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 or CDA, or BA in Child Development (nonpublic)
Minnesota	License or certification in Early Childhood (public); Meets CDA requirements (nonpublic)
Missouri	EC or ECSE Birth-3 certification, or 4-year CD 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, Early Childhood Special Education (public and nonpublic)
New Jersey Abbott	P-3, N-K, Pre-K-6 + 2 years preschool teaching experience, Certificate of Eligibility with Advanced Standing (CEAS) for P-3, or Certificate of Eligibility (CE) for P-3 (public and nonpublic)
New Jersey ECPA	P-3, N-K, Pre-K-6 + 2 years preschool teaching experience, Certificate of Eligibility with Advanced Standing (CEAS) for P-3, or Certificate of Eligibility (CE) for P-3 (public and nonpublic)
New Jersey ELLI	P-3, N-K, Pre-K-6 + 2 years preschool teaching experience, Certificate of Eligibility with Advanced Standing (CEAS) for P-3, or Certificate of Eligibility (CE) for P-3 (public and nonpublic)
New Mexico	Early Childhood Education birth-grade 3 (public and nonpublic) ⁹
New York	ECE certification - birth-grade 2, Certificate in Students with Disabilities - birth-grade 2, N-6, Pre-K-6 (public and nonpublic) ¹⁰
North Carolina	Birth-Kindergarten Licensure (public and nonpublic)
Ohio ECE	Pre-K-3 license, Pre-K Teacher, Intervention Specialist License, Early Childhood Intervention Specialist License (P-3), K-3 or K-8 Certificate/License plus four courses in ECE or CD from an accredited college or university, Pre-K Associate (public); AA in ECE (nonpublic) ⁹
Ohio ELI	Pre-K-3 license, Pre-K Teacher, Intervention Specialist License, Early Childhood Intervention Specialist License (P-3), K-3 or K-8 Certificate/License plus four courses in ECE or CD from an accredited college or university, Pre-K Associate (public); AA in ECE (nonpublic) ¹³
Oklahoma	ECE - Birth-grade 3 (public and nonpublic) ¹⁶
Oregon	ECE endorsement - Pre-K-grades 3-9 (public); None, meets CDA requirements (nonpublic)
Pennsylvania EABG	ECE certification PK-4, N-3 (public); AA in ECE (nonpublic) ¹⁰
Pennsylvania HSSAP	Meets CDA requirements (public and nonpublic) ¹⁰
Pennsylvania K4 & SBPK	EE or ECE certification (K-4); ECE certification (SBPK)
Pennsylvania Pre-K Counts	ECE certification PK-4 (public); AA in ECE (child care and Head Start), private school ECE certification and 18 ECE credits (nursery) ⁹
South Carolina 4K	Early Childhood Certification - Pre-K to grade 3 (public)
South Carolina CDEPP	Early Childhood Certification - Pre-K to grade 3 (public); AA in ECE (nonpublic)
Tennessee	Pre-K-3, Pre-K-4, Pre-K-1 SpEd, Pre-K-K Regular and SpEd or Pre-K-3 SpEd (public and nonpublic)
Texas	Generalist Teaching Certificate - ECE through grade 4 (public and nonpublic) ¹⁰
Vermont Act 62	Early childhood educator - birth to grade 3 or early childhood special educator - birth to age 5 (public); AA in ECE, CDA, or child care certificate from CCV with two years experience (nonpublic) ¹¹
Vermont EEI	Early childhood educator - birth to grade 3 or early childhood special educator - birth to age 5 (public); AA in ECE, CDA, or child care certificate from CCV with two years experience (nonpublic) ¹⁰
Virginia	Early/Primary Education - Pre-K-3 or Pre-K-6 (public and nonpublic) ¹⁰
Washington	30 quarter units in ECE (public and nonpublic) ¹⁰
West Virginia	Certification in Birth-5, ECE, preschool special needs, or EE with PK/K endorsement (pre-K only programs); AA in CD, ECE, or Occupational Development with an emphasis in CD (blended programs) ⁹
Wisconsin 4K	ECE birth-age 8, ECE birth-age 11 (public and nonpublic)
Wisconsin HdSt	ECE birth-age 8 or birth-age 11 (public); Meets CDA requirement (nonpublic)

STATE	PERSONNEL	
	Education level of teachers during 2008-2009	Minimum assistant teacher degree requirement
Alabama	AA, 6%; BA, 49%; MA, 44%; Montessori, 1% ¹²	CDA (public and nonpublic)
Arizona	Not available	HSD (public and nonpublic) ¹¹
Arkansas	AA, 15%; BA, 72%; MA, 13%	CDA (public and nonpublic)
California	Not available	CD Assistant Teacher Permit (public and nonpublic)
Colorado	Not available	No educational requirement, but must meet Colorado Department of Human Services Licensing Requirements (public and nonpublic)
Connecticut	Not available ¹⁹	No minimum degree required (public and nonpublic)
Delaware	Not available	HSD (public and nonpublic) ¹⁰
Florida	CDA, 66%; AA, 11%; BA, 21%; MA, 2%	No minimum degree required (public and nonpublic) ¹³
Georgia	AA, 17%; BA or higher, 82% ¹¹	CDA (public and nonpublic) ¹²
Illinois	BA, 100%	AA (public and nonpublic)
Iowa Shared Visions	HSD, 6%; CDA, 12%; AA, 10%; BA, 59%; MA, 14% ⁶	HSD (public and nonpublic) ⁵
Iowa SVPP	BA, 100%	CDA or Iowa Paraeducator certificate (public and nonpublic) ¹¹
Kansas At-Risk	BA or higher, 100%	CDA (public)
Kansas Pre-K Pilot	BA required, Breakdown not available	CDA (public and nonpublic) ¹¹
Kentucky	CDA/AA, 27%; BA/MA, 73% ¹²	HSD (public); No minimum degree (nonpublic) ¹²
Louisiana 8(g)	BA required, Breakdown not available	HSD (public) ³
Louisiana LA4	BA or higher, 100% ¹⁰	HSD (public and nonpublic)
Louisiana NSECD	BA, 78%; MA, 22%	CDA (nonpublic) ⁴
Maine	BA, 80%; MA, 20%	Ed Tech II, which requires 30 college credit hours (public and nonpublic)
Maryland	BA, 100%	HSD (public and nonpublic) ¹³
Massachusetts	Not available	HSD (public); 18 years old and a 3-credit child development course or CDA (nonpublic)
Michigan	CDA, 1%; BA, 67%; MA, 32% ¹⁵	CDA (public and nonpublic) ¹⁶
Minnesota	Not available	Meets child care regulations (public and nonpublic) ¹²
Missouri	CDA, 0.5%; AA, 0.5%; BA, 99%	CDA (public and nonpublic) ⁷
Nebraska	BA required, Breakdown not available	12 semester hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)
Nevada	BA, 94%; Not available, 6% ⁸	HSD (public and nonpublic)
New Jersey Abbott	BA, 81.1%; MA, 18.4%; PhD, 0.5%	HSD, unless Title I school (public); HSD (nonpublic) ⁹
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	HSD, 18%; CDA, 10%; AA, 14%; BA, 46%; MA, 15%	HSD ¹⁰
New York	Not available	HSD + 9 college credits in EC and Level 1 Teaching Assistant Certification (public); HSD (nonpublic) ¹¹
North Carolina	HSD, 1%; AA, 18%; BA, 71%; MA, 10%; Ph.D/Ed.D, 0.1%	CDA or NCLB requirements (public), CDA (nonpublic) ¹²
Ohio ECE	AA, 7%; BA, 46%; MA, 44%; Non-degree, education specialists, 3%	HSD (public and nonpublic)
Ohio ELI	HSD, 18%; AA, 37%; BA, 42%; MA, 3%	HSD (public and nonpublic)
Oklahoma	BA/BS or higher, 100%	Must meet NCLB requirements (public and nonpublic) ^{12, 16}
Oregon	CDA, 22%; AA, 31%; BA, 38%; MA, 9%	HSD or GED (public and nonpublic)
Pennsylvania EABG	Not available	No minimum degree required (public and nonpublic) ¹¹
Pennsylvania HSSAP	CDA, 2%; AA, 20%; BA, 69%; MA, 9%	HSD (public and nonpublic) ¹¹
Pennsylvania K4 & SBPK	BA required, Breakdown not available	Meet NCLB requirements (Title I schools); None (other schools) ⁷
Pennsylvania Pre-K Counts	AA, 13%; BA, 70%; MA, 9%; Not reported, 8%	No minimum degree required (public and nonpublic) ¹⁰
South Carolina 4K	BA or higher, 100%	HSD (public)
South Carolina CDEPP	BA or higher, 100% (public); Not available (nonpublic)	HSD (public and nonpublic) ⁹
Tennessee	BA or higher, 100%	CDA (pilot program); HSD + pre-K experience (VPK) ⁸
Texas	BA or higher, 100%	HSD (public and nonpublic)
Vermont Act 62	Not available	AA (public); HSD (nonpublic) ¹²
Vermont EEI	BA, 51%; MA, 49%	AA or NCLB requirements (public); HSD (nonpublic) ¹¹
Virginia	CDA, 1%; AA, 1%; BA, 98%	HSD (public); No minimum degree (nonpublic)
Washington	HSD, 6%; CDA, 4%; AA, 40%; BA, 36%; MA, 8%; Not reported, 6% ¹¹	CDA or 12 quarter credits ECE (public and nonpublic) ¹²
West Virginia	Not available	HSD (public and nonpublic)
Wisconsin 4K	BA or higher, 100%	HSD (public and nonpublic) ¹⁴
Wisconsin HdSt	Not available	HSD (public and nonpublic)

STATE	PERSONNEL	
	Assistant teacher specialized training requirement	Teacher in-service requirement
Alabama	CDA (public); CDA or AA in CD or ECE (nonpublic)	40 clock hours per year
Arizona	None (public and nonpublic)	12 clock hours per year
Arkansas	CDA or AA in ECE or CD (public and nonpublic) ⁸	60 clock hours per year (certified staff); 30 clock hours per year (all other teachers)
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 ²⁰
Delaware	None (public and nonpublic)	18 clock hours per year
Florida	None (public and nonpublic)	10 clock hours per year ¹⁴
Georgia	CDA (public and nonpublic)	15 clock hours per academic year
Illinois	None (public and nonpublic)	120 clock hours per 5 years
Iowa Shared Visions	None (public and nonpublic) ⁵	6 credit hours per 5 years (public); None (nonpublic)
Iowa SVPP	CDA or Iowa Paraeducator certificate (public and nonpublic) ¹¹	6 credit hours per 5 years
Kansas At-Risk	CDA (public)	15 clock hours per year
Kansas Pre-K Pilot	CDA (public and nonpublic)	15 clock hours per year
Kentucky	None (public and nonpublic)	28 clock hours per school year
Louisiana 8(g)	None (public)	150 clock hours per 5 years
Louisiana LA4	None (public and nonpublic)	18 clock hours per year
Louisiana NSECD	CDA or AS or higher in EC, Education, or Family Studies (nonpublic)	18 clock hours per year ⁵
Maine	None (public and nonpublic)	6 credit hours per 5 years
Maryland	None (public and nonpublic)	6 credit hours per 5 years ¹⁴
Massachusetts	None (public and nonpublic)	20 clock hours per year (UPK); 150 hours/5 years (Grant 391)
Michigan	CDA or AA in ECE or CD (public and nonpublic)	6 semester credit hours per 5 years (certified staff); 12 clock hours per year (other staff) ¹⁷
Minnesota	Per federal Head Start requirements and state licensing regulations (public and nonpublic) ¹²	15 clock hours per year
Missouri	CDA (public and nonpublic)	22 clock hours per year ⁸
Nebraska	12 semester hours of undergraduate or graduate 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	Educational Assistant License (public); None (nonpublic) ¹⁰	45 clock hours per year
New York	Teaching Assistant Skills Test (public); None (nonpublic) ¹²	175 clock hours per 5 years
North Carolina	CDA (public and nonpublic)	15 CEUs per 5 years
Ohio ECE	None (public and nonpublic)	20 clock hours per 2 years
Ohio ELI	None (public and nonpublic)	20 clock hours per 2 years
Oklahoma	Meets NCLB requirements (public and nonpublic) ^{12, 16}	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
Pennsylvania K4 & SBPK	None (public and nonpublic)	180 clock hours per 5 years
Pennsylvania Pre-K Counts	None (public and nonpublic)	180 clock hours per 5 years
South Carolina 4K	None	15 clock hours per year
South Carolina CDEPP	Early childhood development credential (public and nonpublic) ⁹	15 clock hours per year
Tennessee	ECERS, ELLCO, Personal Safety, TN Early Learning Developmental Standards, Child Care Rules and Regulations (public and nonpublic); CDA (pilot program)	18 clock hours per year ⁹
Texas	None (public and nonpublic)	150 clock hours per 5 years
Vermont Act 62	None (public and nonpublic)	9 credit hours per 7 years
Vermont EEI	None (public and nonpublic)	9 credit hours/7 years (public) 12 clock hours/year (nonpublic) ¹²
Virginia	None (public and nonpublic)	15 clock hours per year
Washington	CDA or 12 quarter credits ECE (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
Wisconsin HdSt	None (public and nonpublic)	15 clock hours per year ¹¹

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 (public); No (nonpublic)
Arizona	None or determined locally by the accrediting body	No ¹²
Arkansas	30 clock hours per year	Yes
California	None	No
Colorado	15 clock hours per year	No
Connecticut	6 clock hours per year ²⁰	No
Delaware	18 clock hours per year	No
Florida	10 clock hours per year	Yes (public); No (nonpublic)
Georgia	15 clock hours per year	No
Illinois	None	Yes
Iowa Shared Visions	None	Yes (public); No (nonpublic)
Iowa SVPP	None ¹²	Yes (public); No (nonpublic)
Kansas At-Risk	15 clock hours per year	Yes
Kansas Pre-K Pilot	15 clock hours per year	Locally determined ¹²
Kentucky	18 clock hours per year	Yes (public); No (nonpublic)
Louisiana 8(g)	Determined locally	Yes
Louisiana LA4	18 clock hours per year	Yes
Louisiana NSECD	18 clock hours per year ⁵	No
Maine	3 credit hours year 5 years ¹¹	Yes (public); No (nonpublic) ¹²
Maryland	None ¹⁴	Yes
Massachusetts	20 clock hours per year (UPK); 150 hours per 5 years (Grant 391)	Yes (public); No (nonpublic)
Michigan	12 clock hours per year	No ¹⁸
Minnesota	2% of total work hours ¹³	Yes (public); No (nonpublic)
Missouri	22 clock hours per year	Yes (public); No (nonpublic)
Nebraska	12 clock hours per year	No
Nevada	None	Yes (public); No (nonpublic) ⁹
New Jersey Abbott	Determined locally ¹⁰	Yes
New Jersey ECPA	Determined locally ¹²	Yes
New Jersey ELLI	Determined locally ¹⁰	Yes
New Mexico	45 clock hours per year	Yes ¹¹
New York	75 clock hours per 5 years	Yes (public); No (nonpublic)
North Carolina	15 clock hours per year	Yes ¹³
Ohio ECE	15 clock hours per year ¹⁰	No
Ohio ELI	15 clock hours per year ¹⁴	No
Oklahoma	None ¹³	Yes ¹⁴
Oregon	None	Yes (public); No (nonpublic)
Pennsylvania EABG	Determined locally	Yes (public); No (nonpublic)
Pennsylvania HSSAP	15 clock hours per year	No
Pennsylvania K4 & SBPK	Determined locally	Yes
Pennsylvania Pre-K Counts	24 clock hours per year	Yes (public); No (nonpublic) ¹¹
South Carolina 4K	15 clock hours per year	Yes
South Carolina CDEPP	15 clock hours per year	Yes (public); No (nonpublic)
Tennessee	18 clock hours per year	Yes (public); No (nonpublic)
Texas	None	Yes
Vermont Act 62	6 clock hours per year ¹³	Yes (public); No (nonpublic)
Vermont EEI	12 clock hours per year ¹²	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)
Wisconsin 4K	None ¹⁴	Yes (public); No (nonpublic)
Wisconsin HdSt	Amount not specified ¹¹	No

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 and nonpublic)
Arizona	Data not available	Data not available
Arkansas	\$35,000-\$39,999 (public and nonpublic)	\$20,000-\$24,999 (public); \$15,000-\$19,999 (nonpublic)
California	Data not available	Data not available
Colorado	Data not available	Data not available
Connecticut	Data not available	Data not available
Delaware	Data not available	Data not available
Florida	Data not available	Data not available
Georgia	\$30,000-\$34,999 (public); \$25,000-\$29,999 (nonpublic) ¹³	\$10,000-\$14,999 (public and nonpublic) ¹⁴
Illinois	\$35,000-\$39,999 (public and nonpublic)	\$15,000-\$19,999 (public and nonpublic)
Iowa Shared Visions	Data not available	Data not available
Iowa SVPP	Data not available	Data not available
Kansas At-Risk	Data not available	Data not available
Kansas Pre-K Pilot	Data not available	Data not available
Kentucky	Data not available	Data not available
Louisiana 8(g)	Data not available	Data not available
Louisiana LA4	\$45,000-\$49,999 (public and nonpublic)	\$15,000-\$19,999 (public and nonpublic)
Louisiana NSECD	\$30,000-\$34,999 (nonpublic) ⁶	\$15,000-\$19,999 (nonpublic) ⁶
Maine	\$45,000-\$49,999 (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	\$50,000-\$54,999 (public); \$30,000-\$34,999 (nonpublic)	\$15,000-\$19,999 (public); \$20,000-\$24,999 (nonpublic)
Minnesota	\$25,000-\$30,000 (public); \$35,000-\$40,000 (nonpublic)	\$20,000-\$25,000 (public); \$15,000-\$20,000 (nonpublic)
Missouri	Data not available	Data not available
Nebraska	Data not available	Data not available
Nevada	\$30,000-\$34,999 (public and nonpublic)	\$10,000-\$14,999 (public and nonpublic)
New Jersey Abbott	\$55,000-\$59,999 (public); \$50,000-\$54,999 (nonpublic) ¹¹	\$25,000-\$29,999 (public); \$20,000-\$24,999 (nonpublic) ¹¹
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)	\$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) ¹⁴	Data not available ¹⁴
Oregon	\$20,000-\$24,999 (public and nonpublic) ⁹	\$10,000-\$14,999 (public and nonpublic) ⁹
Pennsylvania EABG	Data not available	Data not available
Pennsylvania HSSAP	Data not available	Data not available
Pennsylvania K4 & SBPK	Data not available	Data not available
Pennsylvania Pre-K Counts	Data not available	Data not available
South Carolina 4K	\$40,000-\$44,999 (public)	\$10,000-\$14,999 (public)
South Carolina CDEPP	\$40,000-\$44,999 (public); Data not available (nonpublic)	\$15,000-\$19,999 (public); Data not available (nonpublic)
Tennessee	\$35,000-\$39,999 (public); Data not available (nonpublic)	\$15,000-\$19,999 (public); Data not available (nonpublic)
Texas	Data not available	Data not available
Vermont Act 62	\$45,000-\$49,999 (public); \$30,000-\$34,999 (nonpublic)	\$20,000-\$24,999 (public); \$15,000-\$19,999 (nonpublic)
Vermont EEI	\$45,000-\$49,999 (public); \$30,000-\$34,999 (nonpublic)	\$25,000-\$29,999 (public); \$20,000-\$24,999 (nonpublic)
Virginia	\$50,000-\$54,999 (public); Data not available (nonpublic)	Data not available
Washington	Data not available	Data not available
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); \$25,000-\$29,999 (nonpublic) ¹⁵	Data not available
Wisconsin HdSt	\$45,000-\$49,999 (public); \$25,000-\$29,999 (nonpublic) ¹²	\$15,000-\$19,999 (public and nonpublic)

STATE	PERSONNEL
	State supports for teacher education
Alabama	Scholarships, Mentors
Arizona	Scholarships, Other ¹³
Arkansas	Scholarships
California	Scholarships, Mentors, Stipends for staff retention based on school or training classes attended
Colorado	Scholarships, Loan forgiveness, Mentors
Connecticut	Scholarships, Other ²¹
Delaware	None
Florida	Scholarships, Loan forgiveness, Mentors
Georgia	Scholarships, Mentors, On-line CDA courses, New Birth–5 credential, HOPE scholarship for technical schools
Illinois	Scholarships, Loan forgiveness, Mentors
Iowa Shared Visions	Scholarships
Iowa SVPP	T.E.A.C.H. Iowa
Kansas At-Risk	None
Kansas Pre-K Pilot	None
Kentucky	Scholarships, Mentors, Regional training centers, Summer academies, Classrooms of excellence
Louisiana 8(g)	Mentors, Tuition assistance for certification
Louisiana LA4	Scholarships, Mentors, Tuition exemption programs
Louisiana NSECD	Scholarships, Mentors, Online training and tutorials
Maine	Scholarships, Mentors, Other
Maryland	Scholarships, Loan forgiveness, Mentors, Literacy coaches ¹⁵
Massachusetts	Scholarships
Michigan	Mentors, Other ¹⁹
Minnesota	Scholarships
Missouri	Scholarships, T.E.A.C.H. scholarships
Nebraska	None
Nevada	Scholarships
New Jersey Abbott	Scholarships, Loan forgiveness, Mentors
New Jersey ECPA	Mentors
New Jersey ELLI	Mentors
New Mexico	Scholarships, Loan forgiveness, Mentors, T.E.A.C.H.
New York	Scholarships, Mentors, Candidate fee subsidy program
North Carolina	Scholarships, Mentors, Other ¹⁴
Ohio ECE	Regional professional development
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 & SBPK	Scholarships, Loan forgiveness, Mentors
Pennsylvania Pre-K Counts	Scholarships, Loan forgiveness, Mentors
South Carolina 4K	Loan forgiveness, Mentors
South Carolina CDEPP	Scholarships, Mentors
Tennessee	Mentors, Summer workshops, Professional development ¹⁰
Texas	TxBess ¹¹
Vermont Act 62	Scholarships, Other ¹⁴
Vermont EEI	Scholarships, Workshops
Virginia	Scholarships, Mentors
Washington	Scholarships, Trainings, Conferences ¹³
West Virginia	Scholarships, Mentors
Wisconsin 4K	Scholarships, Mentors, Stipends ¹⁶
Wisconsin HdSt	Scholarships, Mentors, Stipends ¹³

STATE	RESOURCES	
	Total 2008-2009 spending	How much of total spending came from...
Alabama	\$17,374,590	State, \$17,374,590
Arizona	\$12,239,918	State, \$12,239,918
Arkansas	\$171,973,151 ⁹	State, \$103,500,000; TANF, \$7,500,000; Required local, \$60,973,151 ⁹
California	\$360,594,045 ¹³	State, \$360,594,045 ¹³
Colorado	\$65,986,666	State, \$41,321,362; Required local, \$24,665,304
Connecticut	\$91,331,669	State, \$72,194,403; Required local, \$18,837,266; Non-required local, \$300,000
Delaware	\$5,727,800	State, \$5,727,800
Florida	\$361,764,938	State, \$361,764,938
Georgia	\$331,955,553	State, \$331,542,255; Federal, \$413,298
Illinois	\$327,024,460	State, \$327,024,460
Iowa Shared Visions	\$19,474,664	State, \$7,766,230; Federal, \$10,155,188; Required local, \$1,553,246
Iowa SVPP	\$28,491,374	State, \$28,491,374
Kansas At-Risk	\$19,952,460	State, \$19,952,460
Kansas Pre-K Pilot	\$5,000,000	State, \$5,000,000
Kentucky	\$106,158,791	State, \$75,127,700; Federal, \$16,439,280; Non-required local, \$14,591,811
Louisiana 8(g)	\$13,539,103	State, \$13,539,103
Louisiana LA4	\$85,500,000 ¹¹	State, \$83,500,000; Non-required local, \$2,000,000
Louisiana NSECD	\$7,500,000	TANF, \$7,500,000
Maine	\$7,923,776 ¹³	State, \$4,115,453; Required local, \$3,808,323
Maryland	\$222,730,841	State, \$100,974,791; Federal, \$9,323,645; Required local, \$112,432,405
Massachusetts	\$64,719,994	State, \$19,872,737; Federal, \$44,847,257
Michigan	\$103,250,000 ²⁰	State, \$103,250,000 ²⁰
Minnesota	\$20,678,000	State, \$20,678,000
Missouri	\$13,156,901	State, \$13,156,901
Nebraska	\$14,115,766	State, \$7,684,420; Federal, \$4,324,810; Required local, \$2,106,536 ⁷
Nevada	\$3,338,875	State, \$3,338,875 ¹⁰
New Jersey Abbott	\$506,695,266 ¹²	State, \$506,695,266 ¹²
New Jersey ECPA	\$41,106,000 ¹³	State, \$41,106,000
New Jersey ELLI	\$2,280,300 ³	State, \$2,280,300
New Mexico	\$15,920,660 ¹²	State, \$15,920,660
New York	\$375,176,216	State, \$375,176,216
North Carolina	\$242,831,570	State, \$170,471,908; Federal, \$46,898,616; Non-required local, \$25,461,046
Ohio ECE	\$34,768,341	State, \$34,768,341
Ohio ELI	\$116,874,161	TANF, \$116,874,161
Oklahoma	\$283,048,740	State, \$147,185,345; Federal, \$33,965,849; Non-required local, \$101,897,546
Oregon	\$51,906,604	State, \$51,906,604
Pennsylvania EABG	\$14,700,000	State, \$14,700,000
Pennsylvania HSSAP	\$39,330,180	State, \$39,330,180
Pennsylvania K4 & SBPK	\$40,914,122 ⁸	State, \$40,914,122 ⁸
Pennsylvania Pre-K Counts	\$85,000,000	State, \$85,000,000
South Carolina 4K	\$64,731,143	State, \$20,561,361; Federal, \$11,042,446; Required local \$33,127,336
South Carolina CDEPP	\$20,035,279	State, \$20,035,279
Tennessee	\$105,829,728	State, \$83,000,000; Required local, \$22,829,728
Texas	\$760,059,287	State, \$750,879,287; TANF, \$9,180,000
Vermont Act 62	\$14,900,000 ¹⁵	State, \$14,900,000 ¹⁵
Vermont EEI	\$1,250,120	State, \$1,250,120
Virginia	\$91,650,764	State, \$58,679,197; Required local, \$32,971,567 ¹¹
Washington	\$55,942,961	State, \$55,942,961 ¹⁴
West Virginia	\$114,835,307	State, \$69,147,853; Federal, \$43,241,948; Non-required local, \$2,445,506
Wisconsin 4K	\$160,000,000	State, \$105,000,000; Required local, \$55,000,000
Wisconsin HdSt	\$7,212,500	State, \$7,212,500

Footnotes are grouped by state at the end of Appendix A. All data are for the '08-'09 school year, unless otherwise noted.

STATE

RESOURCES

State funding sources and amounts

Alabama	Education trust fund, \$17,374,590
Arizona	General revenue/Maintenance and operations, amounts not specified
Arkansas	General revenue funds, \$103,500,000
California	General revenue funds, \$360,594,045
Colorado	General fund, General fund exempt, State public school fund (CF), State public school fund (CFX), State education fund, \$41,321,362
Connecticut	General fund, \$72,194,403
Delaware	Early Childhood Assistance Program, \$5,727,800
Florida	General revenue, \$361,764,938
Georgia	Lottery, \$331,542,255
Illinois	General revenue funds, \$327,024,460
Iowa Shared Visions	State general funds, \$7,766,230
Iowa SVPP	General revenue funds, \$11,687,936; Preschool funding formula, \$16,803,438
Kansas At-Risk	State general funds, \$19,952,460
Kansas Pre-K Pilot	Tobacco funds, \$5,000,000 ¹³
Kentucky	State-funded preschool allocations from legislature, \$75,127,700
Louisiana 8(g)	8(g) funds, \$13,539,103
Louisiana LA4	State general funds, \$83,500,000
Louisiana NSECD	None
Maine	State, \$4,115,453
Maryland	General revenue, \$100,974,791
Massachusetts	State budget appropriations, \$19,872,737
Michigan	State school aid fund, \$88,100,000; General fund \$15,150,000
Minnesota	General fund appropriation, \$20,100,000; Carried forward from unspent FY 2009 appropriate, \$578,000
Missouri	Entrance fees to the gambling boats, \$13,156,901
Nebraska	Tax Equity and Educational Opportunities Support Act Funding (TEEOSA), \$3,968,830; Nebraska Early Childhood Education Grant Program, \$3,633,910; State special education flexible funds, \$81,680
Nevada	State budget allocation, \$3,338,875
New Jersey Abbott	Not reported
New Jersey ECPA	Not reported
New Jersey ELLI	Not reported
New Mexico	State general funds, \$15,920,660
New York	Allocation grant, \$375,176,216
North Carolina	Lottery, \$84,635,709; General fund, \$85,836,199
Ohio ECE	General revenue funds, \$34,768,341
Ohio ELI	None
Oklahoma	State aid formula, \$147,185,345
Oregon	General fund, \$51,906,604
Pennsylvania EABG	General revenue, \$14,700,000
Pennsylvania HSSAP	General fund, \$39,330,180
Pennsylvania K4 & SBPK	State, \$40,914,122 ⁸
Pennsylvania Pre-K Counts	General fund, \$85,000,000
South Carolina 4K	State Education Improvement Act (penny sales tax), \$20,561,361
South Carolina CDEPP	General fund revenues, \$17,135,279; First Steps, \$2,900,000
Tennessee	General revenue, \$58,000,000; Lottery, \$25,000,000
Texas	General revenue fund, \$750,879,287 ¹²
Vermont Act 62	State, \$14,900,000
Vermont EEL	General revenue funds, \$1,250,120
Virginia	Lottery, \$58,474,449; State general funds, \$204,748
Washington	State general fund, \$55,942,961
West Virginia	State aid funding formula, \$69,147,853
Wisconsin 4K	General revenue funds, \$105,000,000
Wisconsin HdSt	General revenue funds, \$7,212,500

STATE	RESOURCES
Federal funding sources and amounts	
Alabama	None
Arizona	IDEA, Migrant, Head Start, amounts not specified
Arkansas	TANF, \$7,500,000; USDA, IDEA, Title I, amounts not specified
California	None
Colorado	None
Connecticut	USDA Child and Adult Care Food Program, amount not specified
Delaware	None
Florida	None
Georgia	CCDF, \$128,354; Head Start, \$162,417; Even Start, \$122,527
Illinois	None
Iowa Shared Visions	Head Start, Empowerment, TANF, \$10,155,188 ⁷
Iowa SVPP	None
Kansas At-Risk	None
Kansas Pre-K Pilot	None
Kentucky	IDEA Part B 619, \$11,011,198; Title I, \$5,428,082
Louisiana 8(g)	Unknown ⁴
Louisiana LA4	None
Louisiana NSECD	TANF, \$7,500,000
Maine	IDEA, Title I, USDA Child and Adult Care Food Program, amounts not specified ¹⁴
Maryland	NCLB Title Programs I-II-III-IV, IDEA, Perkins Career Technology Ed, \$9,323,645
Massachusetts	TANF/CCDF, \$44,847,257
Michigan	None ²⁰
Minnesota	None
Missouri	None
Nebraska	IDEA Part B Basic, \$1,535,695; IDEA Part B Enrollment, \$341,481; IDEA Part C, \$3,610; Head Start, \$2,130,531; Title 1 Part A, \$175,867; Even Start, \$12,953; Migrant education, \$114,673; Federal child care, \$10,000
Nevada	Title I, amount not specified
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/SBP, Head Start, amounts not specified
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/SBP, Head Start, amounts not specified
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/SBP, amounts not specified
New Mexico	None
New York	None
North Carolina	Title I, \$14,457,488; Head Start, \$23,215,428; IDEA Part B 619, \$5,819,153; CACFP, \$3,406,547
Ohio ECE	None
Ohio ELI	TANF, \$116,874,161
Oklahoma	Title I, Child Nutrition, IDEA, \$33,965,849
Oregon	None
Pennsylvania EABG	Unknown
Pennsylvania HSSAP	None
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	None
South Carolina 4K	\$11,042,446 - sources not reported
South Carolina CDEPP	None
Tennessee	Head Start, IDEA, Title I, amounts not specified
Texas	TANF, \$9,180,000
Vermont Act 62	None
Vermont EEI	None
Virginia	None
Washington	None
West Virginia	IDEA, \$4,497,027; Title I, \$7,954,458; Head Start, \$28,359,500; TANF/subsidy, \$2,430,963
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amounts not specified ¹⁷
Wisconsin HdSt	TANF, IDEA, USDA Child and Adult Care and Food Program, amounts not specified

STATE	RESOURCES			School funding or state aid formula?
	Required local funding sources and amounts	Non-required local funding sources and amounts		
Alabama	Local match required, amount not specified	None		No
Arizona	Unknown	Space, Equipment, Training, amounts not specified		Yes ¹⁴
Arkansas	Required local match of cash or in-kind services, \$60,973,151 ¹⁰	None		No
California	None	None		No ¹⁴
Colorado	Property tax revenues, Specific ownership tax, \$24,665,304	Unknown		Yes ¹⁷
Connecticut	Parent fees, \$9,177,161; Care4Kids, \$9,660,105	Local administrative contribution, \$300,000		Yes ²²
Delaware	None	None ¹¹		No
Florida	None	None		Yes ¹⁵
Georgia	None	None		No
Illinois	None	In-kind, amount not specified		No
Iowa Shared Visions	20% local match, \$1,553,246	None		No
Iowa SVPP	None	Unknown		Yes ¹³
Kansas At-Risk	None	None		Yes ⁵
Kansas Pre-K Pilot	None ¹⁴	None		No ¹⁵
Kentucky	None	Local district contribution from district general and flexible focus funds, \$14,591,811 ¹³		Yes ¹⁴
Louisiana 8(g)	None	None		Yes ⁵
Louisiana LA4	None	Local tax revenue, \$2,000,000 ¹²		No
Louisiana NSECD	None	None		No
Maine	Local match, \$3,808,323 ¹⁵	None		Yes
Maryland	General education dollars from property taxes, \$112,432,405	State construction funds for capital improvement, amount not specified		Yes ¹⁶
Massachusetts	None	None		No ¹⁴
Michigan	None ²⁰	None		Yes ²¹
Minnesota	None	Unknown		No
Missouri	None	Unknown		No
Nebraska	Local district, \$1,793,224; Parent fees, \$134,974; Community programs, \$89,986; Other, \$88,352 ⁷	None		Yes ⁸
Nevada	None	None		No
New Jersey Abbott	None	None		No ¹³
New Jersey ECPA	None	None		No ¹³
New Jersey ELLI	Parent fees, local funds, amounts not specified ¹¹	None		No ¹²
New Mexico	None	None		Yes ¹³
New York	Unknown ¹³	Unknown ¹³		Yes ¹⁴
North Carolina	None	Smart Start, \$12,808,920; City/county appropriations, \$2,062,867; Subsidy, \$4,569,441; Other cash, \$6,019,818		No
Ohio ECE	None	None		Yes
Ohio ELI	None	None		No
Oklahoma	None	Local fund sources, \$101,897,546		Yes
Oregon	None	None		No
Pennsylvania EABG	None	None		Yes ¹²
Pennsylvania HSSAP	None	None		No
Pennsylvania K4 & SBPK	None	None		No
Pennsylvania Pre-K Counts	None	Unknown		No
South Carolina 4K	\$33,127,336 - sources not reported	None		Yes ⁴
South Carolina CDEPP	None	None		Yes
Tennessee	Required local match, \$22,829,728 ¹¹	Unknown		Yes ¹¹
Texas	None	Local fund sources or tuition, amounts not specified ¹³		Yes ¹⁴
Vermont Act 62	None	None		Yes ¹⁶
Vermont EEI	None	Unknown		No
Virginia	Local funds, \$32,971,567	Unknown		Yes ¹²
Washington	None	None		No
West Virginia	None	Other/private, \$2,445,506		Yes
Wisconsin 4K	Local property taxes, \$55,000,000	Unknown		Yes ¹⁸
Wisconsin HdSt	None	None		No

STATE	RESOURCES
Agencies eligible to receive funding directly	
Alabama	Public schools, Head Start, Private CC, Faith-based centers, University lab schools, Military centers, Community organizations
Arizona	Public schools
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC
California	Public schools, Head Start, Private CC, Faith-based centers without religious content, Other public agencies
Colorado	Public schools
Connecticut	Municipalities, Towns, School districts
Delaware	Public schools, Head Start, Private CC, Faith-based centers, For-profit child care
Florida	Early Learning Coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Technical schools, Universities, Military bases, Charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, University-based and community college-based higher education programs
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Public schools
Kansas At-Risk	Public schools
Kansas Pre-K Pilot	Public schools, Head Start settings, Private CC, Faith-based centers, Other ¹⁶
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA4	Public schools, Approved charter schools ¹³
Louisiana NSECD	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, Private schools
Michigan	Public schools, Head Start, Private CC, Faith-based centers without religious content
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Educational service units ⁸
Nevada	Public schools, Head Start, Private CC, Faith-based centers
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, Charter schools, Regional education cooperatives
New York	Public schools
North Carolina	Public schools, Head Start, Public-private agencies (local 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 ¹⁶
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Community colleges, Government agencies, Higher education
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Family CC, Licensed nursery schools
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, South Carolina First Steps
Tennessee	Public schools, Head Start, Private CC, Faith-based centers, Other ¹²
Texas	Public schools, Charter schools
Vermont Act 62	Public schools
Vermont EEI	Public schools, Head Start, Private CC, Family CC, Faith-based centers without religious content
Virginia	Public schools, Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Local governments, Colleges/universities, Educational service districts
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
California	Public schools, Head Start, Private CC, Faith-based centers without religious content, Other public agencies
Colorado	Head Start, Private CC, Public agencies such as city recreation centers, university and college lab school programs, Charter schools, Even Start programs, Faith-based centers without religious content
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 centers
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 At-Risk	Public schools, Other ⁶
Kansas Pre-K Pilot	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Kentucky	Public schools, Head Start, Private CC, Faith-based centers without religious content
Louisiana 8(g)	None
Louisiana LA4	Head Start, Private CC
Louisiana NSECD	Public schools, Head Start, Private CC, Faith-based centers
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, Private schools
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other ²²
Minnesota	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Head Start, Private CC
Nevada	None
New Jersey Abbott	Head Start, Private CC, Faith-based centers
New Jersey ECPA	Public schools, Head Start, Private CC, Faith-based centers
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, Charter schools, Regional education cooperatives ¹⁴
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 centers, YWCA, University child development centers, Tribal Head Start
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Community colleges, Government agencies, Higher education
Pennsylvania EABG	Public schools, Head Start, Private CC
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Licensed nursery schools
South Carolina 4K	Public schools, Head Start
South Carolina CDEPP	None
Tennessee	Public schools, Head Start, Private CC, Faith-based centers ¹²
Texas	Public schools, Head Start, Private CC
Vermont Act 62	Head Start, Private CC, Faith-based centers, Family CC
Vermont EEI	Head Start, Private CC, Family CC, Community providers of ECE
Virginia	Public schools, Head Start, Private CC, Faith-based centers
Washington	Public schools, Head Start, Private CC, Local governments, Colleges/universities, Educational service districts
West Virginia	Head Start, Private CC, Faith-based centers
Wisconsin 4K	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other ¹⁹
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 ¹³
Arizona	Yes ¹⁵	No
Arkansas	No	Yes, 40% (\$3,163 per child) ¹⁰
California	No	No
Colorado	No ¹⁸	No
Connecticut	No	No
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	No	Yes, 20%
Iowa SVPP	No	No
Kansas At-Risk	No	No
Kansas Pre-K Pilot	Yes ³	No
Kentucky	No	No
Louisiana 8(g)	No	No
Louisiana LA4	No ¹⁴	No
Louisiana NSECD	No	No
Maine	No ¹⁶	Yes ¹⁵
Maryland	No	No
Massachusetts	No	No
Michigan	No ²²	Yes
Minnesota	No	No
Missouri	No	No
Nebraska	No	Yes, 100% ⁷
Nevada	No	No
New Jersey Abbott	No ¹⁴	No
New Jersey ECPA	No ¹⁴	No
New Jersey ELLI	No ¹³	Yes ¹⁴
New Mexico	Yes ¹⁵	No
New York	No ¹⁵	No
North Carolina	No	Yes ¹⁵
Ohio ECE	No	No
Ohio ELI	No	No
Oklahoma	No ¹⁷	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	Yes	No
Pennsylvania K4 & SBPK	No	No
Pennsylvania Pre-K Counts	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	Yes ¹¹
Texas	No	No
Vermont Act 62	No ¹⁷	No
Vermont EEI	No	No
Virginia	No	Yes ¹²
Washington	No	No
West Virginia	Yes ¹⁰	No
Wisconsin 4K	No ²⁰	Yes ²¹
Wisconsin HdSt	No	No

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?
Alabama	Yes	The state does not have a quality rating system
Arizona	Yes	No ¹⁶
Arkansas	Yes	The state is developing a quality rating system ¹¹
California	Yes	The state does not have a quality rating system
Colorado	Yes	No
Connecticut	Yes ²³	The state does not have a quality rating system ²⁴
Delaware	No, per-child funding is different for state pre-K programs in Head Start settings	No
Florida	Yes	The state does not have a quality rating system
Georgia	Yes	The state does not have a quality rating system
Illinois	Yes	No
Iowa Shared Visions	Per-child state funding is determined locally ⁸	No ⁹
Iowa SVPP	Per-child state funding is determined locally ¹⁴	No ¹⁵
Kansas At-Risk	Head Start programs do not participate in the state pre-K initiative	No ⁷
Kansas Pre-K Pilot	NA, programs do not receive a per-child amount	Yes ¹⁷
Kentucky	Yes	No ¹⁵
Louisiana 8(g)	Head Start programs do not participate in the state pre-K initiative	No
Louisiana LA4	Head Start programs do not participate in the state pre-K initiative ¹⁵	Yes ¹⁶
Louisiana NSECD	Head Start programs do not participate in the state pre-K initiative	No ⁷
Maine	Yes ¹⁷	Yes ¹⁸
Maryland	Yes ¹⁷	The state does not have a quality rating system
Massachusetts	Yes	The state does not have a quality rating system ¹⁵
Michigan	Yes ²³	The state does not have a quality rating system
Minnesota	Per-child state funding is determined locally ¹⁴	No ¹⁵
Missouri	Yes	The state does not have a quality rating system
Nebraska	Yes	The state does not have a quality rating system
Nevada	Head Start programs do not participate in the state pre-K initiative	The state does not have a quality rating system
New Jersey Abbott	Per-child state funding is determined locally ¹⁵	The state does not have a quality rating system ¹⁶
New Jersey ECPA	Per-child state funding is determined locally ¹⁵	The state does not have a quality rating system ¹⁶
New Jersey ELLI	Yes ¹⁵	The state does not have a quality rating system ¹⁶
New Mexico	Yes	No
New York	Per-child state funding is determined locally ¹⁶	The state does not have a quality rating system
North Carolina	Per-child state funding is determined locally ¹⁶	Yes ¹⁷
Ohio ECE	Per-child state funding is determined locally ¹¹	No
Ohio ELI	Yes	No ¹⁵
Oklahoma	Yes	No ¹⁸
Oregon	Yes	The state does not have a quality rating system
Pennsylvania EABG	Per-child state funding is determined locally ¹³	No
Pennsylvania HSSAP	Per-child state funding is determined locally	No
Pennsylvania K4 & SBPK	Head Start programs do not participate in the state pre-K initiative	No
Pennsylvania Pre-K Counts	Yes	Yes, in child care facilities ¹²
South Carolina 4K	Yes	The state does not have a quality rating system
South Carolina CDEPP	Yes	The state does not have a quality rating system
Tennessee	Yes	Yes ¹³
Texas	No, per-child funding is different for state pre-K programs in Head Start settings	No ¹⁵
Vermont Act 62	Per-child state funding is determined locally ¹⁷	Yes ¹⁸
Vermont EEI	Per-child state funding is determined locally ¹³	No
Virginia	Head Start programs do not participate in the state pre-K initiative ¹³	No
Washington	Yes ¹⁵	The state does not have a quality rating system ¹⁶
West Virginia	Yes	The state does not have a quality rating system
Wisconsin 4K	Per-child state funding is determined locally ²²	The state does not have a quality rating system
Wisconsin HdSt	NA, all children are served in Head Start settings	The state does not have a quality rating system

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
California	Structured observations of classroom quality; 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; Review of program records ¹⁵
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 ¹⁹
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 reports on enrollment, services, and financial reports
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
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; NAEYC accreditation requirements
Iowa SVPP	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 ¹⁶
Kansas At-Risk	Documentation of children's learning and/or child outcomes; Program records
Kansas Pre-K Pilot	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Review of program records ¹⁸
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
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; Participation in a state quality rating system; 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 to determine compliance with state prekindergarten regulations
Massachusetts	Documentation of children's learning and/or child outcomes; Program facilities and safety procedures
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 ²⁴
Minnesota	Program facilities and safety procedures; Results of program self-assessments; Program records ¹⁶
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; Program facilities and safety procedures; Program records
Nevada	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Program records

STATE	MONITORING
	Information collected for monitoring purposes
New Jersey Abbott	Structured observations of classroom quality; Program facilities and safety procedures; Results of program self-assessments; Program records
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; Program facilities and safety procedures; 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; Program records; 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; Results of program self-assessments; Participation in a state quality rating system; Program records
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; Documentation of program-level outcomes
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; Participation in a state quality rating system; Program records
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	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
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	None
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 review of all ECEAP Performance Standards
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, documents, fiscal reports, enrollment reports, program schedule, program description, membership count, etc.
Wisconsin HdSt	Other information, such as grant application, budget reports, sections of the federal application and submission of Head Start PIR

STATE	MONITORING
How is monitoring information collected by the state?	
Alabama	Site visits by staff of the state oversight agency, up to 10 visits per site based on need; Submission of information by program or local entity, quarterly; Monitoring information is collected through other means, outside evaluators conduct child evaluations
Arizona	Site visits by staff of the state oversight agency, every 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, minimum of once per year; Site visits by consultants employed by the state, two to four times per year; Submission of information by program or local entity, twice per year (mid-year and end-of-year reports) ¹²
California	Site visits by staff of the state oversight agency and by consultants employed by the state, programs operated by local educational agencies are visited a minimum of once every four years and programs operated by non-local educational agencies are visited at least once every 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, annually; 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 ¹⁹
Connecticut	Site visits by SDE staff, most programs have been visited 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 a request for proposal 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, annually and as needed; Site visits by consultants employed by the state, depends on technical assistance plan; Submission of information by program or local entity, quarterly reports to the state
Florida	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, based on local need; Submission of information by program or local entity, monthly
Georgia	Site visits by staff of the state oversight agency, at least twice per year; Submission of information by program or local entity, seven times per year
Illinois	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, annually; Submission of information by program or local entity, annually
Iowa Shared Visions	Site visits by NAEYC, once every five years; Monitoring information is collected through other means, review of year-end reports ¹⁰
Iowa SVPP	Site visits by staff of the state oversight agency, beginning in the second year of implementation and every five years thereafter ¹⁶
Kansas At-Risk	Submission of information by program or local entity, programs send in child results for their program based upon the locally determined child outcomes in the grant required areas of learning (cognitive, physical, social, aesthetic, language/communication) ⁹
Kansas Pre-K Pilot	Site visits by state oversight agency ¹⁹
Kentucky	Submission of information by program or local entity, Program Approval and Program Performance reports ¹⁶
Louisiana 8(g)	Site visits by staff of the state oversight agency and by consultants employed by the state, 50-75% of programs each year; Submission of information by program or local entity, 100% of programs each year ⁶
Louisiana LA4	Site visits by staff of the state oversight agency and by consultants employed by the state, all new teachers, teachers scoring below a 5.0 on the ECERS-R, research visits, and one-fourth of all teachers; Submission of information by program or local entity, monthly, quarterly, semi-annual, and annual reports submitted on-line; Applications and program budgets are reviewed and approved by program and fiscal staff
Louisiana NSECD	Site visits by staff of the state oversight agency, an average of once per year, more as required; Site visits by consultants employed by the state, a minimum of twice per year, more as required; Monitoring information is collected through other means, NSECD 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 when requested
Maryland	Site visits by consultants employed by the state, two per year to monitor compliance with regulations of the prekindergarten program; Monitoring information is collected through other means, LEAs provide annual updates regarding prekindergarten in their comprehensive master plans
Massachusetts	Site visits by staff of the state oversight agency, approximately once per year (UPK), all programs visited within six-year cycle (Grant 391); Monitoring information is collected through other means, electronic submission of child assessment data
Michigan	Site visits by staff of the state oversight agency, competitive programs are monitored once every three years and school district programs are monitored based on problems or special issues, although the plan includes monitoring every three years; Submission of information by program or local entity, submitted in an annual application, mid-year and final reports ²⁴
Minnesota	Site visits by staff of the state oversight agency, limited number of programs are visited each year based on a set of risk assessment factors, all programs visited within five-year cycle; Submission of information by program or local entity, monthly
Missouri	Site visits by staff of the state oversight agency, at least once in the six-year contract period; Site visits by consultants employed by the state, at least 6 hours of on-site consultation annually; Submission of information by program or local entity, annually

STATE

MONITORING

How is monitoring information collected by the state?

Nebraska	Site visits by staff of the state oversight agency, at least once per program year; Site visits by consultants employed by the state, at least once per program year for a sample of classrooms; Submission of information by program or local entity, once per year in an annual program report
Nevada	Site visits by staff of the state oversight agency, annually and as needed; Submission of information by program or local entity, twice per 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, the Self-Assessment Validation System (SAVS) process requires a 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, liaisons offered all programs two visits this year; Site visits 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, mentor visits monthly; 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 for all second-year classrooms and subsequently through QRS re-evaluations
Ohio ECE	Site visits by staff of the state oversight agency, once per year; Submission of information by program or local entity, one to three times per year depending on the information
Ohio ELI	Site visits by staff of the state oversight agency, once per year; Site visits by consultants employed by the state, one to two times per year; Submission of information by program or local entity, three times per year
Oklahoma	Site visits by consultants employed by the state (regional accreditation officers), minimum once per year; Submission of information by program or local entity, submit data each October for funding purposes
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
Pennsylvania EABG	Site visits by staff of the state oversight agency, once annually; Submission of information by program or local entity, twice per year
Pennsylvania HSSAP	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, monthly and quarterly
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Site visits by consultants employed by the state, quarterly; Submission of information by program or local entity, monthly or quarterly
South Carolina 4K	Submission of information by program or local entity, as requested ⁵
South Carolina CDEPP	Site visits by staff of the state oversight agency, at a minimum twice annually; Submission of information by program or local entity, quarterly
Tennessee	Site visits by staff of the state oversight agency, minimum of two times per year; Site visits by consultants employed by the state, at least one visit per year and as needed; Submission of information by program or local entity, monthly financial report, end-of-year monitoring report, as requested
Texas	NA
Vermont Act 62	NA
Vermont EEL	Submission of information by program or local entity, annually ¹⁴
Virginia	Site visits by staff of the state oversight agency and by consultants employed by the state, once per biennium
Washington	Site visits by staff of the state oversight agency, varies; Submission of information by program or local entity, monthly and annually; Monitoring information is collected through other means ¹⁷
West Virginia	Site visits by staff of the state oversight agency and by consultants employed by the state, as needed and as universal access is achieved; Submission of information by program or local entity, annually
Wisconsin 4K	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, available periodically; Submission of information by program or local entity, yearly and with more frequency for start-up grants
Wisconsin HdSt	Submission of information by program or local entity, annual grant application, federal application, and PIR quarterly budget

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, Health and safety records, Meal 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, 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, physical and mental health records, family services
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 At-Risk	Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, local child outcomes
Kansas Pre-K Pilot	Program financial records, Other records are reviewed, local child outcomes
Kentucky	Program financial records, Staff records and documentation, Child administrative records, Other 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, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, NSECD end-of-year report, performance review and rating
Maine	None
Maryland	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Other records are reviewed, student eligibility for the prekindergarten program is verified
Massachusetts	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Michigan	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, all program must submit scores from the HighScope Program Quality Assessment
Minnesota	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 records are reviewed, licensing and accreditation certificates, parent education, and 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
Nevada	Program financial records, Staff records and documentation, Child administrative records, Classroom records

STATE

MONITORING

What program records are reviewed for monitoring purposes?

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 records are reviewed, CYFD programs are monitored by 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 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 records are reviewed, transition and transportation plans, parent/family engagement plan, and overall adherence to program standards (class size, 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 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 & SBPK	NA
Pennsylvania 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, results of child progress assessments, program summary
Virginia	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records
Washington	Program financial records, Program safety records, Staff records and documentation, Child administrative records, Classroom records, Other records are reviewed, policies, family support 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
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	Teacher professional development, Corrective actions/sanctions, Technical assistance
Kansas At-Risk	Teacher professional development, Adjustments to curricula, To provide information to all pre-K work group and EC stakeholders
Kansas Pre-K Pilot	Teacher professional development, Adjustments to curricula, To provide information to all pre-K work group and EC stakeholders ²⁰
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 required to keep and review program records
Massachusetts	Corrective actions/sanctions, Programs use child outcome data for program improvement ¹⁶
Michigan	Teacher professional development, Corrective actions/sanctions, Funding decisions about programs, Adjustments to curricula, Technical assistance, Annual program goals ²⁵
Minnesota	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
Nevada	Teacher professional development, Corrective actions/sanctions, Adjustments to curricula, Technical assistance, Mentoring

STATE	MONITORING
	How is information collected through monitoring used for program improvement?
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 ¹⁶
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 & SBPK	NA
Pennsylvania 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
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, Corrective actions/sanctions, Funding decisions about programs, Technical assistance
Wisconsin HdSt	Technical assistance

STATE

MONITORING

Most recent formal evaluation of state pre-K program

Alabama	This pre-K initiative has been evaluated in the past ¹⁴
Arizona	This pre-K initiative has been evaluated in the past ¹⁷
Arkansas	An evaluation is ongoing, measuring the effects of ABC pre-K on academic progress ¹³
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 ²⁰
Connecticut	A longitudinal study is planned, but funding is currently unavailable
Delaware	This pre-K initiative has been evaluated in the past - 2008 Child Outcomes
Florida	This pre-K initiative has been evaluated in the past and an evaluation is planned ¹⁶
Georgia	An evaluation is ongoing or planned for this pre-K initiative ¹⁵
Illinois	In the third year of a multi-year evaluation
Iowa Shared Visions	This pre-K initiative has been evaluated in the past, child outcomes and program quality study was completed in 2008
Iowa SVPP	An evaluation is ongoing or planned for this pre-K initiative
Kansas At-Risk	An evaluation has been ongoing since 2006-2007 ⁹
Kansas Pre-K Pilot	An evaluation is ongoing or planned ²¹
Kentucky	This pre-K initiative has been evaluated in the past ¹⁷
Louisiana 8(g)	An evaluation is ongoing or planned ⁶
Louisiana LA4	This pre-K initiative has been evaluated in the past ¹⁷
Louisiana NSECD	This pre-K initiative has been evaluated in the past ⁸
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	This pre-K initiative has been evaluated in the past ¹⁷
Michigan	An evaluation is ongoing or planned
Minnesota	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 ⁹
Nevada	An evaluation is ongoing or planned ¹¹
New Jersey Abbott	An evaluation is ongoing or planned ¹⁷
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 environments ¹⁷
New York	This pre-K initiative has not been evaluated, and there are no current plans to do so
North Carolina	An evaluation is ongoing or planned
Ohio ECE	An evaluation looking at program quality is planned ¹²
Ohio ELI	An evaluation is ongoing or planned ¹⁶
Oklahoma	An evaluation is ongoing or planned
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 & SBPK	This pre-K initiative has not been evaluated, and there are no current plans to do so
Pennsylvania Pre-K Counts	This pre-K initiative has been evaluated in the past ¹³
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 to be completed by January 2010
Tennessee	An evaluation is ongoing or planned ¹⁴
Texas	This pre-K initiative has been evaluated in the past 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 ¹⁴
Washington	This pre-K initiative has been evaluated in the past, longitudinal study conducted 1988-1998
West Virginia	This pre-K initiative has been evaluated in the past ¹¹
Wisconsin 4K	This pre-K initiative has been evaluated in the past ²³
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	Language and Emerging Literacy Assessment (LELA); PPVT
Arizona	Yes	Work Sampling System, Creative Curriculum, HighScope COR, or Galileo Plus
Arkansas	Yes	Work Sampling System
California	NA	Desired Results Developmental Profile
Colorado	No ²⁰	Work Sampling System, HighScope COR, Creative Curriculum Developmental Continuum ¹⁵
Connecticut	Yes	Any curriculum or assessment that is aligned with the Connecticut Pre-K Curriculum and Assessment Frameworks that addresses learning standards and outcomes
Delaware	No	Creative Curriculum; Other assessments determined locally
Florida	Yes ¹⁶	None
Georgia	No	Georgia's Pre-K Child Assessment ¹⁶
Illinois	No	Required assessment instruments are determined locally from a provided list
Iowa Shared Visions	Yes	Specific tools are locally determined
Iowa SVPP	Yes	Locally determined research- or evidence-based assessment
Kansas At-Risk	No	Locally determined developmentally appropriate assessment
Kansas Pre-K Pilot	No	Kansas Educational Leadership Initiative ¹⁸
Kentucky	Yes	Districts may choose an assessment tool from the Kentucky Continuous Assessment Guide
Louisiana 8(g)	No	DSC and portfolios ⁷
Louisiana LA4	Yes	DSC and portfolio assessment
Louisiana NSECD	No	DSC ⁹
Maine	NA	Required assessment instruments determined locally
Maryland	Yes	None ¹⁸
Massachusetts	No	Work Sampling, HighScope COR, Creative Curriculum Developmental Continuum, or Ages and Stages
Michigan	Yes	HighScope COR, Creative Curriculum Developmental Continuum, and Work Sampling are recommended ²⁶
Minnesota	NA	Required assessments are determined locally and must comply with federal Head Start requirements
Missouri	Yes	Preschool Exit Observational Assessment
Nebraska	Yes ⁹	HighScope 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	PPVT, Expressive One-Word Picture Vocabulary Test (EOWPVT), and PreLAS are used to measure student achievement; ELLCO and ECERS are used for program quality assessments
New Jersey Abbott	Yes	DOE-approved program quality assessment instrument; Performance-based assessment; District-needs assessment; Early childhood screening assessment at school entry to determine needs for comprehensive diagnostic assessment
New Jersey ECPA	NA	Performance-based assessment; District-needs assessment
New Jersey ELLI	NA	Performance-based assessment
New Mexico	Yes	New Mexico Early Learning Outcomes Observational Assessment based on the New Mexico PreK Early Learning Outcomes
New York	NA	Required assessment instruments are determined locally ¹⁷
North Carolina	No	HighScope COR, Work Sampling, Creative Curriculum Assessment Tool, Galileo On-line Assessment System, and Learning Accomplishment Profile (LAP3) are recommended
Ohio ECE	No	Get It, Got It, Go! ¹³
Ohio ELI	Yes ¹⁶	Get It, Got It, Go! ¹⁷
Oklahoma	No	Required assessments determined locally
Oregon	NA	Required assessments determined locally ¹⁰
Pennsylvania EABG	NA	Required assessments determined locally ¹⁴
Pennsylvania HSSAP	NA	Required assessments must comply with federal Head Start requirements
Pennsylvania K4 & SBPK	NA	Locally determined assessment must be aligned with early learning standards
Pennsylvania Pre-K Counts	Yes	Work Sampling System; Other assessments determined locally
South Carolina 4K	NA	None
South Carolina CDEPP	Yes	DIAL3 and Work Sampling
Tennessee	Yes ¹⁴	None
Texas	No	None
Vermont Act 62	NA	Required, programs must report on child progress ¹⁹
Vermont EEI	NA	Choice of tools with majority using the Work Sampling or Creative Curriculum Developmental Continuum
Virginia	Yes	Phonological Awareness Literacy Screening for Pre-K (PALS Pre-K)
Washington	Yes ¹⁸	Devereux Early Childhood Assessment (DECA) and one additional assessment ¹⁹
West Virginia	No	Online assessment for Creative Curriculum
Wisconsin 4K	No	None
Wisconsin HdSt	NA	Required assessments must comply with federal Head Start 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	At kindergarten entry
California	Kindergarten programs are not required to assess children's learning and development
Colorado	During the kindergarten year
Connecticut	At kindergarten entry ²⁶
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 ¹¹
Iowa SVPP	At kindergarten entry ¹⁷
Kansas At-Risk	During the kindergarten year
Kansas Pre-K Pilot	During the kindergarten year
Kentucky	During the kindergarten year
Louisiana 8(g)	At kindergarten entry and during the kindergarten year
Louisiana LA4	At kindergarten entry
Louisiana NSECD	At kindergarten entry
Maine	At kindergarten entry
Maryland	At kindergarten entry
Massachusetts	Kindergarten programs are not required to assess children's learning and development ¹⁸
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota	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	During the kindergarten year
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 & SBPK	During the kindergarten year
Pennsylvania 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 ¹⁵
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 ²⁰
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 ¹⁸
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	DIBELS, PALS, or DRA 2 ²¹
Connecticut	Kindergarten Inventory ²⁶
Delaware	NA
Florida	Early Childhood Observation System (ECHOS) and two measures from the DIBELS: Letter Naming and Initial Sound
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills
Illinois	NA
Iowa Shared Visions	BRI, PAT, DIBELS, PALS or other Department of Education approved assessment
Iowa SVPP	BRI, PAT, DIBELS, PALS or other Department of Education approved assessment
Kansas At-Risk	Not reported
Kansas Pre-K Pilot	Not reported
Kentucky	One of the seven required components for the primary program is authentic assessment
Louisiana 8(g)	Brigance, DSC, DRA, DIBELS, DIAL, Early Screening Inventory - Revised, Chicago
Louisiana LA4	Brigance, DSC, DRA, DIBELS, DIAL, Early Screening Inventory - Revised, Chicago
Louisiana NSECD	DSC
Maine	Determined locally
Maryland	Maryland Model for School Readiness kindergarten assessment (modified Work Sampling System)
Massachusetts	NA
Michigan	NA
Minnesota	NA
Missouri	NA
Nebraska	NA
Nevada	NA
New Jersey Abbott	Early Learning Assessment System
New Jersey ECPA	Early Learning Assessment System
New Jersey ELLI	Early Learning Assessment System
New Mexico	DIBELS
New York	Assessments are determined locally
North Carolina	North Carolina K-2 literacy and math assessment
Ohio ECE	Kindergarten Readiness Assessment Literacy (all students first six weeks of school). For children not taking KRAL, they must take the K diagnostics in reading and mathematics later in year.
Ohio ELI	Kindergarten Readiness Assessment Literacy (all students first six weeks of school). For children not taking KRAL, they must take the K diagnostics in reading and mathematics later in year.
Oklahoma	Assessments are determined locally ¹⁹
Oregon	NA
Pennsylvania EABG	Assessments are determined locally
Pennsylvania HSSAP	Locally determined assessment must be aligned with learning standards
Pennsylvania K4 & SBPK	Assessment instruments and frequency are determined locally
Pennsylvania Pre-K Counts	Assessment instruments are determined locally
South Carolina 4K	NA
South Carolina CDEPP	NA
Tennessee	NA
Texas	Assessment instruments are determined locally ¹⁷
Vermont Act 62	NA
Vermont EEI	NA ¹⁵
Virginia	NA
Washington	NA ²⁰
West Virginia	Assessment instruments are determined locally
Wisconsin 4K	NA
Wisconsin HdSt	Assessment instruments are determined locally

STATE	FAMILY ENGAGEMENT
Family engagement activities required for all programs	
Alabama	Parent/family workshops, Participating/volunteering in classroom or at school events, Newsletters, Program orientation
Arizona	None ¹⁹
Arkansas	Determined locally ¹⁴
California	Parent/family governance or parent advisory committee
Colorado	Parent/family governance or parent advisory committee, Other activities determined locally ²²
Connecticut	Family literacy activities, Parent/family education classes ²⁷
Delaware	As per federal Head Start performance standards
Florida	None
Georgia	Newsletters, Program orientation, Family activities to facilitate successful kindergarten transition, Other locally determined activities to best bridge gap between home and school ¹⁷
Illinois	Determined locally
Iowa Shared Visions	Determined locally ¹²
Iowa SVPP	Family night required, content determined locally
Kansas At-Risk	Determined locally
Kansas Pre-K Pilot	Determined locally
Kentucky	Parents, staff and other professionals may evaluate program effectiveness in meeting the needs of participating children ¹⁸
Louisiana 8(g)	Determined locally ⁸
Louisiana LA4	Parent/family workshops, Participating/volunteering in classroom or at school events, Parent/family governance or parent advisory committee, Family literacy activities, Newsletters, Parent/family education classes, Program orientation, Parent/family participation in determining program activities/events
Louisiana NSECD	Parent/family workshops, Participating/volunteering in classroom or at school events, Family literacy activities, Parent/family education classes, Program orientation, Parent/family participation in determining program activities/events
Maine	Determined locally ²⁰
Maryland	Parent/family workshops, Participating/volunteering in classroom or at school events, Parent/family governance or parent advisory committee, Parent/family participation in determining program activities/events ¹⁹
Massachusetts	None
Michigan	Parent/family participation on a GSRP Advisory Committee and in the development of the annual Family Involvement Goal
Minnesota	As per federal Head Start performance standards
Missouri	Determined locally ⁹
Nebraska	None
Nevada	Determined locally ¹²
New Jersey Abbott	Determined locally ¹⁸
New Jersey ECPA	Determined locally ¹⁷
New Jersey ELLI	Parent/family governance or parent advisory committee, Other activities determined locally ¹⁷
New Mexico	Parent/family Workshops, Participating/volunteering in classroom or at school events, Family literacy activities, Newsletters, Program orientation
New York	Determined locally ¹⁸
North Carolina	Determined locally ¹⁹
Ohio ECE	Transition plan and activities
Ohio ELI	Determined locally
Oklahoma	None
Oregon	Parent/family workshops, Participating/volunteering in classroom or at school events, Parent/family governance or parent advisory committee, Family literacy activities, Newsletters, ESL classes, Parent/family education classes, Program orientation, Parent/family participation in determining program activities/events
Pennsylvania EABG	None ¹⁵
Pennsylvania HSSAP	As per federal Head Start performance standards
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Determined locally ¹⁴
South Carolina 4K	Program orientation
South Carolina CDEPP	Participating/volunteering in classroom or at school events, Family literacy activities, Program orientation
Tennessee	Participating/volunteering in classroom or at school events, Parent/family education classes, Program orientation, Family surveys; Determined locally, family consultants, and parent skills training
Texas	None
Vermont Act 62	Determined locally
Vermont EEI	Determined locally ¹⁶
Virginia	None
Washington	Parent/family workshops, Parent/family governance or parent advisory committee, Parent/family participation in determining program activities/events, Other activities determined locally ²¹
West Virginia	Representation on a local county pre-K team required; Other activities determined locally
Wisconsin 4K	Determined locally ²⁴
Wisconsin HdSt	As per federal Head Start performance standards

STATE

FAMILY ENGAGEMENT

Who oversees family engagement policies for state pre-K?

Alabama	There is no one at the state level who has a role in overseeing family engagement policies
Arizona	There is no one at the state level who has a role in overseeing family engagement policies
Arkansas	ABC Program Specialist in DHS Central Office, monitoring and technical assistance
California	Assigned Field Services Office consultants
Colorado	CPP consultants, CDE ²³
Connecticut	There is no one at the state level who has a role in overseeing family engagement policies ²⁷
Delaware	There is no one at the state level who has a role in overseeing family engagement policies
Florida	There is no one at the state level who has a role in overseeing family engagement policies
Georgia	Assistant Commissioner for Pre-K, oversees Pre-K Program; Regional Directors, oversee specific family policies; Research and Evaluation Manager, oversees family engagement evaluations; Program Coordinator, oversees Resource Coordination Program
Illinois	There is no one at the state level who has a role in overseeing family engagement policies
Iowa Shared Visions	DOE monitors programs
Iowa SVPP	DOE monitors programs
Kansas At-Risk	EC Coordinator, KSDE, Reviews applications
Kansas Pre-K Pilot	EC Coordinator, KSDE, Reviews applications
Kentucky	Program consultant, Community Support for Students and Family Branch, Liaison to the districts with regard to management of the FRYSC program ¹⁸
Louisiana 8(g)	8(g) Grant Consultant, reviews involvement activities during grant approval process, and for compliance of program guidelines; LEA Early Childhood Supervisors, ensure that teaching staff/school sites provide ongoing parent involvement activities
Louisiana LA4	DOE Early Childhood Program Consultants, review of parent involvement activities during monitoring for compliance of program guidelines; Early Childhood Supervisors, ensure that teaching staff/school sites provide ongoing parent involvement activities
Louisiana NSECD	There is no one at the state level who has a role in overseeing family engagement policies
Maine	There is no one at the state level who has a role in overseeing family engagement policies
Maryland	Title I/Family Involvement, MSDE
Massachusetts	Director of Family Engagement and Support, Department of Early Education and Care, administers Massachusetts Family Network and Parent Child Home Program grants
Michigan	GSRP Education Consultants and Preschool and Early Elementary Programs and Unit supervisor, Office of Early Childhood Education and Family Services, reviews and approves applications, including Family Involvement Goal
Minnesota	There is no one at the state level who has a role in overseeing family engagement policies ¹⁷
Missouri	There is no one at the state level who has a role in overseeing family engagement policies
Nebraska	There is no one at the state level who has a role in overseeing family engagement policies
Nevada	Early childhood education consultant, DOE, oversees program outcome indicators related to parents
New Jersey Abbott	DOE Division of Early Childhood Education, professional development for Community Parent Involvement Specialists from each district; DHS, Division of Family Development, coordinates initiative that supports family workers in private provider settings
New Jersey ECPA	DOE, Division of Early Childhood Education, professional development for district staff
New Jersey ELLI	DOE, Division of Early Childhood Education, professional development for district staff
New Mexico	There is no one at the state level who has a role in overseeing family engagement policies ¹⁸
New York	There is no one at the state level who has a role in overseeing family engagement policies
North Carolina	Office of School Readiness, supports More at Four contractors in strengthening parent/family engagement activities
Ohio ECE	There is no one at the state level who has a role in overseeing family engagement policies
Ohio ELI	There is no one at the state level who has a role in overseeing family engagement policies
Oklahoma	There is no one at the state level who has a role in overseeing family engagement policies
Oregon	There is no one at the state level who has a role in overseeing family engagement policies
Pennsylvania EABG	There is no one at the state level who has a role in overseeing family engagement policies
Pennsylvania HSSAP	Special Assistant to the Deputy Director, OCDEL, surveys and research
Pennsylvania K4 & SBPK	Special Assistant to the Deputy Director, OCDEL, oversight and research
Pennsylvania Pre-K Counts	Special Assistant to the Deputy Director, OCDEL, oversight and research
South Carolina 4K	There is no one at the state level who has a role in overseeing family engagement policies
South Carolina CDEPP	There is no one at the state level who has a role in overseeing family engagement policies
Tennessee	Pre-K Education Consultant, Office of Early Learning field staff, work with staff to ensure activities are planned and implemented
Texas	There is no one at the state level who has a role in overseeing family engagement policies
Vermont Act 62	There is no one at the state level who has a role in overseeing family engagement policies
Vermont EEI	There is no one at the state level who has a role in overseeing family engagement policies
Virginia	There is no one at the state level who has a role in overseeing family engagement policies
Washington	Department of Early Learning, ECEAP Administrator and ECEAP Specialist, family support ²²
West Virginia	There is no one at the state level who has a role in overseeing family engagement policies
Wisconsin 4K	Early Childhood Consultant, Department of Public Instruction: Family School Community Team, oversees and administers program
Wisconsin HdSt	HS/EHS Director, Local Head Start Program, administers program

STATE

FAMILY ENGAGEMENT

Does state pre-K monitor family engagement activities?

Alabama	As a separate evaluation, Office of School Readiness technical assistants monitor information on site
Arizona	Within a larger evaluation, during the monitoring visit every six years
Arkansas	Within a larger evaluation, during annual program review
California	Within a larger evaluation, agencies provide a summary to CDE on an annual basis
Colorado	Within a larger evaluation, during the annual reapplication, annual reports, and site visits
Connecticut	Family engagement is not monitored
Delaware	Triannual monitoring
Florida	Family engagement is not monitored
Georgia	Within a larger evaluation, monitored with an annual evaluation visit by Pre-K Consultant
Illinois	Within a larger evaluation, annual monitoring
Iowa Shared Visions	Family engagement is not monitored
Iowa SVPP	Within a larger evaluation, on-site monitoring system interviews families and requests evidence of family engagement activities
Kansas At-Risk	Within a larger evaluation, parent survey sent out to parents participating in evaluation process
Kansas Pre-K Pilot	Within a larger evaluation, parent survey sent out to parents participating in evaluation process
Kentucky	Within a larger evaluation, part of annual program report submitted
Louisiana 8(g)	Within a larger evaluation, site visit once a year if program selected for evaluation ⁹
Louisiana LA4	As a separate evaluation, evaluated annually, reported semi-annually ¹⁸
Louisiana NSECD	Within a larger evaluation, NSECD end-of-year report ¹⁰
Maine	Family engagement is not monitored ²⁰
Maryland	Within a larger evaluation, Title I monitoring process
Massachusetts	Family engagement is not monitored
Michigan	Other monitoring, review and approve annual electronic grant applications and final reports
Minnesota	Other monitoring, annually based on risk assessment
Missouri	Family engagement is not monitored
Nebraska	Family engagement is not monitored
Nevada	Within a larger evaluation, three out of five required program indicators are related to parenting
New Jersey Abbott	Within a larger evaluation, through SAVS process
New Jersey ECPA	Family engagement is not monitored ¹⁸
New Jersey ELLI	Family engagement is not monitored ¹⁸
New Mexico	Other monitoring, annually in context of program standards monitoring
New York	Within a larger evaluation, program monitoring reports and yearly UPK application submission
North Carolina	As a separate evaluation, on-site monitoring of MAF contractor on annual basis
Ohio ECE	Family engagement is not monitored
Ohio ELI	Family engagement is not monitored
Oklahoma	Family engagement is not monitored
Oregon	Family engagement is not monitored
Pennsylvania EABG	Other monitoring, addressed during site visits
Pennsylvania HSSAP	Other monitoring, under federal performance standards
Pennsylvania K4 & SBPK	Family engagement is not monitored
Pennsylvania Pre-K Counts	As a separate evaluation, included in OCDEL Family Satisfaction Survey of all OCDEL programs
South Carolina 4K	Family engagement is not monitored
South Carolina CDEPP	Family engagement is not monitored
Tennessee	Within a larger evaluation, monitored through the family surveys and LEA year-end report
Texas	Family engagement is not monitored
Vermont Act 62	Family engagement is not monitored
Vermont EEI	Family engagement is not monitored
Virginia	Family engagement is not monitored
Washington	Within a larger evaluation, within ECEAP program reviews and annual self-assessments
West Virginia	Family engagement is not monitored
Wisconsin 4K	Other monitoring, as per state audit process
Wisconsin HdSt	Within a larger evaluation, as per federal evaluation process

ALABAMA – First Class: Alabama’s Voluntary Pre-Kindergarten Program 2008-2009

- 1 The state Office of School Readiness has administrative authority over the Voluntary Pre-Kindergarten Program. However, the governor’s office may override decisions and serves as an advisory group.
- 2 The state Office of School Readiness provides general guidelines but leaves many decisions up to local administrators.
- 3 Children who are in programs funded by excellence grants, which do not have an income requirement, pay full tuition.
- 4 Though 169 children are labeled as special needs, it is unclear how many of them receive special education services.
- 5 State pre-K funds are blended with IDEA funds.
- 6 Extended-day services are available but are not required, and they are not funded with state pre-K dollars.
- 7 Head Start programs may have up to 20 children per classroom with a staff-to-child ratio of 1:10. All other programs have a maximum class size of 18 and a staff-to-child ratio of 1:9, which is preferred for all programs.
- 8 In addition, breakfast is offered in many programs but is not required.
- 9 Developmental screenings are recommended but are not required.
- 10 Bilingual non-English classes are permitted in pre-K but are not regulated.
- 11 Other domains included in the Alabama Performance Standards for 4-Year-Olds are math, creative arts, science and environmental education, and technology.
- 12 Due to a shortage of pre-K teachers with BAs, 6 percent of lead teachers have an AA and are working toward a BA.
- 13 A match is required because the state does not provide sufficient funding for the program, but there is not a required percentage. The match may include parent fees that are based on a sliding scale.
- 14 The program was evaluated through the Pre-Kindergarten in Alabama - A Program Evaluation in fiscal year 2008.

ARIZONA – Early Childhood Block Grant (ECBG)–Prekindergarten Component 2008-2009

- 1 ECBG funding is allocated through a funding formula to each school. There are 167 sites, including charter schools, with 51 districts using the ECBG to provide prekindergarten, and funding is available to all public entities (public schools/charter schools) based on their previous year K-3 free lunch eligibility count.
- 2 ECBG funding may be blended with IDEA, Head Start, or district maintenance & operation funds to serve preschoolers with special education needs.
- 3 Most ECBG programs operate 4 hours per day, 3-5 days per week. The number of hours is locally determined with a minimum recommended operation of 12 hours per week. Part-day is typically considered fewer than 4 hours per day.
- 4 Some schools offer extended services funded through other sources, but the number of children served is unknown.
- 5 Exceptions to the age eligibility requirements are determined locally and are rare. A child may remain in a pre-K program for an additional period of time (not funded by ECBG), as determined by his or her IEP. School districts can also choose to allow children younger than age 5 to enter kindergarten as long as they are 5 by January 1.
- 6 Programs may use additional factors in determining who is accepted into ECBG programs, but this information is not collected.
- 7 State licensing requires meals be served, depending on the length of program and time of day.
- 8 State policy does not apply at the pre-K level.
- 9 Arizona’s Early Learning Standards document also includes mathematics, science, social studies, health and safety, and fine arts standards. Pre-K standards are also in place for technology.
- 10 As of July 1, 2012, all state-funded pre-K teachers must hold an early childhood certification or endorsement, which requires a BA. Since 2005, most programs have hired new staff who have or are eligible for the ECE certification or endorsement. The Arizona Department of Education is working closely with state community colleges and universities to offer scholarships and on-site classes to allow current teachers to attain their degree and meet this requirement.
- 11 Assistant teachers who work in Title I schools are required by NCLB to have an AA degree.
- 12 Most lead teachers who have ECE certification are paid on the public school salary scale, though this is not a requirement.
- 13 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.
- 14 Funding for ECBG is determined by a state formula and is based on the previous year count of K-3 children eligible for free lunch. For new charter schools, their allocation is based on the current year 40th-day count of K-3 children who are eligible for free lunch.
- 15 State law requires that all parents are given a choice from a list of eligible programs, either private or federal. These may include Head Start, Migrant programs, private preschools, or private child care programs, all of which must meet the accreditation requirement.
- 16 The quality rating system has recently been established in Arizona. Programs receiving ECBG money are required to be accredited.
- 17 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.
- 18 An assessment is conducted in kindergarten, but the type is locally determined.
- 19 Programs are encouraged to provide opportunities for parent involvement such as workshops, parent nights, and parent university.

ARKANSAS – Arkansas Better Chance/Arkansas Better Chance for School Success 2008-2009

- 1 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.
- 2 Funds from IDEA Part C and Part B programs are used in addition to state pre-K.
- 3 Wrap-around/extended-day services are supported through federal child care subsidy and/or private funds.
- 4 Children with special needs may apply for age waivers. Beginning with the 2009-2010 school year, pre-K children must be 3 years old by August 1, 2009 or 4 years old by August 15, 2009. There will still be waivers for children with special needs, but these waivers will be stricter.
- 5 The other 10 percent can be the children funded through ABC dollars who meet other eligibility criteria.
- 6 An approved list of comprehensive and subject-specific curricula can be found on the Division of Child Care and Early Childhood Education’s web site.
- 7 As of August 2007, lead teachers in a public school setting are required to have a BA with a P-4 certification. In all other settings, there must be one lead teacher with a BA for every three classrooms. The lead teacher must have a degree in early childhood education, child development, or equivalent. The other two teachers must have a minimum of an AA in early childhood or child development.
- 8 Assistant teachers may substitute an AA in early childhood or child development for a CDA.
- 9 Additional state, TANF, and local funds totaling \$15,877,742 were allocated to a home-based program option and are not included in these totals. Non-required local sources are not tracked.

- 10 Programs are required to provide a 40 percent match, either in cash or in-kind services. The sources of the match are determined locally.
- 11 Full implementation of the Arkansas Quality Rating Improvement System is scheduled to roll out in July 2010.
- 12 Programs are also monitored two to three times per year by Child Care Licensing staff and staff from the Special Nutrition Program.
- 13 A longitudinal study measuring the effects of ABC on academic progress is ongoing.
- 14 Programs are required to engage parents in the rules and regulations; however, local programs determine annual activities.

CALIFORNIA – State Preschool Program & Prekindergarten and Family Literacy Program (PKFLP) 2008-2009

- 1 Children may be served in multiple programs, 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. The California Department of Education does not collect Head Start data.
- 2 The part-day program is funded to operate at least 3 hours per day, for 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.
- 3 Transportation is an optional reimbursable expense for the State Preschool Program.
- 4 In the State Preschool Program, a child who is age eligible for kindergarten 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 overage.
- 5 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.
- 6 For full-day PKFLP programs, a sliding scale applies to children from families whose income in relation to family size falls within a specific income scale.
- 7 Although there is no limit to class size, programs typically enroll 24 children in the classroom. Three-year-olds are only served in the State Preschool Program.
- 8 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.
- 9 Decisions regarding vision, hearing, and dental 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 referrals and follow-up to meet family needs is required for all State Preschool Programs.
- 10 PKFLP also 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.
- 11 California's early learning standards will be implemented and required in the 2010-2011 school year. Preschool Learning Foundations, Volume 1 includes social-emotional development, language and literacy, English language development, and mathematics. Approaches toward learning, cognition, and general knowledge are general principles throughout the document. Volumes 2 and 3 are being developed and will include additional domains.
- 12 The Child Development Associate Teacher permit is the minimum requirement for the 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.
- 13 The amounts are actual expenditures as of July 30, 2009, for fiscal year 2009 and adjustments may be made upon submission of additional reports.
- 14 Funding is approved through the annual state budget.
- 15 Summary information is provided by the contractors on an annual basis.

COLORADO – Colorado Preschool Program (CPP) 2008-2009

- 1 The Charter School Institute also participates in the Colorado Preschool Program.
- 2 When allocating slots, priority is given to those school districts not currently participating in the program.
- 3 Under a waiver approved by the early childhood councils, three school districts may fund children younger than age 3 in CPP. CPP is authorized to fund 20,160 slots, and can use a maximum of 5 percent of those slots to serve children in a full-day program using two slots. In 2008-2009, 664 children were served in this manner.
- 4 Statute requires children be served in licensed child care centers or preschools. Private agencies also include public nonprofits. The number of faith-based centers is unknown.
- 5 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 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.
- 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 a designated cut-off date for the maximum age a child can be served in preschool. This is locally determined. However, there is a limitation on the number of years a child can be funded by the program.
- 8 Under a waiver approved through the early childhood councils three districts may fund children younger than age 3 in CPP. Under certain conditions, highly advanced gifted children may be granted early entrance to kindergarten.
- 9 Eligibility factors for the Colorado Preschool Program are defined in statute.
- 10 In some areas of the state where the cost of living is extremely high, district advisory councils have increased the income eligibility to 200 or 225 percent FPL. Income is the factor most used to qualify children for CPP.
- 11 Locally determined risk factors that have been selected by district advisory councils include: parent is incarcerated, parent is on active military duty, and developmental delay 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, parent or guardian has not successfully completed a high school education, frequent relocation by the child's family to new residences, and poor social skills.
- 12 Four-year-olds can qualify with only one risk factor. Three-year-olds must have three or more risk factors. The average number of risk factors present for children enrolled in CPP in the 2008-2009 school year was 3.24, regardless of age.
- 13 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.
- 14 Programs must choose curricula, including subject-specific curricula, that meet the Colorado Quality Standards for Early Care and Education Programs.
- 15 Under Results Matter, Colorado's system for measuring outcomes for children and families, programs are required to implement one of three assessment systems to measure children's progress during the preschool years: 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 BA in early childhood education or child development.
- 17 In the Colorado School Finance Formula each preschool slots is funded at .5 FTE.

- 18 Where a child is served in CPP depends on the resources available within the community. CPP 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 CPP children. Statute prohibits contracting out the preschool program unless the board is assured that the community program will meet the quality standards.
- 19 Not all programs provide the same measures of quality effectiveness data. Local district advisory council members must monitor each setting serving CPP children two times per year to ensure they are following the quality standards.
- 20 The Colorado Department of Education obtained a grant from the U.S. Department of Education that funded a three-year evaluation of the program during its pilot phase. The program was also audited in 1996 and 2000 by the state Auditor's Office upon request from the Legislative Audit Committee. School districts are mandated to provide effectiveness data to the Department of Education, and Results Matter ensures these data are consistently measured, reliable, and valid.
- 21 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 three approved assessments are: DIBELS, PALS, and DRA 2. These are administered as a pre- and post-test in the kindergarten year.
- 22 LEAs or designated providers must have a written plan that addresses parent involvement. Programs are encouraged to form agreements with families based on the needs and abilities of the family. To participate in the program, parent(s) or legal guardian(s) must enter into an agreement about their responsibilities to the educational program that is providing services to their child. Children cannot participate unless such an agreement is made.
- 23 Service and support to programs is organized on a regional basis. Each CPP consultant reviews and provides technical assistance within their region on family engagement policies.

CONNECTICUT – School Readiness 2008-2009

- 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 64 communities are identified as 19 priority school districts as defined by legislation and 45 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 The 19 priority school districts are not required to participate, but the funds are available to all eligible districts. The 45 competitive municipalities eligible to apply for the grant are not required to participate and funds are awarded on a competitive basis.
- 4 Families use a sliding scale for payment. It is unknown if any families pay a full program fee.
- 5 The enrollment total reflects the children who are primarily funded by state pre-K dollars. Children can have a secondary source of funding.
- 6 Both state pre-K and other funds can be used to support children receiving special education services, but funds cannot supplant one another or be used to fund the same portion of the day.
- 7 The enrollment auspice does not match up with total enrollment information because these numbers are based on capacities in communities per location.
- 8 Hours vary by program. Full-day programs operate 7 to 10 hours, 50 weeks per year, while school-day programs are 6 hours, 180 days per year, and part-day programs operate 2.5 to 4 hours, 180-250 days per 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. The minimum requirement in legislation is 2.5 hours per day for 450 hours per year.
- 9 Numbers are contracted capacity slots rather than actual enrollment.
- 10 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 if the parent or guardian, School Readiness provider, and the local or regional school district agree that the child is not ready for kindergarten.
- 11 All families with all income levels can apply for School Readiness spaces in competitive and priority 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.
- 12 Exemption for part-time programs may be available if the School Readiness council establishes a policy.
- 13 All children remain eligible for the program but the fee is reassessed every 6 months and residency is verified. Parent fees can change mid-year depending on change in income and family size. Families may no longer be eligible for the program if they no longer reside in a town that offers School Readiness.
- 14 The School Readiness program encourages a class size of 18.
- 15 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.
- 16 Health forms are required.
- 17 It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.
- 18 There is no requirement specifying how many should be conducted; however, each program must have policies and procedures addressing parent conferences and parent communication.
- 19 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 the 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 of the day. Connecticut is in the process of proposing an early childhood credential at an associate 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 hold a BA.
- 20 School Readiness staff must have two annual 2-hour professional development sessions addressing early childhood and one annual 2-hour professional development session addressing serving children with disabilities. They must also document training in language/literacy and diversity. Most centers are licensed by the Department of Public Health where there are requirements for annual training in medication administration, first aid, and nutrition.
- 21 Communities may use quality enhancement funds to pay for college credit courses for School Readiness staff and there were some funds for "\$tart" bonuses.
- 22 For priority districts, the funding level is based on the previous year's slot capacity and local requests for proposals addressing ability to increase capacity. The appropriation is set by the state.
- 23 Only children who are enrolled as School Readiness are primarily funded under the state pre-K initiative. However, state pre-K funds can be used to extend the day and year of a Head Start slot.
- 24 The state is working on developing a quality rating system, but there are currently no funds to support it.
- 25 Monthly data reports are submitted to the state capturing slot utilization, health information, family income level, parent fees, subsidies, and number of children with disabilities.
- 26 The Kindergarten Inventory was developed by Connecticut for kindergarten teachers to use in the first 6 weeks of school and is based on the skills and knowledge outlined in the Connecticut Curriculum and Assessment Frameworks.
- 27 Parent involvement, parenting education, and outreach are some of the specified quality components of the School Readiness program. Grantees are required to monitor programs around these and all other quality components. The local School Readiness council has responsibility for determining and overseeing family engagement policies.

DELAWARE – Early Childhood Assistance Program (ECAP) 2008-2009

- 1 Programs may accept children paying tuition or children funded through another funding source as long as it does not negatively impact the 1:10 staff-to-child ratio. The Department of Education does not collect data on non-state-funded children.

- 2 ECAP children who receive special education services are counted in this number. Non-ECAP children who receive Part C or Part B Special Education services are not counted in this number.
- 3 Programs are required to provide a minimum of 3.5 hours of services per day. Programs that operate longer than 3.5 hours per day must fund the additional portion themselves.
- 4 Most programs align with school district schedules.
- 5 If a child is determined to be gifted and talented, the child may begin kindergarten at age 4. All children who are 5 years old by August 31 must be enrolled in kindergarten.
- 6 State pre-K children must meet the federal Head Start income guidelines. According to the Head Start Reauthorization Act of 2007, programs may take up to 35 percent of their funded enrollment from families earning 100 to 130 percent FPL and count those children as income-eligible.
- 7 Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can set other risk factors to prioritize eligibility.
- 8 At least one meal and one snack are provided. Some programs may serve two full meals depending on program's hours of operation.
- 9 Most programs use the Creative Curriculum. Additional curricula may be used at the discretion of the program.
- 10 The Head Start Reauthorization Act, which went into effect December 2007, requires that by 2013, all teachers must have at least an AA and 50 percent must have at least a BA related to teaching preschool children. By 2013, all assistant teachers must have at least a CDA.
- 11 There are numerous non-required local sources of support both as in-kind and monetary, but these are determined locally and not tracked by the state.

FLORIDA – Voluntary Prekindergarten Program (VPK) 2008-2009

- 1 Each agency was assigned responsibilities that align with the agency's statutory functions. The three state agencies share the responsibility for the implementation of the program.
- 2 School districts are required to offer the 300-hour VPK program during the summer.
- 3 Children who receive special education services are also eligible for VPK. In the 2007-2008 school year, approximately 5 percent of the children who attended VPK were children with disabilities.
- 4 Children may move between provider types; therefore the number of children enrolled in each type of setting does not equal the total program enrollment. The unduplicated count of children served is 147,762.
- 5 The minimum VPK operating hours are 540 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 hours per day for the summer program are 7.5. VPK providers have 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 For the school-year program, the ratio is 1:10 or 2:18. For the summer program, the ratio is 1:12. During a 2009 special legislative session, the Legislature adjusted the summer program's staff-to-child ratio from 1:10 to 1:12.
- 8 Meals and snacks are required for full-day programs.
- 9 All children participating in programs in licensed child care facilities or public school must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow-up are also required.
- 10 Accreditation is only required for programs that are not licensed.
- 11 Only programs that do not meet the state's performance expectations for two or more consecutive years are required to use one of the approved curricula.
- 12 Teachers in the summer programs 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.
- 13 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
- 14 Child care personnel with state credentials must earn 4.5 CEUs every five years. Lead teachers with a CDA are required to have 10 clock hours of professional development per year, and lead teachers with a BA and certification are required to have 120 clock hours of professional development over five years.
- 15 The Legislature establishes a Base Student Allocation (BSA) for the school-year and summer programs and appropriates an amount based upon estimated participation.
- 16 The program is monitored and evaluated annually. An evaluation was conducted for the 2005-2006 program year by the Office of Program Analysis and Government Accountability.

GEORGIA – Georgia's Pre-K Program 2008-2009

- 1 Georgia's Pre-K program is offered in 162 out of 182 school districts. However, private providers located within those school systems offer the program.
- 2 The exact number of 5-year-olds who are age eligible for kindergarten is unknown, but they are included in the enrollment total. Five-year-olds can participate in the program if they did not previously attend a Georgia's Pre-K Program or if there are special circumstances.
- 3 Students enrolled in Georgia's Pre-K Program are fully funded by Bright From the Start and IDEA.
- 4 Georgia's Pre-K Program does not distinguish between Head Start and faith-based centers in the enrollment count; mostly, they would both be considered private.
- 5 Child Care Development Funds or Head Start funds may be used for wrap-around or extended-day services.
- 6 Only children whose birthdates are from September 2, 2003, through September 1, 2004, were eligible for participation in the 2008-2009 school year.
- 7 Children who were age 5 on or before September 1, 2008, and had not attended pre-K as 4-year-olds were able to enroll. Bright from the Start reviews requests for children to repeat pre-K on a case-by-case basis. All requests should include reasons the student would be better served in pre-K than in kindergarten, among other documentation.
- 8 All programs are required to serve lunch but if a program participates in the Child and Adult Food Care Program (CACFP), they will be required to also serve a snack.
- 9 Georgia's Pre-K Program only requires vision, hearing, and dental screenings. Programs that are Head Start/pre-K blended also require general health and developmental screenings.
- 10 Georgia's Early Learning Standards are currently being revised to better align with pre-K and kindergarten standards. The standards were last revised in 2005, and current revisions are expected to be completed in the 2009-2010 school year.
- 11 Although it is not a policy requirement, 82 percent of all lead teachers in Georgia's Pre-K classrooms have a minimum of a BA, and 63 percent of teachers with a BA or higher are ECE, elementary, or National Board certified.
- 12 As of the 2008-2009 program year, the minimum requirement for assistant teachers is a CDA.
- 13 Average salaries for teachers by degree are: Certified - \$33,424, BA - \$24,252.25, AA - \$20,014.48.
- 14 Georgia's Pre-K pays program \$13,342.98 for each assistant teacher.
- 15 The program was previously evaluated from 2001-2004. There is also an ongoing 2008-2009 evaluation of pre-K classroom quality. The final report is expected in 2010. The evaluation used random sampling. A subset of the evaluation will measure structural and process quality in the state's pre-K classrooms.
- 16 Work Sampling System is used statewide. During the 2008-2009 school year, a pilot program of 4,000 children was assessed using the on-line version.
- 17 Programs with classrooms that serve populations where more than 50 percent of the children are eligible for means tested benefits such as free or reduced-price lunch may apply for a resource coordination grant, which offers additional services to families as they prepare their child for transition to kindergarten.

ILLINOIS – Preschool for All 2008-2009

- 1 Children from all counties participate; however, funding does not provide services for all children whose parents want them to attend.
- 2 A full school day is permissible. Most programs operate 2.5 hours per day, but 13 percent of programs operate 21 to 26 hours per week, funded fully by state pre-K money.
- 3 Children with IEPs may remain in the program until age 6.
- 4 There is not a predetermined risk factor cut-off, but children are eligible based on multiple risk factors, and priority is given to children with the greatest risk as indicated by the number and severity of factors.
- 5 Full-day programs must provide lunch and snacks. Half-day programs must provide snacks only.
- 6 Illinois identifies criteria for selecting a curriculum, but does not require specific curricula.
- 7 Illinois requires that children be assessed but does not mandate the instruments.

IOWA – Shared Visions 2008-2009

- 1 In addition, 36 programs are offered by Head Start grantees out of 415 total Head Start programs and 14 are offered in child care centers.
- 2 The average length of the program is 4 hours per day, 4.7 days per week. Generally, programs operate on a school calendar schedule.
- 3 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 parental education, history of abuse, homelessness, non-English speaking family, parental substance abuse, teen parent, low birth weight or child health risk, or being in foster care.
- 4 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.
- 5 Lead teachers in nonpublic settings follow NAEYC standards, which require a minimum of a CDA and that assistant teachers be working towards a CDA.
- 6 This breakdown could include other adults in the classroom besides lead teachers.
- 7 Federal funds are allocated at the local and state level.
- 8 Funding is based on a grant process and the applicant's original budget request. Funds are not allocated on a per-child basis.
- 9 The QRS was voluntary when conducted at the beginning of program implementation.
- 10 Year-end reports are reviewed to track progress towards the grant outcomes and budget reports. Also, grantees are monitored on how they are performing relative to NAEYC standards and whether they have met new standards.
- 11 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents.
- 12 Activities may include family participation, family night, and classes for parents.

IOWA – Statewide Voluntary Preschool Program (SVPP) 2008-2009

- 1 Funding for new grants or districts is awarded each year on a competitive basis. Districts that were awarded funds in previous years continue their program.
- 2 Districts may include children who are 3 or 5 years old but may not receive funding for those children under SVPP. Iowa does not currently collect information on the number of 3- and 5-year-olds in the program.
- 3 If a child has a support-only IEP (e.g., speech, occupational or physical therapy), they generate the Preschool Foundation Aid and are included in the enrollment count. If they have an instructional IEP, they do not generate this aid, but they generate funds from other sources and are not included in the enrollment count. However, they may be enrolled in SVPP.
- 4 Programs operate a minimum of 10 hours per week. Some districts blend funding sources and work with collaborative partners to provide at least 12 hours per week. Programs operate at least 3 days per week and most operate 4 days.
- 5 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 braided funding, provide wrap-around or extended-day services.
- 6 SVPP is not dependent on district residence. The child may attend any program in the state as long as they are 4 years old and live in Iowa.
- 7 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.
- 8 Programs are required to offer a snack. A meal must be provided if the program is longer than 10 hours per week.
- 9 Families may waive these services. Dental screenings are required due to the program standards of NAEYC, Head Start, and Quality Preschool Program Standards.
- 10 Programs are required to use research- or evidence-based curricula that align with the Iowa Early Learning Standards.
- 11 Assistant teachers should have a CDA or paraeducator certificate, which requires 90 hours of generalized education courses plus 45 hours of ECE-specific training.
- 12 Staff development is required but no minimum hours are specified.
- 13 For the state aid formula, each student is weighted 60 percent of the state per-pupil cost.
- 14 The contract between the district and agency specifies the amount per child. This is dependent on the services the district provides to the agency.
- 15 Iowa's quality rating system is voluntary.
- 16 Beginning in the 2008-2009 school year, site visits will be required once every five years.
- 17 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners are also required to be assessed during the school year with results reported to parents.

KANSAS – At-Risk Four-Year-Old Children Preschool Program 2008-2009

- 1 Programs must provide 465 hours per year of education. The actual schedule is determined at the local level with most programs operating approximately 3 hours per day, 5 days per week. Some programs choose to operate more hours per day, 4 days per week.
- 2 Some 4-year-old at-risk programs can extend their half-day program to a full-day program through collaboration with the Pre-K Pilot Program.
- 3 Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight risk factors. The other risk factors are: having a single parent, having a teen parent, having a Social and Rehabilitation Services referral, having a parent who is lacking a HSD or GED, migrant status, limited English proficiency, or if the child is developmentally or academically delayed.
- 4 There is not an approved list of curricula, but programs are required to use a comprehensive, research-based curriculum.
- 5 School districts receive 50 percent of the Base State Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population in 2008-2009 school year, low/high enrollment, and/or local option budget.
- 6 Public schools may contract with other agencies. In the 2008-2009 school year, they contracted with Educational Service Units to provide professional development, teaching assistants, training, and coordination of programs among other forms of support.

- 7 Currently, there are a few sites piloting a rating system.
- 8 Site visits are conducted for a sample of programs. The pre-K programs visited include some 4-year-old at-risk classrooms.
- 9 There is a state-wide evaluation that is based upon teachers volunteering to participate. This information on child outcomes, teacher classroom practices, and parent practices is collected annually and shared with local programs and state level agencies and organizations. Results are used to show growth in child learning.

KANSAS – Pre-K Pilot Program 2008-2009

- 1 The Pre-K Pilot Program is offered in 14 counties, but not all districts in each county offered the program this year. The pilot program does include some children in the Four-Year-Old At-Risk program in some districts. Twelve sites participated in the 2008-2009 school year.
- 2 Programs receive a grant with no specific amount per child. Some children not at risk may be paying tuition.
- 3 Approximately 50 percent of the spaces are in public schools and 50 percent are in existing child care and Head Start programs (including faith-based programs).
- 4 Programs must provide 465 hours per year of education. The actual schedule is determined at the local level with most programs operating approximately 3 hours per day, 5 days per week.
- 5 If a community chooses to use their existing Four-Year-Old At-Risk program as a Pre-K Pilot classroom, they must either add an additional 465 hours over the year to the pre-K experience or use the additional funding to improve the existing program. If a community chooses to use a Head Start classroom as a Pre-K Pilot classroom, they must add an additional 3 hours to the Head Start experience.
- 6 Programs may use other funding to extend the program day.
- 7 Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, single parent families, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, and social rehabilitation services referral. Eligibility for the other 50 percent of children is based on the local program's discretion.
- 8 There is not an approved list of curricula, but all classrooms must implement a comprehensive, research-based curriculum.
- 9 Programs are asked to use the Kansas Early Learning Standards documents to align their curricula in the areas of cognition, social-emotional development, language and literacy, mathematics, and other locally determined domains.
- 10 Lead teachers in nonpublic settings must hold an AA in ECE or a closely related field and must have a plan to get a BA within five years of becoming a state pre-K site. Lead teachers in public settings must have a BA in ECE.
- 11 Assistant teachers must hold a minimum of a CDA or equivalent status as a highly qualified paraprofessional. Every four classrooms must have a family services worker who provides referrals and additional supports to families as needed. This professional must hold a Masters of Social Work or a minimum of a BA in social work or a closely related field with five years of closely related experience.
- 12 Teachers and assistant teachers receive compensation and benefits equivalent to similarly qualified teachers in public schools.
- 13 All funding is from tobacco dollars.
- 14 There are local funds including tuition, grants, and blended funding.
- 15 Funding is provided to programs in the form of grants.
- 16 Grants are awarded to school districts and non-profit community partnerships or community agencies on behalf of a coalition of service providers. Seventy percent of members of the partnership must include representation from: mental health centers, private child care providers, cooperative extension, Head Start, Social and Rehabilitation Services, schools, the health department, the faith-based community, businesses, family representatives, community colleges or universities, libraries, government, child care resource and referral agencies, interagency coordinating councils, other nonprofit organizations, or foundations.
- 17 All classrooms must agree to receive a Kansas Quality Rating System (KQRS) assessment during the first month of the school year. In order to participate or continue to participate, a classroom must receive at least three stars on the KQRS rubric. Pre-K Pilot sites must be reassessed annually.
- 18 All classrooms are observed using the CLASS observation instrument. Teachers may be asked to complete a pre-KTP (Kansas Teacher Practices) self-assessment as well as Kansas Educational Leadership Initiative (KELI-4) child assessment on some or all of the children in their classrooms once in the fall and once in the spring.
- 19 Monitoring occurs annually by state administrator of the program.
- 20 All classrooms must agree to implement the support recommended by the quality improvement plan, which comes from the assessment. These supports may include technical assistance, classroom upgrades, and/or teacher training.
- 21 An evaluation of classroom practices and the impact on child outcomes occurs annually.

KENTUCKY – Kentucky Preschool Program 2008-2009

- 1 In two of the 174 districts, Head Start provides all state prekindergarten initiative services.
- 2 The total enrollment number included a supplemental count of 1,351 3-year-olds who received special education services after reaching their third birthday after December 1.
- 3 There is a tuition option for non-eligible children in 53 districts, but the number of children who pay tuition is unknown. They are not included in the enrollment total.
- 4 Blended sources could include IDEEA, state pre-K funds, district funds, or Head Start.
- 5 Some children were served in Head Start settings and in private agencies. The number of children served in each setting is unknown.
- 6 Standard program operation is 4 to 5 days per week. Any deviation from this standard must be approved by the Kentucky Board of Education.
- 7 Children with a diagnosed disability and IEP are eligible to attend preschool at 3 years old. At-risk preschool children must be 4 years old on or before October 1.
- 8 If an Admissions and Release Committee (ARC) determines that kindergarten is not appropriate to carry out a child's IEP, the committee considers alternative settings. Preschool is considered an alternative instructional setting. Preschool regulations do not allow a child to be retained in the pre-K program unless they have profound disabilities, in which case they are funded with kindergarten dollars to remain in pre-K.
- 9 Non-eligible 3- and 4-year-old children may be accepted by districts if space is available.
- 10 If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.
- 11 A Pre-K Kindergarten English Language Learners (ELL) Reference Handbook was developed with Title III, district, higher education, and early childhood partners.
- 12 Teachers hired as lead teachers before the 2004-2005 school year 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. Beginning with the 2008-2009 school year, newly hired assistant teachers in nonpublic settings are required to have a HSD or GED.
- 13 Flexible focus funds permit local school districts to reallocate funds according to local needs in the five grant program areas—preschool, safe schools, textbooks, professional development, and extended school services.
- 14 The state preschool program funding is in the state budget each biennium. Preschool allocations are determined based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities.
- 15 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. During the 2008-2009 school year, sites were required to achieve a minimum of two stars in order to be approved as a contracted site. The requirement changed to three stars for the 2009-2010 school year.

- 16 The preschool program piloted a monitoring program during the 2008-2009 school year and implemented it during the 2009-2010 school year. The monitoring process includes a self-assessment and submission of data to the state, and a minimum number of districts is visited by a team of reviewers each year.
- 17 A long-term evaluation of the Kentucky Preschool Program was conducted by the University of Kentucky in 1999.
- 18 In the 2008-2009 school year, districts communicated with parents through newsletters, parent-child activity packets, workshops, and the Kentucky Early Childhood Standards Parent Guide training. The Kentucky DOE has a Family Resource/Youth Service Center (FRYSC) liaison. Most of the school districts have an active FRYSC.

LOUISIANA – 8(g) Student Enhancement Block Grant Program 2008-2009

- 1 Most districts operate 5 days per week. Two districts operated 4 days per week in the 2008-2009 school year.
- 2 The state does not set specific income eligibility but stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is locally determined by individual child or family characteristics.
- 3 Assistant teachers must possess a high school diploma or equivalent, have experience caring for a group of preschool age children, possess proficient oral and written communication skills, and meet all other district requirements for employment.
- 4 Locals blend and braid 8(g) funds with other state and federal funding to provide programs. An attempt is made to collect information from local programs on the total funding from each source, but this information could not be verified.
- 5 The board allocated \$17,199,154 for the FY 2008-2009 8(g) Student Enhancement Block Grant program. Of that amount, approximately \$15,100,000 was available to public systems to provide pre-K programs for at-risk 4-year-olds. Public systems targeted a total of \$13,539,103 of their available allocations to provide pre-K for at-risk 4-year-olds. The 8(g) Student Enhancement Block grant allocation for each public system was calculated using a \$75,000 base with a per-pupil amount of \$14.92.
- 6 Independent evaluators contracted by the state board make site visits, interview program administrators, and complete the necessary data collection. Evaluators then rate each program in 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.
- 7 The Developing Skills Checklist is used to guide instruction and as a measure of program impact. Portfolios are used to document student growth.
- 8 A program must include family early intervention strategies such as home visits, group meetings, and school-based parent resource centers.
- 9 Data is gathered on how often parents/guardians participated in each child's education during the school year.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program 2008-2009

- 1 Within the Department of Education, the Preschool Program's Office of Literacy and Numeracy has administrative authority over the program.
- 2 Total enrollment numbers do not include 533 tuition-paying students or 2,510 students funded through other sources.
- 3 If the student qualifies for free and reduced-price meals, funding is provided by state pre-K, and special education pays for related supports and services. If the student does not qualify for free or reduced-price meals, then special education funds pay for all placement and services. Special education students, regardless of funding source, are counted in the enrollment total.
- 4 In addition to the minimum of 6 hours of instruction per day, school systems may also offer 4 hours of before- and after-school enrichment programs.
- 5 One hundred fifty-nine tuition-paying students also received extended-day services, for a total of 1,866 students.
- 6 If the child is evaluated as gifted, he or she may enter kindergarten early.
- 7 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.
- 8 Programs are not required to have national-level accreditation, but they must be in state-approved schools and meet state guidelines and regulations.
- 9 Teachers in child care and Head Start centers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years.
- 10 Approximately 40 percent of lead teachers also have a MA.
- 11 This spending allocation also includes funds for the before- and after-school enrichment program.
- 12 Many local school districts use local funds to supplement state and federal funding of early childhood programs.
- 13 Public schools may subcontract with child care centers and private agencies to provide services.
- 14 In 2008, 10 percent of new funds allocated to districts were required to be used for placing LA4 programs in mixed delivery settings.
- 15 Head Start programs do not directly participate in the LA4 program. LA4 programs are placed in Head Start facilities and both parties provide non-duplicated services.
- 16 Programs must have a minimum of a three-star rating, working toward a four-star rating out of a possible five stars. The prekindergarten program is expected to be universal beginning in the 2013-2014 school year if funding is available. At that time, all child care centers will be required to have a five-star rating in the quality rating system.
- 17 The most recent external evaluation provides information including student assessment and outcomes, demographic data, retention rates, referral rates for special education services, and other information needed for longitudinal research of the program.
- 18 Monitoring occurs for compliance with program guidelines related to family involvement activities.

LOUISIANA – Nonpublic Schools Early Childhood Development Program (NSECD) 2008-2009

- 1 The NSECD program partners with nonpublic schools such as private, parochial, and charter schools and licensed Class A child care learning centers.
- 2 All providers are using the Creative Curriculum. The Comprehensive Curriculum was introduced last year, and providers were given the option to either draw from the Comprehensive Curriculum or integrate both.
- 3 Incumbent or new NSECD teachers must be certified in early childhood or working towards certification. Those who are not already state certified must have passed the Praxis I or have taken 12 credits to enroll in a pre-K-third grade or early interventionist alternate certification program. They must be enrolled by January 2009 and complete certification within three years of their hire date.
- 4 Effective for the 2007-2008 school year, only assistant teachers with at least a CDA are hired. Current assistant teachers must enroll in a CDA program by the next semester and must stay enrolled until the completion of the program.
- 5 All NSECD teachers and aides are required to complete the NSECD foundation/curriculum development on-line training and attend a mandatory three-day regional training workshop (at the beginning of the school year) in addition of completing 18 clock hours.
- 6 Schools are reimbursed based on the credentials of their lead 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 containing an incumbent teacher who is working towards certification will receive up to \$5,000 annually per child. Each classroom containing a teacher's assistant with a BA in education, or family studies, or an AA in early childhood education will receive up to \$500 annually per child. Each classroom containing a teacher's assistant with a CDA or equivalent is eligible to receive an additional \$250 annually per child.
- 7 Child care centers are required to be NAEYC accredited. The quality rating system was approved in the 2007-2008 school year. The Louisiana Quality Star Rating system has not completed issuing preliminary ratings throughout the state. If the system is incorporated, the NSECD Program will require centers to have a four-star rating.

- 8 The evaluation included 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 evaluates student performance from pre-K to third grade on Louisiana Educational Assessment Program state exams. Students' performance on the pre- and post-Developmental Skills Checklist are correlated to factors and issues related to the end-of-year report (i.e., expenditures, professional development, collaboration, and support services).
- 9 NSECD students are tested using the same Developmental Skills Checklist pre- and post-testing methodology that is used for public pre-K and assessed by the same third party using the same statistical methodology and scrutiny.
- 10 The NSECD end-of-year report incorporates how family engagement is a component within community collaboration.

MAINE – Public Preschool Program 2008-2009

- 1 Maine continues to work towards school unit regionalization and was granted an additional year by the state to do so. Public preschool programs are approved on an individual school basis.
- 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 appropriate program. The breakdown of this number is not available. Since the cut-off date is 4 years old by October 15, some children are 3 years old when they initially enroll.
- 3 State pre-K funds support the inclusive educational environment, while IDEA funds support the special services that children require while in the classroom setting.
- 4 Many of the Head Start/public pre-K partnerships that began in community settings have moved into public school spaces. In some instances, new school buildings have provided an improved physical environment. In other instances, space has become available in a public school facility and all partners have moved to minimize transitions for children and families.
- 5 Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate four half days with the fifth used for home visits and teacher planning. Some operate 5 days per week as a full school-day program.
- 6 Whether or not programs extend hours is determined locally.
- 7 It is a local district decision as to whether a district will continue to serve children who are not age eligible in a public preschool program.
- 8 Districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.
- 9 The program approval process encourages districts to follow either NAEYC criteria for classroom size or NIEER's quality benchmark.
- 10 Most programs offer a snack, and some offer breakfast and/or lunch. Those partnering with Head Start adhere to Head Start nutrition regulations and guidelines.
- 11 Assistant teachers need to hold an Educational Technician Level 3 certificate requiring three credit hours per five years.
- 12 If a teacher is employed by a public school but works in a nonpublic setting, the teacher must be paid at the public school salary level.
- 13 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 2009 were: \$24,369,798 total allocations; \$12,657,193 state share; and \$11,712,606 local share.
- 14 The USDA CACFP is used in some partnership programs. Local decisions are made as to with what funds to support the public pre-K program.
- 15 Schools are required to provide a local match to draw down their per-pupil state subsidy. This is specified in the school funding formula.
- 16 In the 2008-2009 school year, 37 percent of public pre-K programs operated in a partnership model.
- 17 The subsidy rate is determined for each individual school unit depending on the school funding formula. If a school partners with Head Start, they are 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.
- 18 A community program must hold a quality certificate 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 level of the QRS.
- 19 All public schools must have a comprehensive educational plan that includes ways to monitor effectiveness of programs. This is determined locally.
- 20 If the program is partnered with Head Start, it must meet Head Start requirements for family engagement. The program approval process asks for information about types of planned family engagement activities.

MARYLAND – Prekindergarten Program 2008-2009

- 1 Local districts may contract pre-K to qualified vendors (accredited centers or nonpublic nursery schools).
- 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 and must be spent for preschool children with disabilities.
- 4 Thirty-six percent of pre-K children attend a full-day program. The state does not fund child care except through child care subsidy money for eligible children.
- 5 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 a full day but not for wrap-around services.
- 6 Local boards of education have established regulations for early admission to pre-K and kindergarten. They may grant waivers on a case-by-case basis.
- 7 Any remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families but who represent a student population that exhibits a lack of readiness in identified developmental domains. Eligibility can also be determined by using other state-specified risk factors.
- 8 By policy 3-year-olds are not eligible, but state child care licensing regulations require a maximum class size of 20 for 3- and 4-year-olds with a staff-to-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 staff-to-child ratio of 1:12.
- 9 Vision and health screenings and referrals are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children.
- 10 These accreditations are for nonpublic settings under contract with public schools. Public schools are not required to be accredited.
- 11 Local school system curricula and the Maryland State Department of Education recommend five comprehensive curricula for 4-year-olds. Additional comprehensive curricula for ages 3, 4, and 5 were reviewed in fall 2009 to determine state-recommended status.
- 12 All pre-K programs are required to adopt or align local school system curricula with Maryland content standards, indicators, and objectives for pre-K that are identified in the Maryland Model for School Readiness (MMSR) Framework & Standards for pre-K / Voluntary State Curriculum (VSC) for pre-K.
- 13 Paraprofessionals in Title I schools must also have completed two years of college, hold an AA degree, or have a qualifying score of 455 on the Para Pro assessment administered by ETS.
- 14 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.
- 15 Scholarship programs are available through the Maryland Higher Education Community Mentors, and literacy coaches are supplied by local school systems.
- 16 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 the 2007-2008 school year, there is no dedicated prekindergarten funding.

- 17 Two local school systems supplement Head Start funds with local education dollars.
- 18 A prekindergarten assessment has been proposed but not yet finalized.
- 19 Family engagement activities are only required in Title I schools.

MASSACHUSETTS – Universal Pre-Kindergarten (UPK) and Grant 391 Program 2008-2009

- 1 The enrollment total includes 7,559 children in UPK and 3,238 children in Grant 391.
- 2 UPK and Grant 391 funds may be used for comprehensive services or teacher salaries but cannot be used for services in a child's IEP plan, and services should benefit the entire classroom.
- 3 Hours and operating schedule vary by type of program and setting. Programs providing care to children with financial assistance must operate based on the requirements determined in their contract or voucher agreement. UPK programs are required to offer or provide access to full-day, full-year services. Programs can operate either a school-year or full-year schedule. The minimum operating schedule depends on the type of funding a program receives.
- 4 Children must be in the classroom by the renewal date of the grant.
- 5 Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city in which they live. Districts determine kindergarten age eligibility, and the UPK funding formula is based on the number of children who are not yet eligible for kindergarten.
- 6 A child with special needs could remain in the preschool program, but they would no longer be counted in the UPK formula.
- 7 Any child may enroll in any program, but programs are selected to receive UPK funding based on program characteristics and on the characteristics of the children in the program.
- 8 The income requirement applies to all children in UPK receiving subsidy money. Tuition paying families do not have an income requirement. There is no income requirement for Grant 391.
- 9 It is determined by UPK if a child is part of the financial assistance system, and the sliding fee scale for parent co-pay is determined by income. Any program receiving subsidy money must use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.
- 10 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 provide two meals and two snacks. Parents or programs may provide snacks.
- 11 Programs are not required to provide screenings directly. However, all LEAs are required to provide screenings and referrals under "child find," and screenings and referrals are available to all children in non-LEAs through services in public schools.
- 12 Comprehensive services are not required by UPK programs; however, funding may be used for comprehensive services and must benefit the entire classroom.
- 13 All teachers must have an early childhood certification. Public school teachers must have a pre-K–grade 2 certification. Nonpublic school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a HSD and must complete a three-credit college course in child growth and development.
- 14 UPK program classrooms receive \$500 for each tuition paying child in the classroom. An additional \$2,000 is given for each child receiving the financial assistance of a voucher or contract.
- 15 Massachusetts is currently in the process of developing a quality rating and improvement system. Participation in the system will be voluntary.
- 16 Funding decisions are contingent upon the program continuing to meet the UPK eligibility criteria and funding availability.
- 17 The Massachusetts Department of Early Education and Care (EEC) contracted with consultants to conduct two phases of evaluation for the UPK program. Part of the evaluation conducted during fiscal year 2008 looked to address how program administrators and perceptions of administrators and staff related to improvements in quality since grant funding was received.
- 18 Programs that receive a full-day kindergarten grant are required to assess children's learning and development. All kindergarten programs are required to provide progress reports; however, programs are not instructed on how the progress reports must be completed.

MICHIGAN – Great Start Readiness Program (GSRP) 2008-2009

- 1 This is the number of children that was planned to be served in center-based pre-K programs rather than the number of slots. Some children were served in the full-day programs using two half-day slots but they are only counted once in the enrollment.
- 2 Special education children are also enrolled in separate classrooms, but those children are not counted in the total enrollment count.
- 3 Some children enrolled in GSRP also receive additional services paid for through special education funds.
- 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).
- 5 Part-day programs can operate 2.5 hours per day, 4 days per week or 2 full days per week for 30 weeks. Full-day programs must operate a minimum of 4 days per week, 6-7 hours per day, 30 weeks per year. Programs may operate for 20 weeks during the first year only.
- 6 All of these options are available if programs can afford them or work out agreements with other funding sources. Parents may pay tuition for extended time.
- 7 Districts may enroll children in kindergarten who are not yet 5 by December 1, but the state does not forward any funding for these students, so this rarely occurs.
- 8 The income requirement increased from 250 percent FPL to 300 percent FPL for the 2008-2009 school year.
- 9 Grantees may choose to prioritize enrollment based on local risk factors, but each child must have at least two of the 25 approved risk factors. 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, a family member other than the parent has a low education level, family history of delinquency, single parent, family density, and parental/sibling loss by death or divorce. The risk factor "other" can be used when there is one factor and suspicion of others or locally developed priorities.
- 10 Part-day programs provide a snack, and full-day programs provide one meal and two snacks or two meals and one snack. Part-day programs are encouraged to offer a meal and extend the minimum time to 3 hours, which is aligned with kindergarten for transportation.
- 11 Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screenings. The screenings are often provided in the program by the local health department. All programs must make appropriate referrals. Developmental screenings are a new requirement for the 2008-2009 school year.
- 12 Program policies and procedures are required to promote, support, and respect the home language, culture and family composition. The state encourages the hiring of at least some staff who speak the dominant languages of the community and provides translators for parents. All staff are expected to learn key words from each child's home language.
- 13 There is not a list of approved curricula, but the state does have a list of recommended curricula (e.g., Creative Curriculum, HighScope, Reggio Emilia, Tools of the Mind) that align with the Standards of Quality for Pre-K. Grantees can indicate subject-specific curricula as additions to a core comprehensive curricula, and these are approved by GSRP consultants on an individual basis.
- 14 Programs are required to assess children's progress using instruments that address the state's standards.
- 15 All public school teachers must have BAs. If training is incomplete, they may be considered "out of compliance" but must be enrolled in a training program and in compliance within four years. Teachers in nonpublic programs may have a BA in EE and an elementary teaching certificate with an early childhood endorsement, a BA with teaching certificate and CDA, or a BA in CD with a focus on preschool teaching.

- 16 The state has their own equivalent to a CDA, which includes the same requirements but teachers do not have to take the CDA exam. The state approves each candidate individually instead. An assistant teacher may have a CDA or equivalent or an AA in ECE/CD. If a suitable person cannot be hired, someone can start "out of compliance" but must complete at least one course in CD and have a plan to complete the requirements within two years.
- 17 All classroom staff, including lead teachers, must complete 12 clock hours per year to keep their child care licenses current. Those who are certified teachers must complete six hours of State Board Continuing Education Units every five years. New teachers must complete more training to renew the certificate.
- 18 Most recent data indicate that about 60 percent of GSRP teachers are paid on the teacher salary scale. It is recommended but not required.
- 19 Other state supports include state-sponsored webinars, workshops, conference calls, conferences, and other training, plus a listserv for pre-K teachers and administrators.
- 20 GSRP cannot operate solely on the state funding, but the state does not collect local spending. Local districts may choose to use Title I funds for preschool programming. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data is not collected on the total in-kind funding contribution.
- 21 There are two funding streams. The community agency stream is a statewide competition. The school district portion has both a needs and capacity assessment and a formula component.
- 22 School districts can subcontract with for-profit or non-profit agencies. Competitive grantees can only subcontract with other non-profit agencies. Competitive funding cannot go to school districts directly, but agencies can subcontract with school districts. Fifteen percent of the funding is allotted for the competitive program.
- 23 Blended funding is allowed so that a classroom may use both Head Start and GSRP funding to create a full-day program.
- 24 The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. GSRP collects electronic data on all programs every year. On-site monitoring is limited to staff numbers, but programs are also monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information.
- 25 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 tool, aggregation of child assessment information, and parent surveys and other response tools. Michigan Department of Education staff review and send comments on each goal's plan, and then review the final reports.
- 26 Programs may choose tools that assess children according to the Early Learning Expectations in the Michigan Department of Education Early Childhood Standards of Quality for Prekindergarten. The state also recommends supplemental tools in particular areas to meet particular needs.

MINNESOTA – Minnesota Head Start 2008-2009

- 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 fall 2008. Therefore the breakdown of enrollment by age is estimated based on children enrolled throughout the 2008-2009 program year.
- 3 Programs comply with the federal Head Start requirement of at least 3.5 hours per day, 4 days per week for 32 weeks, which is the most common schedule.
- 4 Extended hours are primarily supported with child care assistance funds administered through the Minnesota Department of Human Services.
- 5 Programs may also use state funds to provide Early Head Start services for children who are under the age of 3. Federal Head Start requirements determine eligibility.
- 6 Head Start programs follow federal regulations. The Head Start reauthorization of December 2007 allows programs that are substantially serving all children at 100 percent FPL to expand eligibility to 130 percent FPL for up to 35 percent of its funded enrollment (beyond the 10 percent over income already allowed). Other criteria for eligibility include homeless families and foster children. Also, families may be income eligible if they qualify for child care services as a participant in Minnesota's TANF program.
- 7 These may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots.
- 8 Eligibility can be reassessed if there is a major change in family circumstances such as income. Children are usually but not always allowed to continue enrollment through the end of the program year.
- 9 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.
- 10 State authorizing statute requires compliance with federal Head Start requirements. Translators or bilingual staff must be available if 50 percent or more of the children in a class speak a language other than English.
- 11 The Head Start reauthorization that went into effect in December 2007 requires that by 2011 all teachers have at least an AA degree and by 2013 50 percent have at least a BA related to teaching preschool children. Currently, about 80 percent of Minnesota Head Start teachers 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.
- 12 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 HSD. By 2013, all assistant teachers must have a CDA or be enrolled in a program to receive an AA, BA or CDA in two year. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- 13 The requirement for in-service professional development (including state recertification 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 for teachers and assistant teachers.
- 14 Funding cannot exceed federal per-child rates.
- 15 Minnesota is piloting a quality rating system in three geographic areas with large populations of at-risk children.
- 16 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.
- 17 State statute requires compliance with federal Head Start requirements, which include requirements for family engagement. Compliance is monitored.

MISSOURI – Missouri Preschool Project (MPP) 2008-2009

- 1 Services required by the child's IEP are funded through IDEA. Other educational services may be paid with state pre-K or other funding. The amount and source of funding is dependent on the IEP for the child.
- 2 The program must provide 6.5 hours of school per day, 5 days per week for 12 months per year and operate between the hours of 7:30 am and 5:00 pm. Only governmental entities or public school districts can provide a half-day program (minimum of 3 hours) to better serve those children participating in other district programs such as Title I and/or special education, and can provide preschool services for no less than the school year.
- 3 Other eligibility requirements are determined locally.
- 4 A sliding payment scale is required for all programs charging a fee.
- 5 Programs operating for 3 hours are required to provide a snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.
- 6 Effective as of the 2009-2010 academic year, guidelines changed so that vision, hearing, general physical health, developmental, and dental screenings and referrals are determined locally. In 2009-2010, all MPP children must be provided with an annual health and nutrition screening and developmental screening.
- 7 Effective as of the 2008-2009 school year, all assistant teachers must have a CDA or higher. Individuals who are working towards these qualifications do not meet this requirement and will not be funded with MPP funds.
- 8 Teachers with certification are also required to attend 30 clock hours within the first four years and 15 clock hours annually thereafter until they have achieved two of the following: 10 years of teaching, an MA, and/or National Board Certification.
- 9 The family engagement plan must address how parents will be informed about their child's development, opportunities to be involved in the preschool program, and how the preschool program will communicate with parents on an ongoing basis.

NEBRASKA – Early Childhood Education Grant Program 2008-2009

- 1 Most programs operate part day, 3.5 to 4 hours per day, 4 or 5 days per week.
- 2 Children with disabilities may be allowed to remain in the program if the IEP team determines the child's needs cannot be met in kindergarten. Other exceptions are determined locally.
- 3 Funds are targeted to children who have at least one risk factor. All prekindergarten-age children, regardless of their abilities, disabilities, or the social, linguistic, or economic diversity of the children's families are eligible to be served with grant funds.
- 4 Children with an IEP cannot be required to pay if the placement is identified in the IEP.
- 5 Programs are required to provide a meal and/or snack that meets USDA child nutrition program guidelines.
- 6 If the majority of children speak a language other than English, at least one staff member who speaks the language will be available as an active participant in the classroom. If less than a majority of the children speak a different language, one staff member, community resource person, or parent will be identified to serve as a resource to the program.
- 7 Although a 100 percent match of state grant funds is required, it does not have to come from a local source.
- 8 Funding for the program includes an allocation for the grant program and also funding from the state aid formula.
- 9 While an evaluation is required every other year, the Nebraska Department of Education evaluates the program every year. Program quality and child outcomes, both short-term and long-term, are evaluated annually.

NEVADA – State PreKindergarten Education Program 2008-2009

- 1 In addition to the nine school districts that have a program, one community-based program (Great Basin College) also administers a state-funded pre-K program.
- 2 Children receiving special education services that participate in state pre-K are supported by blended funds from early childhood special education and other sources.
- 3 All state pre-K programs are half-day programs as determined locally by individual programs due to limited funding. Programs are required to provide a minimum of 10 hours per week. Local programs determine specific hours and schedule depending on location and track. Most programs are 4 days per week, and operate 2 to 4 hours per day.
- 4 Some programs are able to provide some extended services by collaborating with other partners.
- 5 Specific priorities for enrollment may be determined locally. Other eligibility requirements that may be used include low-income status, being an English Language Learner, and homelessness.
- 6 Programs are required to use research-based curricula, but currently there is not an official approved list.
- 7 Nevada is currently in the process of creating infant and toddler early learning standards that are also aligned with existing pre-K standards.
- 8 If they started with the program prior to 2002, they are grandfathered in. Positions that are deemed "difficult to fill" may develop a professional development plan that the teacher hired would follow if they do not currently have the approved certification.
- 9 Nonpublic schools are encouraged to follow the local district's teacher salary scale so as to be competitive and promote high-quality standards.
- 10 Programs are not required to have other funding sources but are encouraged to collaborate with other sources to be more competitive.
- 11 A required annual and longitudinal evaluation is conducted every year and is submitted to the Legislature.
- 12 Family engagement activities may include but are not limited to: parent/family workshops, volunteering in the classroom, literacy activities, parent and child time together activities, and ESL classes.

NEW JERSEY – Abbott Preschool Program 2008-2009

- 1 Primary oversight of the preschool education program is through the state Department of Education's Division of Early Childhood Education. The Department of Children and Families 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 program as well as programs operating in any contracting private preschool provider sites.
- 3 Only the 31 designated Abbott districts where at least 40 percent of children qualify for free and reduced-price lunch receive funding and are required to offer the program due to a state Supreme Court decision. All 3- and 4-year-old children within those districts are eligible to participate.
- 4 Head Start, private agencies, and faith-based centers are all considered private providers. At this time, there are not any family child care homes included in the program.
- 5 The Department of Education funds the program to operate for at least 6 hours per day. Districts and private providers may also operate for an additional 4 hours and/or extend to a full calendar year in the form of a wrap-around program, funded by the Department of Human Services based on income-eligibility requirements. The Department of Education no longer mandates that programs provide wrap-around care that is not paid for by the state.
- 6 Kindergarten-age eligible children with an IEP may enroll in the program but are supported with special education funding.
- 7 Eligibility is based on residency. If a child moved to another district mid-year that does not offer the program, the child would no longer be eligible to participate. A resident student enrolled in the program would not be reassessed during the school year.
- 8 Certain districts may use subject-specific curricula, but the state does not generally recommend them.
- 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 Data is not based on the entire pool of teachers. Data was only compiled on eight of 31 public schools and 46 of 336 nonpublic schools that submitted specific line-item budget information.
- 12 This is an estimated expenditure total based on 2008-2009 approved projected per-pupil amounts and actual enrollment as of October 2008.
- 13 The School Funding Reform Act was passed in January 2008. Funding for these districts will follow a specific funding formula in future years but for the 2008-2009 school year, the funding formula established that these districts would be funded based on their already approved 2008-2009 budgets.
- 14 Districts are encouraged to collaborate with nonpublic school settings. However, there is no specific level of collaboration required.
- 15 For the 2008-2009 school year, per-child state funding is determined locally through an established budget process. However, all Head Start programs receive less funding per child than other provider types as state funding is meant to blend with federal funding to meet more stringent state requirements in certain program areas.
- 16 When a district contracts with a private provider, the provider has to meet a minimum score on the ECERS (as set by the district) in order to be in compliance.
- 17 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. There is also an outside evaluation of the program on a longitudinal basis.
- 18 Districts are required to design and provide a parent involvement program based on identified needs and parent survey responses. They are also required to include parents on the Early Childhood Advisory Council.

NEW JERSEY – Non-Abbott Early Childhood Program Aid (ECPA) 2008-2009

- 1 Primary oversight of the preschool education program is through the state Department of Education's Division of Early Childhood Education. The Department of Children and Families 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 program as well as programs operating in any contracting private preschool provider sites.
- 3 Only districts where 20 percent 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.
- 4 Head Start, private agencies, and faith-based centers are all considered private providers. At this time, there are not any family child care homes included in the program.
- 5 Length of program day varies by district. In some cases, both half- and full-day programs are offered. Half-day programs are most common.
- 6 Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.
- 7 Eligibility is based on residency. If a child moved to another district mid-year that does not offer the program, the child would no longer be eligible to participate. A resident student enrolled in the program would not be reassessed during the school year.
- 8 Effective as of July 1, 2008, the maximum class size is 18 and the staff-child ratio is 2:18.
- 9 Meals are required for full-day programs.
- 10 The department recommends these curricula; however, these districts are not yet required to choose one of these.
- 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 The School Funding Reform Act of 2008 stipulates that 96 of these districts receive no less than the same amount of funding for the 2008-2009 school year than they received for the 2007-2008 school year. The remaining five districts applied to expand their programs for the 2008-2009 school year for full-day funding and were funded based on per-pupil amounts specified in the School Funding Reform Act.
- 14 Districts are encouraged, but not required, to collaborate with nonpublic schools.
- 15 Per-child state funding is determined locally through an established budget process. However, all Head Start programs receive less funding per child than other provider types as state funding is meant to blend with federal funding to meet more stringent state requirements in certain program areas.
- 16 When a district contracts with a private provider, that provider has to meet a minimum score on the ECERS (as set by the district) in order to be in compliance.
- 17 Districts are required to implement programming for parent involvement but types of services are determined locally.
- 18 Districts must do an annual program evaluation, but the state does not monitor family engagement activities except through feedback given to the district after the department reviews the operational plan.

NEW JERSEY – Early Launch to Learning Initiative (ELLI) 2008-2009

- 1 Primary oversight of the preschool education program is through the state Department of Education's Division of Early Childhood Education. The Department of Children and Families 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 program as well as programs operating in any contracting private preschool provider sites.
- 3 Four of the former ELLI districts were approved to expand their preschool programs in the 2008-2009 school year and were therefore no longer included in the ELLI program. Funding was frozen at 2007-2008 approved levels.
- 4 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. Children who receive special education services must be included in the classroom but are not funded through ELLI.
- 5 This program funds only 4-year-old general education students. Children with special needs may be permitted to enter/exit the program outside the age requirements if it is written in the child's IEP that it is necessary and appropriate for the child. If a student is age eligible for kindergarten, the district may make an exception for that student (with documented disabilities and if written in the child's IEP), but the student would not be paid for through ELLI.
- 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 for other students in unusual circumstances to be eligible for the program.
- 7 Eligibility is based on residency. If a child moved to another district mid-year that does not offer the program, the child would no longer be eligible to participate. A resident student enrolled in the program would not be reassessed during the school year.
- 8 Breakfast, lunch, and snack are required for full-day programs.
- 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 of professional development.
- 11 Districts are required to include general education students who are not low-income as well as special education students in classrooms with ELLI-funded students. Local funds or parent-tuition (in certain districts) may be used to support the above-income general education students.
- 12 The State Funding Formula, which was passed in January 2008, stated that ELLI districts were to be flat-funded for the 2008-2009 program year and assumes that these districts will be under the new funding formula starting in the 2009-2010 school year.
- 13 Districts are encouraged to work with Head Start and private child care centers to avoid duplication of services, but there is no specific level of collaboration required.
- 14 Classrooms must include general and special education students not funded through the ELLI program.
- 15 The program provides a per-pupil amount based on the length of day that does not change depending upon where children are served. Although currently permitted, no Head Start agencies are contracting with ELLI districts.
- 16 When a district contracts with a private provider, the provider has to meet a minimum score on the ECERS (as set by the district) in order to be in compliance.
- 17 Districts are required to implement programming for family engagement and describe those activities in their operational plan.
- 18 The district must do a program evaluation, but the state does not monitor family engagement activities except through feedback given to the district after the department reviews the operational plan.

NEW MEXICO – New Mexico PreK 2008-2009

- 1 Priority for funding is for Title I schools and schools with the highest percentage of children not meeting NCLB AYP in reading and math.
- 2 Children may receive ancillary services while attending the program. Children receiving classroom-based special education services for developmental delays may be in an integrated classroom but are funded separately.
- 3 Enrollment by auspice does not equal total enrollment. Several programs started later in the year due to delayed contracts, and some spaces were budgeted for capital outlay projects that did not become available in time to provide the program.

- 4 The state funds 2.5 hours per day, but programs can extend the day. Most programs operate 2.5 to 3 hours per day, 5 days per week.
- 5 If a child has a developmental delay, the IEP group and parents may recommend a pre-K placement instead of kindergarten. This is handled on a case-by-case basis and requires permission from state agencies.
- 6 All age-eligible children in locations offering the program are eligible, but funding priority is for children who will attend Title I schools with the highest percentages of children failing to meet NCLB AYP in math and reading. Sixty-six percent of children attending each program must live within an attendance zone of a Title I elementary school.
- 7 Beginning in the 2008-2009 school year, programs are required to offer at least one meal per day.
- 8 Programs are required to be accredited within three years of becoming a New Mexico PreK provider.
- 9 Lead teachers must get an early childhood education birth to grade 3 certification within five years of being hired. Programs are permitted to employ someone without this licensure with a professional development plan to achieve the requirement within five years of being hired. All teachers, regardless of degree type, begin receiving specialized training immediately.
- 10 Assistant teachers in public and nonpublic schools are expected to obtain an AA in early childhood education within five years.
- 11 Nonpublic school settings that hire teachers with equivalent qualifications to public school licensure are expected to pay commensurate salary for the specific hours of New Mexico Pre-K.
- 12 Total spending does not include \$400,000 in non-recurring funds for start-up and safety, \$2,338,619 for training, technical assistance and professional development, and funds for an external evaluation.
- 13 In previous years the half-day funding formula used was half the unit value applied for kindergarten students, which is 1.44 times the per-pupil allocation or unit value. Because of budget shortfalls the unit value did not increase as it has previously.
- 14 All programs can subcontract with department approval.
- 15 Fifty percent must be in nonpublic school settings.
- 16 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.
- 17 The NIEER statewide assessment was initiated in 2005 at the beginning of New Mexico PreK. The study uses a battery of standardized assessments 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.
- 18 Parental engagement is required in program standards and the individual contract monitors oversee these activities with their assigned contractors.

NEW YORK – Universal Prekindergarten (UPK) 2008-2009

- 1 Funding was available to all school districts beginning with the 2007-2008 school year. Out of 677 school districts, 452 chose to participate in the UPK program in the 2008-2009 school year.
- 2 UPK funding supports 2.5 hours of the children's instructional programming while other sources support a longer day, itinerant teachers, etc.
- 3 Programs may be either full- or half-day and must operate 5 days per week for a minimum of 180 days per year.
- 4 This breakdown of enrollment by operating schedule only includes 4-year-olds, not 3-year-olds.
- 5 UPK programs that received TPK funding in the 2007-2008 school year were allowed to serve the same number of 3-year-olds in the 2008-2009 school year as they did in the 2007-2008 school year.
- 6 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide meal and snack.
- 7 Bilingual staff must be available to the extent that the needs of the student are met.
- 8 New York state regulations require that support services be provided to the maximum extent possible.
- 9 Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings are required to have 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 exempt from this requirement until at least 2013, as long as uncertified teachers receive on-site supervision by certified teachers. These teachers must have a plan to become certified within five years or by 2013.
- 10 Teachers in community-based organizations are exempt from the certification requirements if they have on-site supervision by a certified teacher. They may have a K-6 certificate but must have a plan to get ECE certification within five years.
- 11 Level 1 Teaching Assistant Certificate is the entry level certificate for teacher assistants. It permits the holder to provide direct instructional services to students under the general supervision of a licensed or certified teacher. Assistant teachers employed in nonpublic settings are required to have HSD or meet standards of the licensing or registering agency.
- 12 Some nonpublic school settings require a temporary license, continuing certificate, which permits the continued employment of an individual who has completed one year of experience under a temporary license and who has six semester hours of study in education.
- 13 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.
- 14 The state aid formula takes into account several factors including: foundation cost (the cost of providing the average student with an education that meets state learning standards), pupil need (the proportion of pupils eligible for free and reduced-price lunch), regional cost index, and expected local contribution.
- 15 UPK regulations state that no less than 10 percent of the total grant award to school districts must be set aside for student placements in collaborating agencies.
- 16 Each district and collaborating agency enter into a mutually agreed upon contract that determines the per-child amount.
- 17 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 for on-going assessment of the development of language, cognitive, and social skills.
- 18 Each school operating a prekindergarten program shall develop procedures to ensure the active engagement of parents and/or guardians in the education of their children.

NORTH CAROLINA – More at Four Pre-Kindergarten Program 2008-2009

- 1 The Office of School Readiness contracts with one entity per county/region to facilitate implementation of the program locally. Typically, that entity is the local education agency or the local partnership for children (Smart Start). They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse system of delivery.
- 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 Before- and after-school care may be provided for children in a More at Four class, but More at Four funds may not support this activity and this number is not tracked.
- 5 Age eligibility requirements changed for prekindergarten in the 2008-2009 school year in response to a state general statute that changes the eligibility age for kindergarten effective for the 2009-2010 school year. The 2008 change was necessary to ensure that all children leaving prekindergarten at the end of 2008-2009 would be eligible for kindergarten. The eligibility age for kindergarten is set to move to 5 on or before August 31 for the 2009-2010 school year.
- 6 North Carolina General Statute 115C-364 (d) allows for a child's early entry into kindergarten based on information submitted by the child's parent or guardian and using established state guidelines that state that the child is gifted and has the maturity to justify admission to school.

- 7 Eighty percent of children served in a county must be at or below 75 percent of SMI. However, 4-year-olds of active duty military personnel are automatically eligible for More at Four. 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.
- 8 Programs must provide information to families on access to health insurance and the importance of a medical home for their children. Parent conferences and home visits are strongly recommended but not required.
- 9 In the 2008-2009 school year, a curriculum review committee conducted an in-depth review of prekindergarten curricula, resulting in a revised list approved by the State Board of Education effective for the 2009-2010 school year.
- 10 An on-line orientation to state standards, which was piloted in the 2008-2009 school year, will be available in the 2009-2010 school year.
- 11 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 but must work to achieve a BA and a birth-kindergarten license within four years of the classroom beginning to receive More at Four funds. There are a limited number of lead teachers working in the private sector with HSD as highest degree completed. However, these teachers are granted an exception due to their near completion of a BA.
- 12 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 assistant teachers who meet NCLB requirements but do not hold a CDA to have six semester hours of EC coursework or two years experience in an early childhood classroom. An AA in early childhood education is highly encouraged for assistant teachers in nonpublic settings.
- 13 Teachers in nonpublic settings are required to receive comparable salary and benefits once they obtain a birth-kindergarten licensure.
- 14 The Teacher Licensure Unit operates within the Office of School Readiness to support teachers in nonpublic settings obtain a birth-kindergarten licensure. The unit facilitates the development and completion of professional growth plans and provides mentors and evaluators to support teacher growth.
- 15 Session law requires the use of "other resources" but no specific percentage is required.
- 16 The state allocates the same amount of funding for slots in Head Start settings as in public schools. However, local More at Four planning committees may differentiate the funding across diverse settings based on local needs.
- 17 Programs in nonpublic schools must hold a four- or five-star license to receive More at Four funding.
- 18 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.
- 19 Specific activities are not required, but a comprehensive list is offered as guidance to programs to establish meaningful parent/family engagement activities.

OHIO – Early Childhood Education 2008-2009

- 1 Since the 2006-2007 school year, new ECE grants for 93 districts were awarded based upon the poverty-based index. Districts that have been receiving ECE funding since 1986 could not receive additional funding to serve more children.
- 2 An additional 1,299 children from families with an income above 200 percent FPL paid full tuition and are not counted in the enrollment total.
- 3 Children receiving a portion of funding via ECE funds may also be receiving center-based or itinerant special education services (preschool special education services are funded at the teacher level rather than the child level).
- 4 ECE funds a half-day program (3-3.5 hours per day), which is half of the average school day, but many districts use other funding to extend the day to a full day. Most programs operate 4 days per week, but there may be some variation in rural communities where transportation is more of an issue than in urban locations. The fifth day is used to provide home visits and parent conferences. Programs are required to operate 182 days per year. Programs that receive both ELI and ECE funding offer full-day, full-year services.
- 5 Children are eligible for kindergarten at age 5 by either August 1 or September 30. Each district must choose one of the two cutoff dates.
- 6 Family income is the determining factor for this program. The program is free for 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 services to families over 200 percent FPL but those families pay full tuition.
- 7 Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.
- 8 The current minimum requirement in public school settings is a prekindergarten associate license, which requires at least an AA. However, many school districts already require that lead teachers have a BA in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 will be required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.
- 9 Teachers in public schools are required to have one of these licenses/certificates. The prekindergarten associate license requires an AA in ECE; the others require a BA. Teachers in nonpublic settings are required to have at least an AA in ECE.
- 10 Assistant teachers receive in-service in one of four areas—child development, child abuse recognition and prevention, first aid, and prevention of communicable diseases.
- 11 The state allocates a per-child amount; the district may subcontract for a dollar amount per child. Districts may choose when subcontracting to determine a per-child amount based upon the services the districts may offer (professional development, administrative, etc.).
- 12 Program quality is assessed using ELLCO as part of a formal evaluation for research purposes.
- 13 Get It, Got It, Go! is a literacy screening required of all students. Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.

OHIO – Early Learning Initiative 2008-2009

- 1 Initial enrollment can occur at any point throughout the year. This number represents the average monthly enrollment.
- 2 The special education count is based on total enrollment, not average enrollment.
- 3 Children receive a portion of funding through ELI funds and may also receive center-based or itinerant special education services (preschool special education services are funded at the teacher level rather than child level).
- 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 family needs are after 6 pm and/or during the weekends.
- 7 Programs may provide ELI services to a child when the child turns 3 years old any month or any time of the year.
- 8 School districts in Ohio may choose August 1 or September 30 as their cut-off date.
- 9 Eligibility is based on family income. The income cutoff was increased from 165 to 200 percent FPL to provide greater assistance to families. In addition to income, eligibility is determined by county job and family services 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 guaranteed a full year of continuous service. Children of families who no longer qualify may be referred to early childhood programs operated by a school district or may be referred to child care options.
- 11 Breakfast, lunch, and/or snack are to be provided depending on the hours of attendance.

- 12 The current minimum requirement in public school settings is a prekindergarten associate license, which requires at least an AA. However, many school districts already require that lead teachers have a BA in ECE. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. By July 1, 2009, all teachers in programs that began in fiscal year 2006 will be required to have an AA or higher in ECE. By July 1, 2011, all teachers in programs that began in fiscal year 2007 or later will be required to have an AA or higher in ECE.
- 13 Teachers in public schools are required to have one of these licenses/certificates. The Prekindergarten Associate License requires an AA in ECE; the others require a BA. Teachers in nonpublic settings are required to have at least an AA in ECE.
- 14 Assistant teachers receive in-service required in one of four areas—child development, child abuse recognition and prevention, first aid, and prevention of communicable diseases.
- 15 ELI programs are required to participate in the quality rating system, but no minimum rating is required.
- 16 A formal evaluation using the ELLCO to study the quality of literacy environment was conducted for FY08 and FY09. The initial two-year evaluation in FY06 and FY07 was mandated and funding was maintained for another two-year evaluation.
- 17 Get It, Got It, Go! is required to be administered to children twice per year. Programs are also required to use a curriculum-embedded performance measure, but the instrument is not dictated by the state.

OKLAHOMA – Early Childhood Four-Year-Old Program 2008-2009

- 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 for at-risk children from birth through age 3. The DOE provides \$10 million in state funds with a \$15 million match from the private sector. State funding is not available for 3-year-olds in the prekindergarten program, and some 5-year-olds may be in the program although age eligible for kindergarten.
- 3 There are also 2,923 children under 3 years old and 1,317 3-year-olds with special needs served by the public schools, but they do not receive state funding. There are also 670 5-year-olds who received special education services in the pre-K program.
- 4 State, local, and federal funds affect state pre-K children because it is a public school program.
- 5 Even in collaboration settings, 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. Public school numbers also indicate on-site Head Start facilities, while Head Start settings are strictly off-site Head Start facilities. Enrollment by auspice and total enrollment are reported from different systems.
- 6 Programs have the option of operating a part-day or a full-day program or a combination of both. Districts can choose to offer a longer day but will not receive additional state funds through the state aid formula. Programs must be offered at least 175 days per year.
- 7 Enrollment information by schedule is obtained from a different reporting system.
- 8 Children who are 5 years old may attend the prekindergarten program and a 4-year-old or a 6-year-old may attend kindergarten. However, funding relates to the child's age. Retention, delayed entry, and promotion are handled locally. Districts may choose to accept underage children but will not receive state aid funding for doing so. For other grade levels, the district receives funding for the actual age of the child.
- 9 At least one meal is provided through the federal Child Nutrition Program. The federal government does not provide snacks for 4-year-olds in public schools during regular class time, so snacks are determined locally.
- 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 Oklahoma prekindergarten programs have standards that all curricula must follow, but specific curriculum is a district decision.
- 12 Assistant teachers meet requirements to be highly qualified under NCLB. They must have an AA degree, 48 hours of college credit, or pass one of the 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 paraprofessional status.
- 13 There is no state mandate on the professional development of assistant teachers in general education classrooms. However, most districts provide professional development for their paraprofessionals. Paraprofessionals in special education classrooms are required to complete training to be in compliance with state and federal regulations and to complete six hours annually of professional development.
- 14 State law requires equivalent salary and benefits of on-site public school teachers for teachers in nonpublic setting. The minimum starting pay for a teacher with a BA is \$31,600. Pay for assistant teachers is a local district decision.
- 15 Those with a BA are able to become a certified teacher after one year as a paraprofessional and after taking the Oklahoma Subject Area Test in the subject area of their choice.
- 16 All funding flows through the public school system, despite the type of setting.
- 17 Collaboration with nonpublic agencies is encouraged but not required.
- 18 Districts receive the funds directly and then have the option of choosing with what facility/agency they collaborate. Typically, districts choose a three-star facility although it is not state policy.
- 19 It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of three assessments for reading: DIBELS, Literacy First, or Basic Early Assessment of Reading (BEAR).

OREGON – Oregon Head Start Prekindergarten 2008-2009

- 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 Programs operate 3-4 days per week, plus required home visits.
- 3 Thirty-five percent of children enrolled can be from families up to 130 percent FPL after priority is given to children with the lowest family incomes.
- 4 If grantee has both federal Head Start and state pre-K funding, 90 percent of children must meet income requirement. If a grantee only has state pre-K funding, 80 percent must meet the income requirements. A minimum of 10 percent of total enrollment must be for children with disabilities.
- 5 Programs are required to offer meals and snacks that provide one-third of the child's daily nutritional needs. Morning sessions provide breakfast and lunch; afternoon sessions provide lunch and a snack.
- 6 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.
- 7 All local programs must have a comprehensive curricula that meets the "Definition of Curriculum."
- 8 In public schools, teachers must have a teaching license, a BA, and 15 ECE credits. In nonpublic school settings, half of teachers must have an AA or higher in ECE or related credential with a minimum of 15 ECE college credits. All teachers must have at least an AA by 2011, and by 2013, 50 percent must have at least a BA related to teaching preschool children. By 2013, all assistant teachers must have at least a CDA.
- 9 The average annual teacher salary in the state pre-K program is \$24,281.59, and the average annual assistant teacher salary in the state prekindergarten program is \$14,712.46. These averages include salaries of teachers and assistant teachers in public schools and nonpublic schools.
- 10 Programs are required to use a developmentally appropriate assessment determined by the local grantee. Most programs use the Creative Curriculum Developmental Continuum, but some programs use the Galileo Assessment.

PENNSYLVANIA – Education Accountability Block Grant (EABG) 2008-2009

- 1 The Office of Child Development and Early Learning (OCDEL), which is funded through both the Departments of Education and Public Welfare, administers EABG, but funding for EABG comes from the DOE.
- 2 Pre-K is one option for spending resources that all districts receive as part of EABG allocation.
- 3 Early Intervention funds may supplement other pre-K 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, 5 days per week, for a minimum of 180 days per year (programs operate for 450 hours for a half day or 900 hours for a full day).
- 6 EABG can pay for coordination of wrap-around services but not the service itself.
- 7 Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. The district determines the eligibility requirements.
- 8 Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is locally determined, Pennsylvania has recommended that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended age cut-off for kindergarten is 5 by September 5, but this is determined locally.
- 9 Districts determine their own prioritization for services and eligibility requirements.
- 10 For nonpublic school settings contracted by an LEA prior to September 2006, teachers have until September 2012 to be ECE certified. If the contract is initiated after September 2006, teachers have five years from the date of that contract to become ECE certified. Beginning in January 2012, only the PK-4 will be applicable for certification; prior to that time, all ECE certifications apply.
- 11 In public school settings, assistant teachers must meet the requirements of highly qualified for NCLB. For nonpublic settings, programs follow their regulatory requirements. Beginning with the 2009-2010 school year, assistant teachers will be required to either have two years of post-secondary education/60 college credits, an AA degree or higher, or the ability to meet a rigorous standard of quality and to 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 for students who have not achieved state-test proficiency on the Pennsylvania System of School Assessment, and 25 percent of all allocated funding is for students who have achieved proficiency.
- 13 If districts contract with Head Start or child care, the funding is determined locally.
- 14 Beginning with the 2009-2010 school year, the Work Sampling System online will be required.
- 15 Transition to kindergarten, parent-teacher conferences, referrals to social services, volunteerism, and parent education are recommended but they are not required.

PENNSYLVANIA – Head Start Supplemental Assistance Program (HSSAP) 2008-2009

- 1 For the 2008-2009 school year, funds were ordered solely as continuation grants from previous years' grantees. No new grants were opened or awarded.
- 2 Any additional costs of special education services are covered by state and federal special education funds.
- 3 Programs must operate according to federal Head Start Performance Standards, which require a minimum of 3.5 hours per day, 4 days per week. Full day for HSSAP is considered greater than 6 hours per day. Center-based programs can operate 4 or 5 days per week; home-based programs offer home visits once per week with socialization days.
- 4 Most programs either run for 128 days (the federal Head Start requirement) or for a full year (approximately 240 days), but this is determined locally.
- 5 Most children who are age eligible for kindergarten will not be eligible for HSSAP. The recommended age cut-off is 5 by September 5, but this is determined locally. More than 80 percent of districts are currently using September 1 as their cut-off date.
- 6 State pre-K children must meet the federal Head Start income guidelines. Effective December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL.
- 7 All Head Start grantees determine their own risk factors in addition to those listed.
- 8 Programs must follow Head Start Performance Standards.
- 9 Curricula must be aligned with the state early learning standards but is determined locally.
- 10 Teachers, regardless of setting, follow Head Start Performance Standards, which require 50 percent of teachers to have an AA in ECE. Lead teachers employed by a public school district are required to have ECE certification. The Head Start Reauthorization Act of 2007 requires that by 2011, all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA.
- 11 Assistant teachers must meet Head Start equivalency standards. Federal Head Start requires that by 2013, all assistant teachers have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.

PENNSYLVANIA – Kindergarten for Four-Year-Olds (K4) and School Based Pre-K (SBPK) 2008-2009

- 1 The Office of Child Development and Early Learning (OCDEL) administers the early childhood programs with funding from both the Departments of Education and Public Welfare.
- 2 The enrollment total includes 3,971 children in the Kindergarten for Four-Year-Olds program and 5,652 children in the School Based Pre-K program that are not already included in K4, HSSAP, EABG, and Pre-K Counts.
- 3 Early intervention funds may supplement other pre-K funds.
- 4 The recommended age cut-off for kindergarten is 5 by September 5, but this is determined locally.
- 5 Districts offering the K4 program, which follows kindergarten rules, must make the program available to all children within the district. Districts offering SBPK may set eligibility criteria.
- 6 K4 programs follow kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-to-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-to-child ratio of 1:10.
- 7 Assistant teachers in Title I schools must meet NCLB requirements for highly qualified teachers' aides. There are no specific degree requirements for assistant teachers in other schools; these requirements are determined at the local level. By the 2009-2010 school year, all assistant teachers in SBPK programs will be required to meet the highly qualified requirements of NCLB.
- 8 The state funding amount is based on an estimated calculation using an average K-12 per-child expenditure.

PENNSYLVANIA – Pennsylvania Pre-K Counts 2008-2009

- 1 Extra costs of special education services are covered by federal and state special education funds.
- 2 The private child care enrollment count figure includes children in group child care homes.
- 3 Extended services are voluntary and locally determined.
- 4 Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age eligible are not eligible for Pre-K Counts. The recommended kindergarten age cut-off is 5 by September 5, but this is determined locally.

- 5 Children whose IEPs recommend an additional third year of pre-K may continue in the Pre-K Counts program, but they may not be funded through Pre-K Counts. Children who are not age eligible for enrollment in Pre-K Counts may be enrolled if funding is provided by a non-state resource.
- 6 The poverty level in the community is taken into account in the distribution of funds by the state to competitive applicants. Funds must also be targeted to those most at risk of school failure due to low-income family, ELL, disability, living in high concentration of poverty, homelessness, or other home or community environment factors.
- 7 These support services are required via guidance, not law or regulation, and they are monitored.
- 8 Curriculum used must be aligned with Pennsylvania Department of Education pre-K standards.
- 9 Teachers in child care and Head Start are required to have at least an AA in ECE. Teachers in nursery schools are required to have ECE certification or 18 credits in ECE. Lead teachers in all settings must have a BA and ECE certification beginning in 2011.
- 10 Beginning with the 2009-2010 school year, all assistant teachers will be required to either have at least two years of post-secondary education/60 college credits or pass a rigorous formal state or local academic assessment of knowledge and ability to assist in instruction.
- 11 Community-based programs must approximate public school salary. Budgets are individually negotiated with each provider every year to accomplish this.
- 12 In the 2008-2009 school year, 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 2009.
- 13 There is a yearly report on a multitude of issues including child outcomes, program operations, enrollment and attendance, teacher qualifications, fiscal information, risk factors of attendees, and other program resources.
- 14 Providers must describe how they will engage families when they apply for program funds.

SOUTH CAROLINA – Half-Day Child Development Program (4K) 2008-2009

- 1 Districts may decide to offer programs for 3-year-olds.
- 2 Effective with the 2009-2010 school year, the income requirement will apply to 100 percent of children.
- 3 The State Board of Education regulations do not require districts to offer these screenings, but most districts offer health screenings. Based on this clarification, this policy does not meet NIEER's requirements.
- 4 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.
- 5 During the 2008-2009 school year, budget reductions only allowed for site visits in the full-day program.

SOUTH CAROLINA – Child Development Education Pilot Program (CDEPP) 2008-2009

- 1 The South Carolina Department of Education 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 Five of these school districts offer the Half-Day Child Development Program in some of their schools.
- 3 All CDEPP districts are required to participate.
- 4 Enrollment includes 521 children served through First Steps.
- 5 Other sources include preschool handicapped funds and IDEA funds.
- 6 Funding for wrap-around or extended-day services is not provided by the state but offered to parents for a fee.
- 7 There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.
- 8 Health screenings and referrals are not required. Based on further clarification, this policy does not meet NIEER's requirement.
- 9 Assistant teachers are required to complete the early childhood development credential within 12 months of hire.

TENNESSEE – Voluntary Pre-K 2008-2009

- 1 There are 136 school systems in Tennessee, but only 135 are eligible to offer pre-K services. One school system does not actually serve students but provides services such as transportation and technology to the other school districts in the county.
- 2 Pre-K funds pay for pre-K class components, while special education funds pay for the special services identified students are required to receive.
- 3 Naptime cannot be counted in the 5.5 hour minimum.
- 4 Once all available free and reduced-price lunch eligible students are enrolled, the law permits LEAs to enroll over-income children.
- 5 Lunch is offered in each program, and breakfast and/or snack are offered depending on the beginning and ending time of the program.
- 6 The state regulates ELL services for K-12 students, but because pre-K is not mandatory, LEAs are not required to provide ELL services. However, all programs include pre-K children in ELL screenings and do provide some level of service.
- 7 Subject-specific required curricula include Doors to Discovery, Growing with Mathematics, Scott Foresman Reading Street, Scott Foresman Addison Wesley Mathematics Grade Pre-K, Scott Foresman Science, Silver Burdett Making Music, SRA Imagine It!, SRA Language for Learning, Talking About Touching, and Keeping Kids Safe.
- 8 In the pilot program, assistants must have a CDA; for VPK, assistants must have HSD and pre-K experience. In the VPK program, the LEA is required to hire an assistant teacher with a CDA if one is available. If not, the LEA may hire an assistant with a HSD and relevant experience working with ECE programs.
- 9 All teachers working in schools must meet the state requirement of 30 hours of in-service credit per year. The 18 hours required in early childhood may be included in the 30 hours.
- 10 Various institutions of higher education offer intensive summer workshops to assist teachers in receiving an add-on 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.
- 11 The LEA is required to provide a local match. However, the local match does not have to be in dollars. It can be in facilities, utilities, staffing, etc. The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base.
- 12 Pilot programs receive funding directly. Other agencies include housing authorities, higher education, children's hospitals, nonprofits, and faith-based agencies. Under the VPK program, only school districts/LEAs can receive funding. School districts/LEAs can subcontract with any three-star rated agency such as Head Start, faith-based centers, nonprofits, for-profits, higher education, and Even Start. Beginning with the 2009-2010 school year, funding for all programs will go directly to the local school districts and the school districts can then subcontract with any three-star agency.
- 13 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.
- 14 The Strategic Research Group is currently completing their evaluation, which was mandated. The Peabody Research Institute from Vanderbilt is undertaking a new study beginning in the fall of 2009.

TEXAS – Public School Prekindergarten 2008-2009

- 1 Districts are required to offer a program if they have 15 or more eligible 4-year-olds.
- 2 The Texas Education Agency (TEA) does not collect enrollment information for settings other than public schools. The majority of children was served in public settings.

- 3 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.
- 4 The TEA specifically established the pre-K program to serve students who have not reached age 5. Five-year-olds do not receive state funding for pre-K and are paid for by the school district if enrolled.
- 5 Districts are required to verify documentation of eligibility prior to enrolling students in the prekindergarten program. Once a student is determined to be eligible for prekindergarten, 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 benefits.
- 6 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.
- 7 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.
- 8 Translators are used for Language Proficiency Assessment Committees for parents who do not speak English and during parent/teacher meetings. Each school district with an enrollment of 20 or more students of limited English proficiency (LEP) in any language classification in the same grade level must offer a bilingual education or special language program. If they have fewer than 20 LEP students, districts are required to offer an ESL program.
- 9 The state provides a list of approved instructional materials and resources that school districts can use.
- 10 The Generalist Teaching Certificate was extended to sixth grade in May 2009. The Generalist EC-4 credential will not be administered after August 2010.
- 11 TxBESS is a systemic initiative to support beginning teachers and includes standards-based trainings involving mentoring, professional development, and formative assessment.
- 12 This figure includes TANF maintenance of effort funds.
- 13 Some districts operate pre-K programs on a full-day basis through local funding resources or tuition. School districts may also serve children on a tuition basis who do not meet Foundation School Program eligibility requirements.
- 14 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.
- 15 The Texas School Readiness Certification System (SRCS) is a state-funded voluntary QRS that is being phased in across the state. Funds for serving students are not directly tied to the SRCS.
- 16 The Texas Evaluation Study of Prekindergarten Programs, July 1995, examined the developmental quality of pre-K for 4-year-olds. This five-year longitudinal study was initiated by TEA in 1989 to examine the general state of pre-K programs from both an implementation and outcome point of view.
- 17 Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee.

VERMONT – Prekindergarten Education - Act 62 2008-2009

- 1 The Department for Children and Families, which is in the Agency of Human Services, is the designated co-lead for the state's pre-K program.
- 2 Publicly funded prekindergarten is free. However, when districts partner with private providers so that they can provide pre-K in community-based settings, providers may charge families the difference between what their actual costs are for the 6-10 hours per week of pre-K and what the district pays for that child.
- 3 Other sources include IDEA 619, State Essential Early Education (EEE) funds, and local pre-K funds.
- 4 Pre-K is defined as 6-10 hours per week. Most programs operate about 3 hours per day, 3 to 4 days per week.
- 5 Depending on the type of setting, the child may receive wrap-around or extended-day services. Extended-day services are sometimes paid for through child care subsidies and medical/dental services.
- 6 Act 62 defines "prekindergarten" as a child between the ages of 3 and 5, with the cutoff being 5 years old, but can include children who are age eligible for kindergarten. Kindergarten entry age is locally determined. State regulations state the cutoff dates as no earlier than August 31 and no later than December 31, but policies on kindergarten entry age are the responsibility of local school boards. In addition, Act 62 caps the number of children towns can count in their school census, so some towns limit the program to just 4-year-olds, since one of the possible caps is universal pre-K for 4-year-olds.
- 7 There is a cap on the number of pre-K children, which is roughly half of all 3- and 4-year-olds, or all 4-year-olds who may be included. Except for serving all children with disabilities, communities cannot prioritize which children have this opportunity.
- 8 All pre-K programs must follow child care licensing regulations, which limit class size to 20 and staff-child ratio to 1:10.
- 9 Most programs provide snacks, and meals are also offered if the pre-K program is in a Head Start or child care setting.
- 10 Head Start programs require various screenings.
- 11 Teachers in public settings must have a BA with an Early Child Educator (ECE) birth-grade 3 or an Early Childhood Special Educator (ECSE) birth-age 5 certification. New requirements took effect in July 2008, removing the BA requirement for lead teachers in programs in nonpublic settings. Nonpublic settings must have at least one licensed person per center who must have an ECE or ECSE teaching license rather than one per classroom. Registered child care homes require only brief supervision by a licensed teacher. All other teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years of experience.
- 12 Assistant teachers in public school settings must meet "highly qualified" standards and have an AA or equivalent. In nonpublic settings assistant teachers need to have a high school diploma. Other training is not specified in Act 62 and depends on the type of pre-K provider.
- 13 These are the requirements established by child care licensing rules for professional development. Pre-K programs must adhere to these requirements as well.
- 14 The Department of Education administers a licensure program that offers coursework through the University of Vermont so that teachers can obtain their license.
- 15 This figure is an estimate of total spending. Once the data are finalized, it is possible that this number will change.
- 16 Districts receive whatever funds their voters agree to from Vermont's education fund. The per-child cost is calculated and compared to the state's base rate.
- 17 School districts may contract and negotiate terms with local Head Start programs and private providers.
- 18 Programs must meet the minimum of three STARS or be accredited by NAEYC. Effective July 1, 2009, programs must be NAEYC accredited or have four STARS with two points in each area.
- 19 All programs are required to report on child progress. Effective July 1, 2009, programs are required to report child progress data using the Work Sampling System or the Creative Curriculum Developmental Continuum.

VERMONT – Early Education Initiative (EEI) 2008-2009

- 1 EEI grants are given to supervisory unions rather than districts.
- 2 Programs are asked to report enrollment by risk factors, not by age.
- 3 In addition, one Head Start grantee provides home-visiting services to 11 children rather than a center-based program. The number of children served through public schools is large because schools use other resources, including school funding, to support their pre-K programs.
- 4 Grantees propose their EEI service delivery models. There are several full-day child care centers that administer or host EEI programs. The EEI funds only pay for a portion (6-10 hours per week) of the time the child is in a full-day program. Most EEI programs are half-day, 6-10 hours per week, for 2-3 days per week.
- 5 Some children in the center-based child care programs may be in the program 40-50 hours per week. Also, Head Start programs that have an EEI grant have wrap-around services, although EEI funds do not support those services.

- 6 EEI grants are to serve at-risk 3- to 5-year-olds, but grantees determine which ages within those parameters they will serve and how.
- 7 State law mandates that a child must be 5 years old anytime on or after August 31 and no later than December 31 to be eligible for kindergarten. Most districts use September 1 as their kindergarten cut-off date, but local school boards can determine their own date within the stated criteria.
- 8 Income is one of several risk factors that determine eligibility. Other risk factors include developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or child history of foster care.
- 9 Most communities have a very small number of English Language Learners, if any. However, there is no requirement that the program be English only.
- 10 State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a child care certificate from the Community College of Vermont with two years of experience.
- 11 Assistant teachers in public schools must either have an AA or be highly qualified under NCLB. Assistant teachers in nonpublic programs must have at least an HSD.
- 12 If a teacher is not licensed in a nonpublic setting, then the requirement is 12 clock hours per year.
- 13 How funds are used and per-child expenditure is part of the grant proposal. The maximum of any EEI grant is \$30,000 per setting. Grantees propose specific services and target number of children, and create a budget that is then reviewed by the Vermont Department of Education to determine the grant award.
- 14 State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data.
- 15 Kindergarten assessments are decided at a local level.
- 16 Grantees propose a set of family engagement activities when they apply for the EEI grant.

VIRGINIA – Virginia Preschool Initiative 2008-2009

- 1 Localities are eligible as long as they are determined to serve 4-year-olds eligible for free lunch who are not served by Head Start.
- 2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.
- 3 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.
- 4 The majority of students are enrolled in public school settings though some students are served in private agencies. Student level information is not collected by specific program.
- 5 Local school divisions may select full-day or part-day schedules. One locality offered extended services during the 2008-2009 school year.
- 6 School divisions may assess a child born between October 1 and December 31 to determine his or her readiness for the kindergarten program.
- 7 While allocations to local school divisions are made based on free lunch eligibility, enrollment criteria are based on locally determined risk factors.
- 8 The Appropriation Act does not mandate meals, but the state offers the opportunity for all programs to provide meals. In the 2008-2009 school year, all but six programs provided at least one meal.
- 9 While specific curricula are not approved or required, programs must use a curriculum that aligns with the Foundation Blocks for Early Learning.
- 10 Effective with the 2008-2009 school year, lead teachers in nonpublic settings are required to hold at least a BA and appropriate specialized training. The instructional lead must be on site for a substantial portion of instructional time.
- 11 The required local match is based on the locality's composite index.
- 12 There is a per-pupil rate of \$6,000. The state pays at least half and requires a local match based on the composite index or local ability to pay to cover the remaining amount.
- 13 While Head Start and state pre-K funding are tracked and used separately, in some cases Head Start-funded and VPI-funded children are served together in the same classrooms.
- 14 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. The report can be found at <http://jlarc.state.va.us/Reports/Rpt364.pdf>.

WASHINGTON – Early Childhood Education and Assistance Program (ECEAP) 2008-2009

- 1 A competitive request for proposal was issued in 2008. The Legislature expanded ECEAP by 38 percent between 2007 and 2009. From 2007 to 2008, 1,105 children were added to existing contractors. Between 2008 and 2009, the expansion slots were competitive through a detailed request for proposal process.
- 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 The children with IEPs were in ECEAP classrooms but received additional special education services by their school district either during the ECEAP class or in addition.
- 4 Beginning in the 2008-2009 school year, a minimum of 320 classroom hours per year is required. A typical program operates 3 hours per day, 4 days per week for the school year.
- 5 At the time of enrollment, 1,531 received child care subsidies in addition to ECEAP services.
- 6 Risk factors are determined locally but must be prioritized to serve children with the greatest need. Priority is given to children identified as homeless, in foster care, from low-income families, or displaying multiple risks.
- 7 Contractors offering sessions lasting fewer than three 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.
- 8 The pre-K curriculum must support ongoing development of each child's home language, while helping each child learn English. Many programs do present information to parents in their home language and employ translators and/or bilingual staff.
- 9 Additional support services include intensive family support services, including three hours of one-on-one meetings per family per year, health coordination and follow-up, strength-based family support with goal-setting and follow-up mental health consultation, dietician services, and oral dental health services.
- 10 All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an AA or higher with the equivalent of 30 college quarter credits in early childhood education or a BA or higher and valid Washington state teaching certificate with an endorsement in early childhood education (pre-K–grade 3) or early childhood special education.
- 11 In part of the state with a shortage of qualified teachers, some teachers currently have a high school diploma or CDA but they are on an approved professional development plan to attain the full qualifications.
- 12 Exceptions to these requirements are made for assistant teachers employed by the same agency since before July 1, 1999.
- 13 Scholarships only apply to pre-K teachers within licensed child care centers.
- 14 Additional funds from non-required local sources are used, but the amount is unknown.
- 15 Some agencies have both Head Start and ECEAP, but children are not allowed to be enrolled in both programs simultaneously. When a Head Start agency also has state pre-K, the funding amounts are the same as other state pre-K agencies.
- 16 The state's quality rating system is in a pilot stage.
- 17 The intensive program review is similar to Head Start reviews and occurs every four years.
- 18 Even though it is required by state statute, the longitudinal study has not been funded since 1998.
- 19 Programs choose additional tools to assess social-emotional, physical, and cognitive development at least twice a year.

- 20 A statewide kindergarten entry assessment is under development.
- 21 Per ECEAP performance standards, parents must be invited to participate in family engagement activities but are not required to do so. Family support services, including informing and providing assistance to parents about accessing community resources are mandatory for all programs.
- 22 There are five ECEAP specialists who oversee family engagement activities for their assigned ECEAP contractors. During intensive program reviews, this component of ECEAP is reviewed.

WEST VIRGINIA – West Virginia Universal Pre-K 2008-2009

- 1 Two 6-year-olds with disabilities who were funded by pre-K dollars and four 6-year-olds who were funded with local dollars are included in the enrollment count.
- 2 These blended funds include state pre-K and IDEA funds.
- 3 Head Start agencies 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 are included in the private agency count. Enrollment by location is estimated based on agencies' reports.
- 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. Full-day is defined as 24-30 hours per week and part-day is defined as 12 hours per week.
- 5 The overall enrollment counts by program day are estimates. The most accurate program breakdown is as follows: 40 percent of classrooms operate 3-5 hours per day; 14 percent operate 5-6 hours per day; 46 percent operate 6-8 hours per day.
- 6 Three-year-olds with special needs may attend state pre-K. Two 6-year-olds with disabilities were funded by pre-K dollars, and four were funded with local dollars. Some special exceptions are made for kindergarten age-eligible children with documented disabilities.
- 7 By 2013, the program will be universal, available in all counties to all 4-year-olds and 3-year-olds with disabilities. Until then, every program must fill their slots by prioritizing risk factors. About half of the programs currently prioritize by risk factor and the rest can serve all students.
- 8 Meals must be offered if the program operates for more than 4 hours per day.
- 9 If a classroom is 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.
- 10 There is a 50 percent collaboration goal for West Virginia Pre-K Programs.
- 11 The REL-A Implementation Evaluation (2009) was conducted using 2006-2007 data, and the Marshall University West Virginia Pre-K - Universal Access Report (2009) was conducted using 2007-2008 data.

WISCONSIN – Four-Year-Old Kindergarten (4K) 2008-2009

- 1 Local school districts receive funding and are responsible for implementing the program.
- 2 Eighty-six of these districts work with child care or Head Start partners to implement the program in community settings. Ten high school-only districts are not included in this total of 415 districts.
- 3 School districts receive funding through the school funding formula if they decide to offer a program.
- 4 The enrollment total of children receiving special education services is a duplicated count.
- 5 Districts receive state membership aid for each child in 4K and also receive IDEA funding for children with IEPs.
- 6 The state does not collect data on the number of children enrolled in specific locations. More than 80 school districts provide 4K in child care and Head Start settings.
- 7 The number of hours required varies. Districts must provide a minimum of 437 hours of direct instruction per year, or 349.5 hours of instruction plus 87.5 hours of parent outreach. Most programs are part-day, but districts may offer full-day programs 2-3 days per week.
- 8 The 4K program may be provided in child care and Head Start so that extended-day services are available.
- 9 Districts may adopt early entrance policies.
- 10 Districts may consider the following staff-to-child ratios and class sizes: a 1:10 staff-to-child ratio with a maximum class size of 20; a 1:13 staff-to-child ratio with a maximum group size of 24; a 1:15 ratio, required by the Student Achievement Guarantee in Education class size reduction program and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC.
- 11 Programs in child care or Head Start must follow those requirements. If a school-based program operates longer than 2.5 hours per day, they must provide a meal or snack through the school nutrition program.
- 12 State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required.
- 13 Teachers must have a BA and an appropriate teaching license from the Department of Public Instruction. Community collaborative sites may require a permanent authorization for community programs provided that the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core ECE courses.
- 14 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. 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. In-service requirements for assistants vary as per Title I funding, 4K contracts with community programs, and local school district policy.
- 15 The salary range estimate for lead teachers not located in a public school includes Head Start and child care salary data. The salary for teachers in child care settings is approximately \$22,000 and for Head Start teachers is approximately \$27,000.
- 16 Stipends are offered to recent graduates to work on professional development plans.
- 17 When children with disabilities are enrolled in 4K, IDEA funds support their services as per their IEP. Local districts may use Title I dollars to supplement 4K. When districts partner with child care or Head Start, TANF, CCDF, and USDA dollars may support the program or extended services.
- 18 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.
- 19 Other agencies include Boys and Girls Clubs, the YMCA, and other groups that may help implement the parent outreach component of 4K.
- 20 Wisconsin does not require 4K programs to operate in nonpublic school settings. However, almost one-fourth of the districts operating 4K use nonpublic school settings.
- 21 Local property taxes are part of the funding formula.
- 22 Local districts determine the per-child funding amount when partnering with Head Start.
- 23 Wisconsin 4K was part of the State-Wide Early Education Programs (SWEEP) study.
- 24 The amount of family engagement activities is dependent on the funding level.

WISCONSIN – Wisconsin Head Start State Supplement 2008-2009

- 1 Funds are available to federal Head Start grantees choosing to offer the program.
- 2 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 IFSPs/IEPs enrolled in federal Head Start. School districts serving children with IEPs in Head Start may provide funding as per the child's IEP.

- 3 Head Start may partner with 4K and/or child care, but data are not available on the number of children in each setting.
- 4 Local programs determine hours based on their federal grant.
- 5 Local school districts and Head Start programs may have exceptions to the age requirements.
- 6 Federal Head Start income guidelines apply, requiring 90 percent of children at or below 100 percent FPL. If all of these children are served, children up to 130 percent FPL may also be served. Children in foster care or who are experiencing homelessness are also eligible. Regulations also allow 10 percent of the children to be over-income and 10 percent to have a disability.
- 7 The program follows Head Start Performance Standards. Income is the primary determinant of eligibility. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment.
- 8 The program follows federal Head Start requirements.
- 9 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.
- 10 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 teachers to have at least a CDA.
- 11 As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.
- 12 The average teacher salary reflects Head Start grantees in public schools that require the public school salary range. Head Start teacher salaries vary per degree, ranging from \$21,863 to \$34,938.
- 13 Stipends are available for new graduates with teaching licenses to help them attain credentials.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START			FEDERAL HEAD START					
	State funding (Fiscal Year 2009)	State enrollment: additional funded slots for 3- and 4- year-olds (Program Year 2008-2009) ¹	Federal actual spending (Fiscal Year 2009) ²	Funded enrollment by state (Program Year 2008-2009) ³		American Indian/ Alaskan Native enrollment (Program Year 2008-2009)		Migrant enrollment (Program Year 2008-2009)	
				3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$112,358,445	5,720	9,586	0	0	42	22
Alaska	\$6,680,200	60 ¹	\$23,596,816	486	684	400	553	0	0
Arizona			\$168,086,867	3,486	7,431	2,030	2,557	276	299
Arkansas			\$70,292,234	4,563	5,047	0	0	87	85
California			\$918,804,608	30,645	57,413	260	294	1,407	1,446
Colorado			\$78,456,935	3,406	4,980	73	68	130	114
Connecticut	\$5,245,093 ⁴	411 ¹	\$53,660,157	2,396	3,358	0	0	0	0
Delaware	\$5,727,800	843	\$13,685,159	412	816	0	0	0	0
District of Columbia			\$25,959,996	882	1,553	0	0	0	0
Florida			\$305,100,025	12,392	19,506	0	0	688	525
Georgia			\$177,472,419	11,969	9,831	0	0	84	53
Hawaii			\$23,662,982	950	1,716	0	0	0	0
Idaho	\$1,500,000	122 ¹	\$32,794,385	551	1,868	67	127	195	186
Illinois			\$284,154,746	14,578	18,861	0	0	81	79
Indiana			\$99,465,458	4,569	7,873	0	0	0	0
Iowa			\$53,299,350	2,794	3,662	0	0	0	0
Kansas			\$53,288,466	2,990	3,232	28	32	0	0
Kentucky			\$112,802,277	5,603	9,072	0	0	32	23
Louisiana			\$151,569,760	10,428	9,342	0	0	21	15
Maine	\$4,055,798 ⁵	355 ¹	\$29,160,667	1,042	1,511	29	31	0	0
Maryland	\$2,300,000 ⁶	2,517 ⁶	\$80,682,993	4,867	4,519	0	0	0	0
Massachusetts	\$8,000,000 ⁷	292 ¹	\$112,680,281	4,638	6,089	0	0	18	16
Michigan			\$258,726,547	12,412	18,679	144	159	236	181
Minnesota	\$20,678,000	1,922 ¹	\$89,023,296	3,535	5,236	278	391	149	183
Mississippi			\$169,301,892	10,162	14,922	128	76	0	0
Missouri			\$123,030,722	6,584	8,425	0	0	0	0
Montana			\$36,731,155	1,053	1,491	579	756	0	0
Nebraska			\$40,171,034	1,609	2,501	108	118	12	14
Nevada			\$28,800,273	547	1,287	146	212	0	0
New Hampshire	\$331,337	0	\$13,840,339	564	820	0	0	0	0
New Jersey			\$135,099,464	6,263	7,287	0	0	25	20
New Mexico	\$800,000 ⁸	121 ⁸	\$68,574,006	2,289	3,449	493	664	0	0
New York			\$454,852,905	18,641	24,313	81	62	110	86
North Carolina			\$156,241,672	6,683	10,437	74	88	173	137
North Dakota			\$26,436,849	776	1,244	372	437	0	0
Ohio			\$255,276,707	12,992	18,085	0	0	0	0
Oklahoma	\$2,905,620 ⁹	0	\$109,613,328	5,726	6,583	1,148	1,339	0	0
Oregon	\$51,906,604	6,168	\$88,124,148	2,092	3,390	138	166	578	496
Pennsylvania	\$39,330,180	5,307	\$239,724,433	11,272	15,789	0	0	86	72
Rhode Island	\$1,000,000 ¹⁰	119 ¹	\$22,762,399	631	1,151	0	0	0	0
South Carolina			\$89,354,679	5,815	5,735	33	47	69	63
South Dakota			\$34,596,521	817	1,410	435	804	0	0
Tennessee			\$125,750,324	5,111	9,645	0	0	43	42
Texas			\$566,582,615	27,740	34,103	19	15	2,382	1,578
Utah			\$44,834,276	1,483	3,455	104	111	80	76
Vermont			\$14,019,568	512	606	0	0	0	0
Virginia			\$105,553,902	4,990	6,996	0	0	71	53
Washington	Not reported ¹¹	276 ¹	\$146,651,967	3,302	5,787	490	558	710	564
West Virginia			\$52,362,072	2,235	4,862	0	0	0	0
Wisconsin	\$7,212,500	1,352 ¹	\$106,439,058	5,805	5,822	332	380	98	91
Wyoming			\$14,823,149	553	877	88	95	0	0
50 States + DC	\$157,673,132	19,865	\$6,598,334,325	291,562	412,338	8,075	10,140	7,884	6,519
Data sources	a	a	b	b	b	c	c	c	c

APPENDIX B: HEAD START DATA (continued)

STATE	AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2008-2009)						
	Percent of children enrolled full-day five days per week, all ages (Program Year 2008-2009)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	89%	\$20,419	\$17,870	\$19,476	\$25,537	\$28,693	\$14,784
Alaska	3%	\$24,779	\$20,930	\$25,555	\$28,731	\$25,902	\$17,290
Arizona	2%	\$25,955	\$23,329	\$25,990	\$27,008	\$25,805	\$16,089
Arkansas	93%	\$24,348	\$17,952	\$21,829	\$28,256	\$30,006	\$15,087
California	24%	\$31,776	\$27,409	\$30,715	\$34,027	\$39,637	\$20,427
Colorado	13%	\$25,855	\$21,711	\$23,501	\$27,885	\$38,196	\$15,827
Connecticut	54%	\$35,318	\$25,234	\$27,085	\$33,412	\$40,012	\$18,649
Delaware	15%	\$19,572	\$16,428	\$18,621	\$21,717	\$27,051	\$10,832
District of Columbia	90%	\$36,464	\$30,630	\$35,746	\$38,102	\$49,490	\$24,617
Florida	95%	\$27,500	\$23,115	\$24,554	\$30,268	\$33,846	\$18,557
Georgia	89%	\$24,716	\$19,244	\$22,817	\$26,784	\$33,505	\$16,585
Hawaii	40%	\$33,249	\$30,631	\$32,631	\$34,562	\$31,785	\$19,068
Idaho	3%	\$20,197	\$15,659	\$18,468	\$20,734	\$28,780	\$11,035
Illinois	41%	\$28,866	\$22,093	\$25,087	\$30,341	\$37,369	\$19,671
Indiana	18%	\$23,497	\$18,382	\$21,654	\$23,987	\$32,352	\$14,117
Iowa	45%	\$26,218	\$20,176	\$21,620	\$27,128	\$38,573	\$15,647
Kansas	21%	\$28,289	\$19,989	\$23,374	\$29,994	\$42,090	\$14,994
Kentucky	27%	\$26,418	\$19,153	\$22,097	\$29,066	\$36,984	\$13,448
Louisiana	77%	\$26,272	\$21,943	\$22,737	\$27,931	\$31,496	\$15,557
Maine	17%	\$24,490	\$23,409	\$24,705	\$26,094	\$27,711	\$17,252
Maryland	47%	\$31,258	\$22,963	\$24,209	\$32,533	\$40,321	\$16,993
Massachusetts	31%	\$26,712	\$24,844	\$25,264	\$29,885	\$30,943	\$17,854
Michigan	8%	\$32,197	\$24,634	\$25,749	\$31,861	\$37,503	\$17,971
Minnesota	6%	\$25,976	\$25,672	\$24,892	\$25,767	\$29,073	\$16,389
Mississippi	75%	\$18,931	\$16,090	\$18,018	\$19,719	\$20,144	\$13,130
Missouri	33%	\$21,303	\$18,321	\$20,836	\$22,974	\$30,279	\$14,290
Montana	17%	\$17,779	\$16,145	\$18,013	\$19,090	\$18,978	\$11,568
Nebraska	16%	\$27,050	\$16,033	\$20,834	\$27,357	\$42,168	\$12,710
Nevada	18%	\$24,551	\$22,333	\$27,149	\$30,058	\$34,902	\$19,115
New Hampshire	6%	\$21,308	\$21,173	\$22,366	\$21,525	\$19,468	\$15,036
New Jersey	89%	\$36,338	\$22,898	\$25,570	\$37,918	\$44,092	\$19,212
New Mexico	29%	\$26,110	\$20,689	\$22,440	\$30,774	\$37,722	\$15,132
New York	56%	\$33,966	\$21,887	\$25,534	\$30,893	\$38,071	\$20,927
North Carolina	81%	\$26,075	\$19,897	\$21,804	\$27,204	\$34,885	\$17,047
North Dakota	11%	\$26,944	\$21,030	\$23,056	\$27,052	\$35,931	\$13,682
Ohio	19%	\$23,233	\$19,613	\$21,849	\$23,526	\$31,995	\$15,425
Oklahoma	52%	\$26,985	\$21,326	\$22,368	\$29,768	\$34,729	\$16,520
Oregon	13%	\$25,750	\$24,680	\$22,960	\$25,688	\$26,879	\$16,931
Pennsylvania	43%	\$24,223	\$21,031	\$21,105	\$25,158	\$31,849	\$14,737
Rhode Island	18%	\$25,705	\$18,301	\$24,351	\$26,894	\$29,247 ¹³	\$15,773
South Carolina	90%	\$20,540	\$17,930	\$18,857	\$21,528	\$22,931	\$14,263
South Dakota	20%	\$25,750	\$23,361	\$22,839	\$25,957	\$25,127	\$13,367
Tennessee	69%	\$26,352	\$19,106	\$21,557	\$28,462	\$38,267	\$14,950
Texas	70%	\$30,394	\$20,664	\$23,655	\$33,010	\$39,927	\$15,809
Utah	7%	\$19,123	\$17,246	\$18,257	\$20,962	\$21,250	\$13,582
Vermont	24%	\$23,645	\$23,197	\$20,418	\$22,972	\$28,174	\$15,365
Virginia	60%	\$30,118	\$24,126	\$24,745	\$31,974	\$41,452	\$16,490
Washington	10%	\$27,142	\$22,543	\$26,387	\$28,328	\$31,414	\$17,748
West Virginia	5%	\$28,601	\$17,973	\$18,449	\$28,619	\$38,403	\$16,324
Wisconsin	11%	\$29,476	\$21,617	\$22,820	\$30,388	\$39,053	\$15,253
Wyoming	9%	\$28,006	\$22,375	\$23,187	\$28,768	\$40,246	\$14,553
50 States + DC ¹²	46%	\$27,650	\$21,786	\$23,909	\$28,859	\$35,443	\$17,183
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 2008-2009.

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, and states where enrollment was not available by single year of age, 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 2008-2009 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, but does include Native American and Migrant programs. Federal Head Start funding, including U.S. territories, was \$6,871,942,000 in FY 2009. Additional funding for support activities such as research, training and technical assistance, and monitoring was \$233,539,400 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 2008-2009 Head Start PIR, and the enrollment by state as reported by ACF. These numbers do not include children funded by state match.
- ⁴ In addition to funding slots, funds are used to provide additional services, extend the program day and year, and support program quality enhancement.
- ⁵ Maine was unable to provide spending for their state-funded Head Start program. Spending was estimated by adjusting their 2007-2008 reported funding to account for inflation.
- ⁶ These supplementary monies funded both Head Start and Early Head Start. This sum also represents \$500,000 in CCDF funds dedicated to the Head Start and Early Head Start programs. In addition to funding slots, Maryland's state Head Start funds were also used to provide extended-day services, professional development, and program accreditation. The state was unable to break down the total number of children served by age. This number represents additional funded slots in both Head Start and Early Head Start.
- ⁷ In addition to funding slots, Massachusetts's state Head Start funds are used for teacher salary enhancement and other quality improvements.
- ⁸ Of this funding, \$353,451 went to Head Start grantee programs, and \$446,549 went to programs providing Head Start-like services. Funding also provided slots for three 5-year-olds and 138 infants and toddlers.
- ⁹ Funds are used to provide extended-day and additional services.
- ¹⁰ This sum also represents \$200,000 in TANF funds dedicated to Head Start.
- ¹¹ According to the Head Start State Collaboration Office, Washington does not provide any supplemental funds, aside from a state match.
- ¹² National salary averages include data from programs in all U.S. territories, including Puerto Rico.
- ¹³ Information was not provided for 2008-2009; therefore the 2007-2008 average graduate teacher salary was used.

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	\$28,332	\$2,361	68%	2007
New York	\$34,344	\$2,862	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 2008)						
	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	\$81,545,739	\$6,896,417	\$12,050,810	\$100,492,966	\$19,166,834	13%	\$0
Alaska	\$11,656,852	\$3,544,811	\$3,665,780	\$18,867,443	\$11,972,400	13%	\$3,899,052
Arizona	\$109,347,352	\$10,032,936	\$19,345,371	\$138,725,659	\$0	0%	\$0
Arkansas	\$46,598,358	\$1,886,543	\$5,841,878	\$54,326,779	\$12,500,000	8%	\$0
California	\$532,337,832	\$85,593,217	\$217,403,198	\$835,334,247	\$0	0%	\$184,491,143
Colorado	\$61,088,043	\$8,985,901	\$26,994,964	\$97,068,908	\$29,925,276	11%	\$0
Connecticut	\$50,622,769	\$18,738,358	\$18,142,641	\$87,503,768	\$0	0%	\$0
Delaware	\$14,349,779	\$5,179,325	\$4,616,168	\$24,145,272	\$6,458,196	17%	\$835,125
Florida	\$246,306,588	\$33,415,872	\$69,101,897	\$348,824,357	\$122,549,156	18%	\$15,898,847
Georgia	\$173,215,285	\$22,182,651	\$32,980,321	\$228,378,257	\$0	0%	\$0
Hawaii	\$19,062,673	\$4,971,630	\$5,252,516	\$29,286,819	\$19,900,000	8%	\$0
Idaho	\$23,919,404	\$1,175,819	\$3,892,364	\$28,987,587	\$8,731,982	22%	\$0
Illinois	\$205,458,675	\$56,873,825	\$73,397,115	\$335,729,615	\$0	0%	\$0
Indiana	\$104,087,195	\$15,356,947	\$21,340,933	\$140,785,075	\$37,158,599	13%	\$0
Iowa	\$42,742,251	\$5,078,586	\$9,894,109	\$57,714,946	\$26,236,177	17%	\$0
Kansas	\$44,506,910	\$6,673,024	\$10,827,632	\$62,007,566	\$22,197,104	19%	\$0
Kentucky	\$75,143,610	\$7,274,537	\$9,842,999	\$92,261,146	\$54,380,858	23%	\$11,815,237
Louisiana	\$81,244,757	\$5,219,488	\$9,394,819	\$95,859,064	\$37,521,379	19%	\$6,999,303
Maine	\$15,936,570	\$1,749,818	\$3,525,902	\$21,212,290	\$0	0%	\$2,674,421
Maryland	\$78,560,361	\$23,301,407	\$30,504,219	\$132,365,987	\$10,285,667	3%	\$0
Massachusetts	\$102,654,894	\$44,973,368	\$32,568,230	\$180,196,492	\$91,874,224	20%	\$0
Michigan	\$144,386,475	\$24,411,364	\$39,767,051	\$208,564,890	\$99,664,576	13%	\$47,083,998
Minnesota	\$77,736,564	\$19,690,299	\$28,337,647	\$125,764,510	\$31,123,000	9%	\$0
Mississippi	\$55,873,511	\$1,715,430	\$5,351,371	\$62,940,312	\$19,160,650	14%	\$0
Missouri	\$95,540,257	\$16,548,755	\$19,211,270	\$131,300,282	\$23,000,000	10%	\$0
Montana	\$13,952,206	\$1,313,990	\$2,212,820	\$17,479,016	\$7,676,010	10%	\$0
Nebraska	\$32,480,587	\$6,498,998	\$7,346,106	\$46,325,691	\$15,000,000	18%	\$0
Nevada	\$32,088,849	\$2,580,421	\$13,242,569	\$47,911,839	\$0	0%	\$0
New Hampshire	\$15,792,829	\$4,581,866	\$6,487,604	\$26,862,299	\$4,597,398	7%	\$0
New Jersey	\$108,790,172	\$26,374,178	\$47,173,437	\$182,337,787	\$76,996,451	15%	\$0
New Mexico	\$38,310,443	\$2,895,259	\$4,707,339	\$45,913,041	\$32,278,781	19%	\$0
New York	\$307,457,635	\$101,983,998	\$101,482,625	\$510,924,258	\$371,270,488	14%	\$0
North Carolina	\$186,541,993	\$37,927,282	\$27,732,422	\$252,201,697	\$74,885,731	13%	\$0
North Dakota	\$9,533,986	\$1,017,036	\$1,844,545	\$12,395,567	\$229,249	1%	\$0
Ohio	\$200,004,644	\$45,403,943	\$40,136,078	\$285,544,665	\$0	0%	\$0
Oklahoma	\$77,058,008	\$10,630,233	\$10,034,222	\$97,722,463	\$29,171,927	11%	\$140,976
Oregon	\$61,323,996	\$11,714,966	\$12,433,793	\$85,472,755	\$0	0%	\$6,985,561
Pennsylvania	\$179,250,045	\$46,629,051	\$52,552,775	\$278,431,871	\$137,908,000	17%	\$0
Rhode Island	\$17,294,544	\$5,321,126	\$4,773,379	\$27,389,049	\$11,724,622	12%	\$1,153,679
South Carolina	\$70,050,736	\$4,085,269	\$10,118,029	\$84,254,034	\$0	0%	\$0
South Dakota	\$11,623,171	\$802,914	\$2,928,820	\$15,354,905	\$0	0%	\$0
Tennessee	\$116,159,069	\$18,975,782	\$18,663,256	\$153,798,107	\$59,500,613	17%	\$11,283,621
Texas	\$432,906,489	\$34,681,421	\$98,463,563	\$566,051,473	\$0	0%	\$0
Utah	\$54,323,896	\$4,474,923	\$7,459,670	\$66,258,489	\$0	0%	\$6,482,243
Vermont	\$9,756,786	\$2,666,323	\$1,995,703	\$14,418,812	\$9,224,074	19%	\$0
Virginia	\$101,270,652	\$21,328,762	\$41,129,239	\$163,728,653	\$17,300,000	10%	\$1,648,321
Washington	\$109,843,586	\$38,707,605	\$32,278,673	\$180,829,864	\$104,737,497	23%	\$0
West Virginia	\$31,005,242	\$2,971,392	\$3,022,896	\$36,999,530	\$0	0%	\$1,137,326
Wisconsin	\$83,784,529	\$16,449,406	\$21,513,191	\$121,747,126	\$62,899,870	20%	\$0
Wyoming	\$8,303,574	\$1,553,707	\$2,723,523	\$12,580,804	\$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 (2008)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2008)	
	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 ²	12:1 ²	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 ³	16:1 ³	NR ³	NR ³
Maine	8:1/10:1 ⁴	8:1/10:1 ⁴	24/20 ⁴	24/20 ⁴
Maryland	10:1	10:1	20	20
Massachusetts	10:1 ⁵	10:1 ⁵	20 ⁵	20 ⁵
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 (2008)				
	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 2008)
Alabama	12 clock hours training	N	124 clock hours training	Y (1 year)	\$16,530
Alaska	None	N	CDA	N	\$23,120
Arizona	None	N	60 clock hours ECE/CD training	Y (2 years)	\$18,940
Arkansas	None	N	None	N	\$16,330
California	CC certificate + 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$23,170
Colorado	Vocational CD program	Y (1 year)	18 ECE credits	Y (2 years)	\$21,710
Connecticut	None	N	CDA	Y (1,080 hours)	\$23,250
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	\$20,250
Florida	40-hour CC training	N	State director credential	N	\$19,200
Georgia	None	N	None	N	\$17,410
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$18,480
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	\$18,290
Illinois	CDA or CCP credential	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$21,860
Indiana	None	N	AA in ECE	Y (3 years)	\$18,220
Iowa	None	N	75 clock hours CD training	Y (> 1 year)	\$18,550
Kansas	None	N	CDA	Y (1 year)	\$18,490
Kentucky	None	N	None	N	\$17,700
Louisiana	None	N	Vocational CC program	Y (1 year)	\$17,230
Maine	None	N	135 clock hours training	Y (5 years)	\$21,520
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	\$21,190
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$22,910
Michigan	None	N	CDA + 12 child-related credits	N	\$21,420
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or supervisory	Y (1,040 hours)	\$20,230
Mississippi	None	N	CDA or CC director credential	Y (2 years)	\$16,260
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$19,040
Montana	None	N	None	N	\$17,870
Nebraska	None	N	None	N	\$17,330
Nevada	None	N	CDA	N	\$18,500
New Hampshire	2-year vocational CC course	N	CDA	Y (4,000 hours)	\$20,110
New Jersey	CDA or CCP credential	Y (1 year)	BA	Y (1 year)	\$22,340
New Mexico	45-hour or 3 credit ECE course	N	1-year vocational certificate	Y (2 years)	\$18,520
New York	None	N	CDA	Y (4 years)	\$23,800
North Carolina	None	N	None	N	\$19,090
North Dakota	None	N	CDA	Y (1 year)	\$16,940
Ohio	None	N	CDA	Y (2 years)	\$21,340
Oklahoma	None	N	Director credential (bronze level)	N	\$17,530
Oregon	None	N	None	N	\$20,800
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$19,800
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	\$21,690
South Carolina	None	N	None	N	\$16,900
South Dakota	None	N	None	N	\$18,350
Tennessee	None	N	TN EC training alliance certificate	N	\$16,780
Texas	None ⁶	N	Director credential	Y (2 years)	\$17,190
Utah	None	N	National administrator credential + 6 CCR&R courses	N	\$18,220
Vermont	CDA	N	CDA	Y (2 years)	\$20,690
Virginia	12 clock hours CC training	N	120 hours training	Y (3 years)	\$19,270
Washington	None	N	CDA	Y (2 years)	\$21,600
West Virginia	None	N	None	N	\$17,070
Wisconsin	2 non-credit ECE courses ⁷	Y (80 days)	2 non-credit ECE courses ⁷	Y (80 days)	\$23,160
Wyoming	None	N	100 clock hours training	Y (2 years)	\$19,430
Data sources	d	d	d	d	e

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 2008 CCDF Allocations (Based on Appropriation). Available at: http://www.acf.hhs.gov/programs/ccb/law/allocations/current/state2008/final_allocations2008.htm.
- c Fiscal year 2008 TANF financial data were retrieved from the U.S. Department of Health and Human Services, Administration for Children and Families. Available at http://www.acf.hhs.gov/programs/ofs/data/2008/tanf_2008.html.
- d Data provided by National Child Care Information and Technical Assistance Center (NCCIC) from the preliminary results of *The 2008 Child Care Licensing Study* (in press) by NCCIC and the National Association for Regulatory Administration (NARA).
- e U.S. Department of Labor, Bureau of Labor Statistics (2008). Available at <http://www.bls.gov>.

NOTES

- 1 These data represent the sums of mandatory, discretionary, and the federal share of the matching funds.
- 2 Centers licensed before January 1, 2007, have four calendar years or no later than January 1, 2011, to achieve compliance with child-staff ratio requirements.
- 3 Louisiana regulates two types of centers: Class A and Class B. Ratio and group size information is reported for Class B centers, which provide care for more than 11 children. Class A centers require more stringent ratios.
- 4 As of September 15, 2006, the child:staff ratio for 3- to not-yet-school-age 5-year-olds is 8:1 with a maximum group size of 24, or 10:1 with a maximum group size of 20.
- 5 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.
- 6 Teachers with less than 6 months prior experience in a regulated child care center must attain 8 hours of preservice training in child development or have documentation of equivalent child care training.
- 7 Approved non-credit courses involve at least 36 clock hours of training.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE	NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2008		
	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	61,350	61,252	122,602
Alaska	9,984	9,884	19,868
Arizona	101,428	99,355	200,783
Arkansas	39,747	38,923	78,670
California	530,736	522,772	1,053,508
Colorado	70,523	69,481	140,004
Connecticut	42,094	42,867	84,961
Delaware	11,720	11,472	23,192
Florida	225,359	221,376	446,735
Georgia	146,178	146,610	292,788
Hawaii	16,541	16,946	33,487
Idaho	24,005	23,800	47,805
Illinois	175,207	178,070	353,277
Indiana	86,898	88,401	175,299
Iowa	39,081	38,653	77,734
Kansas	39,137	38,964	78,101
Kentucky	56,387	56,036	112,423
Louisiana	62,006	62,253	124,259
Maine	14,145	14,395	28,540
Maryland	73,292	73,821	147,113
Massachusetts	75,181	76,276	151,457
Michigan	123,272	126,459	249,731
Minnesota	70,090	70,613	140,703
Mississippi	42,563	42,744	85,307
Missouri	77,739	77,864	155,603
Montana	11,804	11,727	23,531
Nebraska	25,812	25,865	51,677
Nevada	39,033	38,811	77,844
New Hampshire	15,679	14,995	30,674
New Jersey	109,549	113,588	223,137
New Mexico	29,564	28,720	58,284
New York	235,457	239,418	474,875
North Carolina	127,983	125,961	253,944
North Dakota	7,965	7,814	15,779
Ohio	145,088	147,414	292,502
Oklahoma	52,037	50,780	102,817
Oregon	47,537	46,674	94,211
Pennsylvania	145,248	147,248	292,496
Rhode Island	11,623	12,501	24,124
South Carolina	59,209	58,764	117,973
South Dakota	11,432	11,216	22,648
Tennessee	81,475	81,430	162,905
Texas	400,589	398,412	799,001
Utah	51,323	51,608	102,931
Vermont	6,466	6,667	13,133
Virginia	102,518	103,184	205,702
Washington	84,283	84,952	169,235
West Virginia	20,741	21,429	42,170
Wisconsin	70,768	71,519	142,287
Wyoming	7,412	7,082	14,494
50 states	4,115,258	4,117,066	8,232,324
District of Columbia	6,851	6,889	13,740

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 2008-2009					
	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	1,373	2.2%	2,285	3.7%	3,658	3.0%
Alaska	423	4.2%	711	7.2%	1,134	5.7%
Arizona	3,544	3.5%	5,220	5.3%	8,764	4.4%
Arkansas	3,321	8.4%	5,227	13.4%	8,548	10.9%
California	17,306	3.3%	24,308	4.6%	41,614	4.0%
Colorado	2,737	3.9%	3,923	5.6%	6,660	4.8%
Connecticut	2,109	5.0%	2,757	6.4%	4,866	5.7%
Delaware	495	4.2%	772	6.7%	1,267	5.5%
Florida	6,972	3.1%	11,450	5.2%	18,422	4.1%
Georgia	3,174	2.2%	5,150	3.5%	8,324	2.8%
Hawaii	669	4.0%	883	5.2%	1,552	4.6%
Idaho	927	3.9%	1,467	6.2%	2,394	5.0%
Illinois	8,568	4.9%	12,958	7.3%	21,526	6.1%
Indiana	4,600	5.3%	6,388	7.2%	10,988	6.3%
Iowa	1,437	3.7%	1,980	5.1%	3,417	4.4%
Kansas	2,384	6.1%	3,501	9.0%	5,885	7.5%
Kentucky	4,165	7.4%	7,234	12.9%	11,399	10.1%
Louisiana	1,797	2.9%	3,158	5.1%	4,955	4.0%
Maine	885	6.3%	1,364	9.5%	2,249	7.9%
Maryland	3,107	4.2%	4,193	5.7%	7,300	5.0%
Massachusetts	4,073	5.4%	5,786	7.6%	9,859	6.5%
Michigan	5,701	4.6%	8,015	6.3%	13,716	5.5%
Minnesota	3,289	4.7%	4,998	7.1%	8,287	5.9%
Mississippi	1,419	3.3%	2,890	6.8%	4,309	5.1%
Missouri	3,137	4.0%	5,526	7.1%	8,663	5.6%
Montana	352	3.0%	685	5.8%	1,037	4.4%
Nebraska	1,071	4.1%	1,610	6.2%	2,681	5.2%
Nevada	1,340	3.4%	2,253	5.8%	3,593	4.6%
New Hampshire	795	5.1%	1,049	7.0%	1,844	6.0%
New Jersey	3,824	3.5%	5,434	4.8%	9,258	4.1%
New Mexico	1,497	5.1%	2,367	8.2%	3,864	6.6%
New York	19,178	8.1%	23,971	10.0%	43,149	9.1%
North Carolina	4,112	3.2%	6,194	4.9%	10,306	4.1%
North Dakota	356	4.5%	555	7.1%	911	5.8%
Ohio	5,641	3.9%	8,091	5.5%	13,732	4.7%
Oklahoma	1,317	2.5%	2,311	4.6%	3,628	3.5%
Oregon	2,391	5.0%	3,312	7.1%	5,703	6.1%
Pennsylvania	8,017	5.5%	11,060	7.5%	19,077	6.5%
Rhode Island	614	5.3%	1,016	8.1%	1,630	6.8%
South Carolina	2,047	3.5%	3,455	5.9%	5,502	4.7%
South Dakota	594	5.2%	942	8.4%	1,536	6.8%
Tennessee	2,365	2.9%	4,077	5.0%	6,442	4.0%
Texas	8,496	2.1%	12,639	3.2%	21,135	2.6%
Utah	2,174	4.2%	3,024	5.9%	5,198	5.0%
Vermont*	414	6.4%	587	8.8%	1,001	7.6%
Virginia	3,819	3.7%	5,829	5.6%	9,648	4.7%
Washington	3,179	3.8%	4,765	5.6%	7,944	4.7%
West Virginia	1,041	5.0%	1,913	8.9%	2,954	7.0%
Wisconsin	3,169	4.5%	5,225	7.3%	8,394	5.9%
Wyoming	775	10.5%	1,214	17.1%	1,989	13.7%
50 states	166,190	4.0%	245,722	6.0%	411,912	5.0%
District of Columbia	84	1.2%	203	2.9%	287	2.1%

Source: U.S. Department of Education, Office of Special Education Programs, Data Accountability Center (DAC). IDEA Data, Part B, Child Count 2008. Data updated as of November 2009.

* Vermont did not report special education enrollment. The numbers were estimated based on the percentage of 3- and 4-year-olds in special education in the 2006-2007 school year.

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