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EARLY EDUCATION RESEARCH

The State of Preschool 2011

STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research
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Graduate School of Education

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THE STATE OF PRESCHOOL 2011

STATE PRESCHOOL YEARBOOK

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Executive Summary

MORE CUTS IN PRE-K HURT QUALITY, THREATEN NATION'S FUTURE

Over the past decade, state-funded pre-K has been education's biggest success story. Enrollment has grown dramatically and, in a number of states, so has quality. More children than ever are served by state programs aimed at preparing them to succeed in school and life. But after years of steady progress, our data show that many states' commitments to their youngest citizens are now slipping. Budget cuts in many states now limit enrollment at a time when family incomes have fallen. This is undermining the quality of state pre-K. Yet, research clearly shows that only high-quality pre-K programs significantly help prepare children for school. This in turn leads to a more educated population with higher-paying jobs, fewer social problems like crime and delinquency, and a strong economic return on the dollars invested in pre-K.

Even as the nation begins to emerge from the economic downturn, few states are adding significantly to enrollment and the educational quality of state pre-K is taking a backseat to budget cutting—even though the number of students who need good preschool programs has risen.

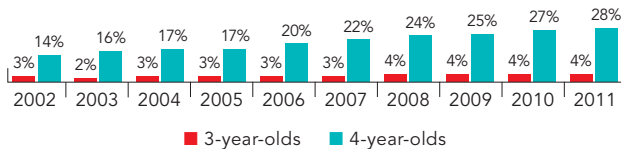
State funding for pre-K decreased by almost \$60 million in 2010-2011 when adjusted for inflation, despite the use of \$127 million in funds from the American Recovery and Reinvestment Act (ARRA). This is the second year of decline in total state spending for pre-K programs. States have made great progress in expanding pre-K programs over the past decade, but our 10-year data show that many appear to be in retreat. We discuss the 10-year trends later in this summary. The 2010-2011 funding cut, coupled with modest enrollment growth, sent national per-child spending down sharply, by \$145 per child from the previous year. These decreases follow earlier cuts in per-child spending, which now has declined by more than \$700 over the past 10 years. Without ARRA funds, average state spending per student would have declined by nearly another \$100.

The bad news does not end there. In some states, the declines in 2010-2011 have been compounded by cuts in 2011-2012—and further cuts loom for 2012-2013. This threatens to undo much of the progress some states have made. Many already fail to provide enough funding to ensure programs meet minimum quality standards. Some have opted to expand access to more children rather than address quality, resulting in greater enrollment but with low standards of quality. Four programs lost ground on their quality standards benchmarks in 2010-2011 for no longer meeting NIEER's benchmark for site visits to monitor program quality. This is important because, without a relentless focus on educational performance, pre-K will not produce the school readiness taxpayers expect and children need.

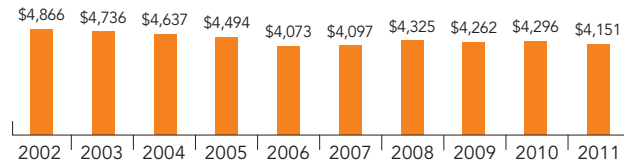
States' revenue declines in recent years no doubt have intensified the problem, but data from the past decade indicate a longer-term trend of eroding quality and the gradual substitution of inexpensive child care for early education. For example, when California realigned programs in 2010 it looked like an increase in spending per child for that year, but adjusting for this change shows spending actually has declined each year since 2008. That was the only year in the last decade when funding per child for state pre-K programs rose nationwide. As enrollments and demand for high-quality pre-K continue to rise, the nation is experiencing a crisis in quality. It is vitally important that the public understand what is happening since only high-quality pre-K is proven to be a good public investment.



PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



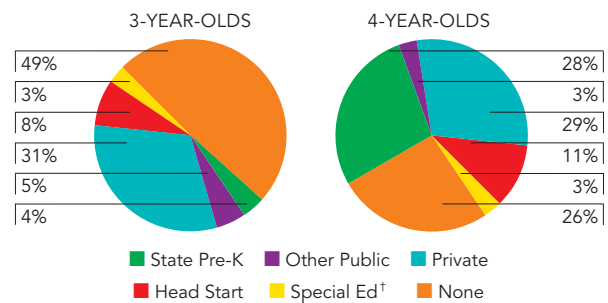
WHAT'S NEW?

- Total state funding for pre-K programs decreased by nearly \$60 million nationwide. This is the second year in a row for which inflation-adjusted spending dropped, following a \$30 million decrease in 2009-2010.
- At least \$127 million in federal funds from the American Recovery and Reinvestment Act (ARRA) were spent on state-funded pre-K programs in 2010-2011. This spending has not been replaced in some states.
- State pre-K spending per child decreased by \$145 from the previous year to \$4,151 when adjusted for inflation. Without ARRA, per child spending would have dropped to \$4,054, which would have been the lowest amount since NIEER began collecting data a decade ago.
- State funding per child for pre-K declined in 26 of 39 states with programs, when adjusted for inflation. Only 11 states increased per-child spending, though the highest state increase was only 9 percent, or \$162, in Maine. Eight states cut per-child spending by 10 percent or more from the previous year.
- Only 12 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. Only about 20 percent of children enrolled in state-funded pre-K attend these programs so that the vast majority of children served are in programs where funding per child may be inadequate to provide a quality education.
- Enrollment increased nationally by 30,818 children. More than 1.3 million children attended state-funded pre-K, more than 1.1 million (or 28 percent) at age 4.
- Enrollment growth nationally continued to slow compared to the overall trend for the past decade.
- Combining general and special education enrollments, 32 percent of 4-year-olds and 8 percent of 3-year-olds are served by state pre-K.
- Twenty-two states increased enrollment, ranging from 1 percent in Connecticut to 25 percent in Vermont. Ten states cut enrollment, from 1 percent in some states to 12 percent in New Mexico.
- Arizona eliminated its Early Childhood Block Grant entirely in 2010, joining 10 other states that provide no state pre-K. This was not for lack of demand. Massachusetts added a modest program that relies on temporary ARRA funding.
- Two states improved on NIEER's Quality Standards Benchmarks, while four lost ground.
- Five states fully met NIEER's benchmarks for state pre-K quality standards benchmarks and another 15 met at least 8 of 10.
- More than half a million children, or 43 percent of nationwide enrollment, are served in programs that met fewer than half of the quality standards benchmarks.

NATIONAL ACCESS

Total state program enrollment, all ages	1,323,128
State-funded preschool programs	51 programs in 39 states
Income requirement	31 state programs have an income requirement
Hours of operation	11 full-day, 12 half-day, 28 determined locally
Operating schedule	40 academic year, 11 determined locally
Special education enrollment, ages 3 & 4.....	432,930
Federal Head Start enrollment, ages 3 & 4	755,465 ¹
Total federal Head Start and	953,313 ¹
Early Head Start enrollment, ages 0 to 5	
State-funded Head Start enrollment, ages 3 & 4	16,182 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.

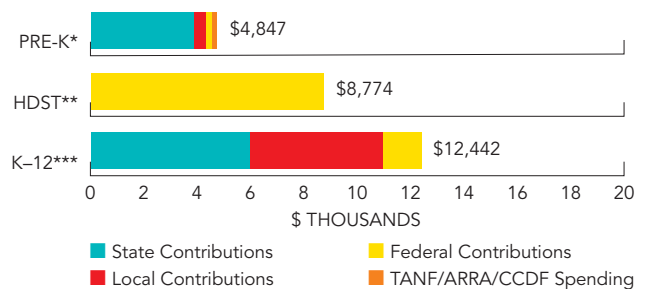
NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 51 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	49
Teacher degree	BA	29
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent.....	16
Teacher in-service	At least 15 hours/year	43
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.....	37
and support services	at least 1 support service	
Meals	At least 1/day	24
Monitoring	Site visits	35

NATIONAL RESOURCES

Total state preschool spending	\$5,492,133,988 ³
Local match required?	11 state programs require a local match
State Head Start spending	\$144,922,523
State spending per child enrolled	\$4,151 ³
All reported spending per child enrolled*.....	\$4,847

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The enrollment figure for federal Head Start, ages 3 and 4, is limited to children served in the 50 states and DC, including children served in migrant and American Indian programs. The enrollment figure for total federal Head Start and Early Head Start, ages 0 to 5, includes all children served in any location, including the U.S. territories, and migrant and American Indian programs. These numbers do not include children funded by state match.

² This figure includes 15,754 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 and ARRA funds directed toward preschool at states' discretion.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	33	None Served	16	17	10
Alaska	37	None Served	5	11	10
Arkansas	10	4	12	7	9
California	23	5	13	18	3
Colorado	21	11	36	30	6
Connecticut	29	8	2	2	6
Delaware	32	None Served	6	12	8
Florida	1	None Served	35	39	3
Georgia	4	None Served	19	24	10
Illinois	15	1	28	32	9
Iowa	7	18	30	25	6.9
Kansas	22	None Served	33	38	7
Kentucky	14	9	29	14	9
Louisiana	13	None Served	14	21	8.9
Maine	17	None Served	37	22	6
Maryland	12	None Served	18	3	9
Massachusetts	27	14	23	28	6
Michigan	24	None Served	17	23	7
Minnesota	38	21	4	10	9
Missouri	34	16	32	35	9
Nebraska	18	6	38	37	6
Nevada	35	23	34	33	7
New Jersey	16	2	1	1	8.8
New Mexico	28	None Served	25	31	8
New York	9	24	24	29	7
North Carolina	19	None Served	11	8	10
Ohio	36	19	20	26	2
Oklahoma	2	None Served	27	9	9
Oregon	30	13	3	6	8
Pennsylvania	25	10	10	20	5.2
Rhode Island	39	None Served	9	5	10
South Carolina	11	15	39	36	6.7
Tennessee	20	22	15	16	9
Texas	8	12	22	27	4
Vermont	3	3	31	34	4
Virginia	26	None Served	21	15	7
Washington	31	17	7	13	9
West Virginia	5	7	8	4	8
Wisconsin	6	20	26	19	5.1
Arizona	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
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 (continued)

With the loss of Arizona, 39 states provided pre-K through 51 programs in 2010-2011. There were significant, often troubling, changes in a number of states' enrollment, resources, and quality standards.

ENROLLMENT: BUDGET CUTS SLOW GROWTH NATIONWIDE

State-funded pre-K served 1,323,128 children in 2010-2011, the vast majority of them 3- and 4-year-olds. State pre-K continues to be primarily a program for 4-year-olds in most states, with more than 1.1 million of the children served at that age.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled. Total enrollment increased by just over 2 percent from the prior year. Table 2 shows enrollment by state and as a percentage of the total population. For the first time in a decade, the percentages NIEER reports are based on actual U.S. Census population figures rather than on estimated population figures. For the nation as a whole this makes little difference, but for some states population estimates for earlier years contained enough error to make comparisons to prior years misleading. This report notes such problems on individual state pages as appropriate.

Since states also serve children in preschool special education, the total number of children served by states is somewhat larger than indicated by state-funded pre-K enrollment alone. Table 4 presents numbers and percentages of children enrolled in state pre-K and special education programs, and shows totals that include students in the federal Head Start program. These are unduplicated counts in that children served by multiple programs are only counted once. Including both state pre-K and special education programs brings state enrollment up to 32 percent at age 4 and 8 percent at age 3. Adding in the federal government's Head Start program, enrollment is 42 percent at age 4 and 15 percent at age 3. Finally, some public schools enroll children in pre-K classes that are not part of state-funded pre-K, including schools in states with no pre-K funding. Based on data from the Current Population Survey, we estimate that schools serve an additional 3 percent of the population at age 4 and 5 percent at age 3, bringing the totals in any public program to 45 percent at age 4 and 20 percent at age 3.

State data collected for the *State Preschool Yearbook* do not provide a basis for estimating private enrollments or breaking down enrollment by family income or ethnicity. However, we estimate these nationally by integrating our state data with national survey data. Approximately 75 percent of children were enrolled in a classroom, public or private, at age 4 and 50 percent at age 3 in 2010-2011. About 30 percent were in private preschools and child care centers at both ages.

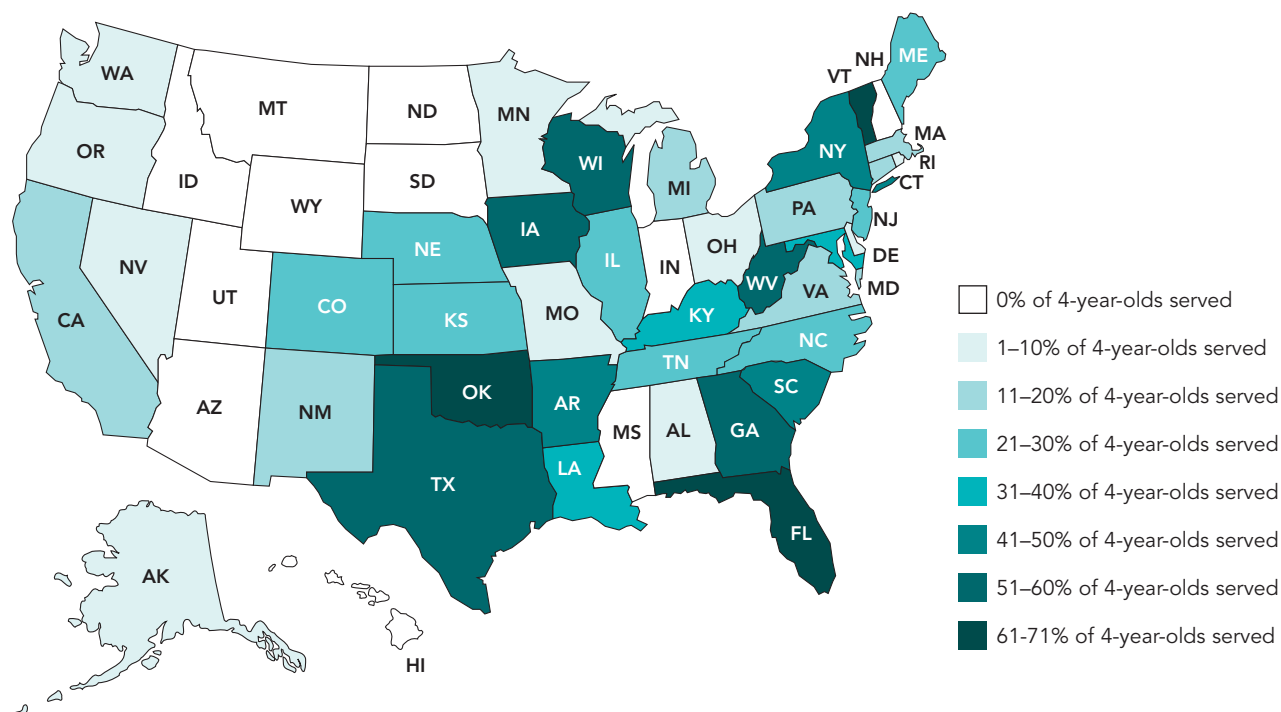
State pre-K helps to increase access for low- and moderate-income families, but participation in pre-K remains highly unequal nevertheless. At age 4, enrollment in pre-K (public and private) is about 65 percent for the lowest 40 percent of families by income and 90 percent for the highest income quintile. At age 3, when state pre-K is rarely provided, enrollment is only about 40 percent for low-income and moderate-income families while it is 80 percent for the top income quintile. Hispanic children have the lowest rates of enrollment among the major ethnic groups. Hispanics are only somewhat less likely to attend preschool at age 4 because of their high public program enrollment, but they are far less likely than other children to attend preschool at age 3.

The percentage of 3- and 4-year-olds served by pre-K varies significantly by state, even across those with pre-K. Figure 1 shows state pre-K enrollment at age 4 by state. Florida unseated Oklahoma for having the highest percentage of 4-year-olds enrolled in state pre-K. Vermont moved up to third place in the percentage of 4-year-olds enrolled, and in fact leads the nation by a large margin in the percentage of both 3- and 4-year-olds enrolled. Still, Florida and Vermont rank near the bottom on pre-K funding per child, which remains a serious concern. For Vermont this is a temporary problem as the funding formula is based on enrollment averaged over the most recent two years, which causes funding to rise more slowly than enrollment. For Florida, it is a long-term problem. Other states with substantial enrollment gains included Iowa and Georgia.

Relatively few states served substantial numbers of children at age 3—and the leaders in this category continue to be California, Illinois, New Jersey, and Vermont. Eleven states expanded enrollment for 3-year-olds since the previous year, led by Arkansas, Illinois, Pennsylvania, South Carolina, Texas, and Vermont.

Overall pre-K enrollment for 3- and 4-year-olds decreased in 12 states from the previous year. Particularly large cuts were seen in Arizona (which eliminated its program), Illinois (where the decrease at age 4 vastly exceeded the increase at age 3), and New York. In Kentucky, a large decrease in enrollment at age 3 more than offset gains at age 4, while in Pennsylvania gains at age 3 more than offset cuts at age 4. Ten states previously did not fund any type of public preschool education, and Arizona became the eleventh when it eliminated its Early Childhood Block Grant prekindergarten initiative from the state budget.

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



QUALITY STANDARDS: SACRIFICING ACCOUNTABILITY IN TOUGH TIMES

Over the past decade, states raised pre-K quality standards on the whole, but little progress was made in either the 2009-2010 or 2010-2011 school years, perhaps because of tight budgets since 2008. The *Yearbook* compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. Although the benchmarks against which NIEER checks states are not guarantees of quality, they are consistent with what research has found to be highly effective. A list of benchmarks and a summary of the supporting research is on page 22.

Figure 2 shows the number of quality standards benchmarks met by state preschool programs from the 2001-2002 school year through the 2010-2011 school year. Since 2009-2010, there has been no change in the number of states meeting five of the benchmarks, including those for teacher specialization and assistant teacher qualifications. Only two states had policy changes resulting in meeting additional benchmarks: Bachelor's degrees were required for all teachers in Georgia and New York, and New York adopted comprehensive early learning standards. Georgia met all 10 of the benchmarks, and New York's improvement in two areas (though it did lose a benchmark elsewhere) speaks to the improvements possible even in a difficult economy. In both states, the increased teacher degree requirements were phased in over time to give teachers and programs sufficient time to comply.

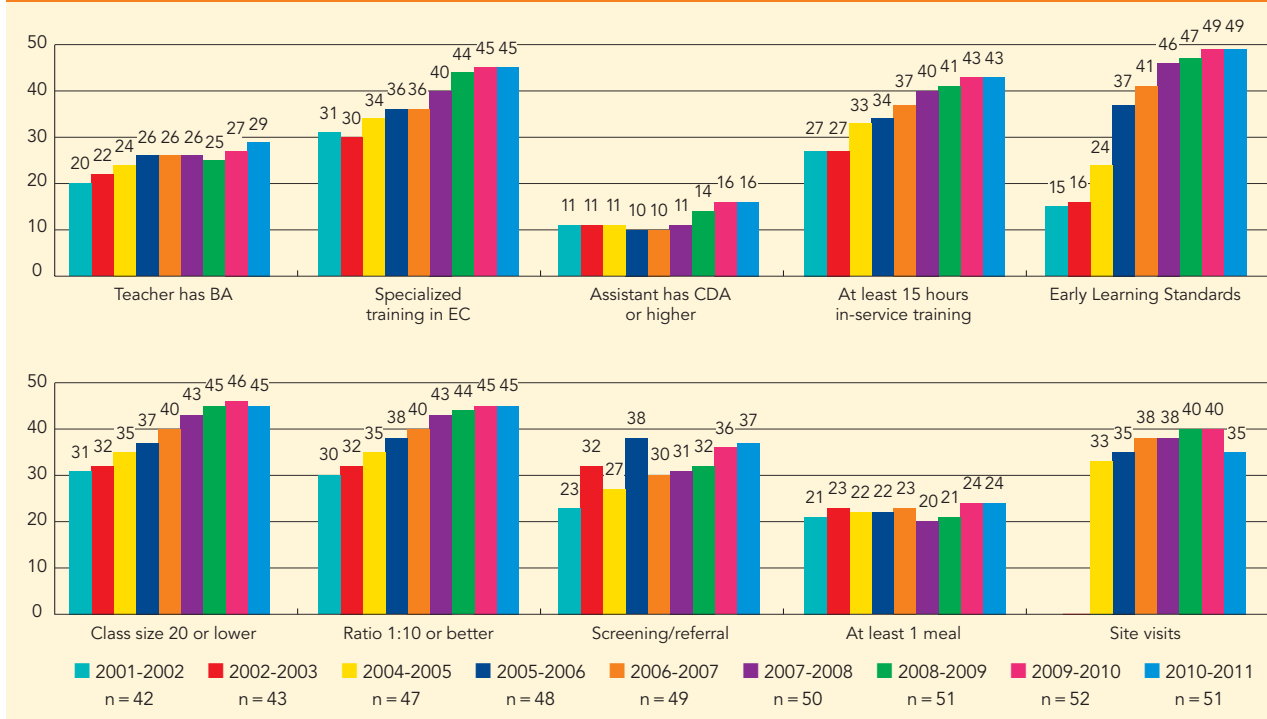
The overall picture with respect to quality standards is dim. Specifically, the number of states conducting regular site visits to monitor pre-K program quality fell for the second year in a row. California, one Kansas program (Pilot Pre-K), New York, and one South Carolina program (CDEPP) all lost this benchmark through policy changes. Even among states that continue to meet this benchmark, the frequency of site visits has been reduced due to budget cuts. This is a troubling trend given that monitoring through site visits enables states to determine if programs are actually adhering to written policies and to assess the quality of teaching and the learning environments.

At one end of the spectrum there is good news, as some states have improved. Nineteen states met eight or more quality benchmarks in 2010-2011, and most states met at least five benchmarks (see Tables 1 and 5). A record number of programs met all 10 benchmarks: Alabama, Alaska, Georgia, North Carolina, Rhode Island, and one Louisiana program (NSECD). Eleven other programs met nine of 10 benchmarks—Arkansas, Illinois, Kentucky, Louisiana LA4, Maryland, Minnesota, Missouri, New Jersey Abbott, Oklahoma, Tennessee, and Washington.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—Texas and Vermont met four; California and Florida (and one of Pennsylvania's four programs) met three; and Ohio met only two benchmarks. Although local control over standards in California, Texas, and Vermont permits school districts to exceed state standards, this local discretion depends on local fiscal capacity. In Florida, the private providers of most services do not have significant additional sources of funds with which to enhance quality beyond state minimums. More than half a million children are served in these programs—43 percent of nationwide enrollment. Texas and Pennsylvania (for the K4 program) are the only two states to set no limits on class size or staff-child ratio. Weak standards in these large states with large enrollments is a serious concern because it permits inadequate services and this may be most likely in very low-income communities with high concentrations of disadvantaged children.



Figure 2: Number of State Pre-K Programs Meeting Benchmarks 2002–2011



RESOURCES: DECREASED SPENDING THREATENS PRE-K PROGRAMS' QUALITY

In 2010-2011, states spent more than \$5.49 billion on pre-K, not including special education funds. Eleven states had no state-funded pre-K. In the others, state spending ranged from slightly under \$1 million in Rhode Island to more than \$843 million in Texas. As noted earlier, state per-child spending declined nationally in 2010-2011 and total state spending decreased by almost \$60 million nationally, resulting in a per-child decrease of \$145. State spending per child nationwide was \$4,151, varying from more than \$8,000 per child in Connecticut, New Jersey, and Oregon to less than \$2,000 per child in Maine, Nebraska, and South Carolina. Further details on funding for state pre-K are reported in Tables 6 and 7.

State-funded pre-K is not funded only by state government. Many states require or depend on funds from local school districts, including locally directed federal funds, to fully pay for pre-K programs. For some states, reported funding from all sources is a better indicator of the resources actually available to support pre-K in the states. Unfortunately, not all states can report this figure accurately. As seen in Table 7, these additional funds can make a substantial difference and approach \$1 billion nationally. The true figure is certainly higher, as some states require a match but do not report other funds, while in other states it is virtually impossible to meet state standards without adding to state funds. Total funding for pre-K programs nationally from all sources was at least \$6.4 billion, and funding per child from all sources equaled \$4,847 (a 2 percent decrease from last year).

Funding for pre-K continued to be bolstered by ARRA funds. Five states (California, Florida, Massachusetts, Nebraska, and North Carolina) reported using at least \$127 million from ARRA for pre-K. This is a significant increase from the previous year, though it likely underestimates the true additional spending, as required school district spending under the federal program was not always identified. Nationwide, ARRA represented just 2 percent of state pre-K spending, but in Florida it was 18 percent and in North Carolina 28 percent of state funds. Revenues in many states are still slow to recover from the economic downturn, and pre-K budgets may be pinched as ARRA funds disappear. Declines in state funding can seriously impair pre-K quality and effectiveness. Only 15 states clearly meet NIEER's estimates of the per-child cost necessary to deliver a high-quality program (see Table 7). Some other states may raise enough funds from local sources to adequately fund quality pre-K programs, although quality often varies with local fiscal capacity. In other states, funding levels have fallen so low as to bring into question the effectiveness of their programs by any reasonable standard. Florida, Kansas, Nebraska, South Carolina, and Vermont are especially worrisome cases. Two of the nation's largest states are among those where funding is a major concern: California and Texas.

TEN-YEAR TRENDS

This Yearbook provides 10 years of information on state pre-K programs and evaluates states' progress since 2001-2002. The past decade has been one of remarkable progress, but long-term data also reveal uneven progress from state to state and that program quality—and funding to support it—has not advanced as steadily.

Enrollment in state pre-K has grown dramatically, nearly doubling the percent of the population served in the past decade. State standards for quality have improved, as well, at least until the end of the decade. States' financial commitments to pre-K have wavered, and now have even declined as measured by funding per child. In some states, this trend reflects economies of scale as they moved beyond pilot programs to serve substantial percentages of the population. Other states seem to have embarked on a course of substituting less expensive private care for quality public education and relying on unstable, erratic funding streams. This low-cost course of action serves children and taxpayers poorly. Research clearly shows that poorer quality preschool programs are less effective educationally.

Here is a closer look at 10-year trends in several areas of pre-K programs.

ENROLLMENT

- More than 600,000 additional children were enrolled in state-funded pre-K in 2010-2011 than a decade earlier. Some of this enrollment increase simply kept up with population growth, but the percentage of 4-year-olds enrolled increased dramatically, from 14 percent to 28 percent, while the percentage of 3-year-olds barely budged, from 3 percent to 4 percent.
- The number of state pre-K programs grew more rapidly than the number of states with programs. The first Yearbook profiled 42 programs in 37 states. Today, there are 51 programs in 39 states plus two programs in Washington, D.C. Two of the new state programs are still quite small, in Rhode Island and Alaska.
- The current recession produced the first serious reversals for pre-K funding, and when Arizona defunded its program in 2010-2011 it became the first state to revert to a “no pre-K” state.
- Four states enroll a smaller percentage of 4-year-olds today than they did a decade ago: Michigan, Minnesota, Missouri, and Ohio. Political battles have erupted in recent years that threaten to cut enrollment in other states, including Iowa, North Carolina, and Tennessee.
- Although little changed in the overall percentage of 3-year-olds enrolled nationally, eight states cut enrollment at age 3 while others were moving ahead.



QUALITY

- The most impressive development in pre-K program quality was the widespread adoption of state Early Learning Standards. In 2001-2002, only about a third of states had comprehensive Early Learning Standards. Today, all but California and Ohio have comprehensive standards, and those two are working on them.
- Less progress has been made on improving staff qualifications. More state pre-K programs now require lead teachers to have a bachelor's degree, increasing from 48 percent to 57 percent. The percentage of programs requiring assistant teachers to have a Child Development Associate (CDA) credential rose to 31 percent from 26 percent over the decade. Still, most children enrolled in state pre-K today attend programs where teachers are not required to have a bachelor's degree and assistants must have only high school diplomas.
- Initial progress on state pre-K program quality monitoring, which NIEER began tracking in 2004-2005, has been lost. After reaching a high of 78 percent of programs in 2008-2009, five programs lost this benchmark for regularly scheduled site visits.
- States have not made progress in ensuring adequate nutrition services for pre-K students. In 2001-2002, 50 percent of programs nationally required at least one daily meal for all pupils. That percentage is down slightly today—a sobering statistic that may have hurt children during the economic downturn.

RESOURCES

- State per-child spending is \$715 below its 2001-2002 level. This is a 15 percent decline. To adjust for start-up costs and economies of scale, we looked at change over this period only for states serving 4 percent or more of 4-year-olds in 2001. This reveals a decrease in per child spending of \$487, or 10 percent even as total state spending increased by \$1.3 billion or 40 percent.
- Disparities among the states in funding per child are substantial and persistent. In 2001, the difference in spending per child from the highest spending state to the lowest was nearly \$9,000. Today, the range is more than \$10,000. Massachusetts and Ohio had erratic changes in spending from one year to the next over the decade, but both states ended the period with decreases in pre-K spending of more than \$3,000. By contrast, Arkansas and Maryland increased per-child spending over the decade by more than \$2,000 each.
- Many states have done little to increase funding per child—or even made cuts in the ensuing years. Florida, for example, currently has the lowest reported level of per-child spending on its pre-K program from all sources yet also has the highest enrollment rate in the nation.

STATE-FUNDED HEAD START

A handful of states also provide early education through state supplemental funding for the federal Head Start program, though these programs have seen drops in both funding and enrollment. In 2010-2011, 16,812 children were served in these programs, with state expenditures of about \$145 million. Adjusted for inflation, this figure represents a drop of about \$5.5 million from the previous year. More concerning, state supplemental Head Start spending is down by 48 percent since 2001-2002, and enrollment is down by 40 percent. Some states have reported that supplemental funding is now focused on quality improvements and increasing teacher salaries rather than on expanding enrollment. But this sharp enrollment decline may be hurting students who are the most at-risk for not being ready for school.

RECOMMENDATIONS

If states are to succeed in regaining their momentum, it is imperative that they plan for it just as they do for other long-term priorities such as major infrastructure projects. Rather than viewing state pre-K as a year-to-year funding decision, they would do well to set long-term goals. For instance, resolving to achieve access to some public program for at least 40 percent of 4-year-olds and improving quality would be a realistic goal in every state over the next five years. Based on our analysis of the state of preschool over the past decade, NIEER has arrived at four recommendations for federal, state, and local policy for the next decade.

- The Obama administration's Race to the Top: Early Learning Challenge (RTT-ELC) assists states in systems building and quality improvement. A stable source of additional federal funding is needed to help offset interstate inequalities in financial capacity to support high-quality pre-K. Reauthorization of the Elementary and Secondary Education Act (ESEA) presents an opportunity to provide such funding.
- Every state should monitor and evaluate the performance of its pre-K program as part of a continuous improvement process. The cost of this proposal is minimal, but it is a key to obtaining a high return from an effective program.
- All 50 states should support a state-funded pre-K program. Although many of the states without programs are sparsely populated and largely rural, Alaska, Maine, and Nebraska have managed to develop and provide relatively high-quality programs.
- As state Early Learning Councils work to coordinate services across multiple federal, state, and local funding streams the federal government should provide increased flexibility that facilitates joint service provision by Head Start, education, and child care agencies.

In some states, there is still some disagreement about the role public education should play in the years before kindergarten. However these disagreements are resolved, there should be little disagreement about the increasingly important role high-quality preschool education must play in preparing our youngest citizens for the global economy. Given the current limits of access and quality, this calls for increased public investments in either public or private programs. As has been shown in a number of states, high-quality preschool education can be delivered through a variety of public-private partnerships. We hope to be able to report 10 years from now that such programs are the norm in every state and all children have access to a quality preschool education at age 4, if not before.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2010-2011)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2010-2011)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	Florida	76.0%	0.0%	37.7%	164,388	0	164,388
2	Oklahoma	73.5%	0.0%	36.2%	38,441	0	38,441
3	Vermont	66.9%	17.4%	41.8%	4,387	1,166	5,553
4	Georgia	59.3%	0.0%	29.5%	82,608	0	82,608
5	West Virginia	58.2%	9.2%	33.6%	12,188	1,939	14,127
6	Wisconsin	55.2%	1.0%	28.0%	40,206	757	40,963
7	Iowa	52.1%	1.3%	26.5%	21,263	546	21,809
8	Texas	51.7%	6.1%	28.8%	200,181	23,618	223,799
9	New York	45.1%	0.1%	22.4%	103,445	201	103,646
10	Arkansas	44.1%	10.1%	26.8%	17,470	4,117	21,587
11	South Carolina	40.7%	3.6%	21.7%	24,267	2,251	26,518
12	Maryland	37.1%	0.0%	18.4%	27,071	0	27,071
13	Louisiana	32.8%	0.0%	16.1%	20,258	0	20,258
14	Kentucky	31.9%	7.0%	19.4%	18,116	4,049	22,165
15	Illinois	28.9%	20.2%	24.6%	49,112	34,387	83,499
16	New Jersey	27.9%	18.4%	23.1%	30,802	20,405	51,207
17	Maine	26.9%	0.0%	13.5%	3,905	0	3,905
18	Nebraska	26.5%	9.5%	18.0%	6,980	2,518	9,498
19	North Carolina	24.2%	0.0%	12.0%	30,767	0	30,767
20	Tennessee	21.5%	0.8%	11.1%	17,697	644	18,341
21	Colorado	21.2%	6.1%	13.6%	14,820	4,286	19,106
22	Kansas	21.1%	0.0%	10.5%	8,637	0	8,637
23	California	18.8%	10.1%	14.4%	95,376	52,037	147,413
24	Michigan	18.0%	0.0%	9.0%	22,067	0	22,067
25	Pennsylvania	16.0%	6.1%	11.1%	23,757	9,113	32,870
26	Virginia	15.5%	0.0%	7.7%	15,881	0	15,881
27	Massachusetts	15.0%	3.9%	9.4%	11,181	2,890	14,071
28	New Mexico	14.7%	0.0%	7.3%	4,264	0	4,264
29	Connecticut	13.0%	7.4%	10.2%	5,517	3,115	8,632
30	Oregon	7.7%	4.6%	6.1%	3,663	2,245	5,908
31	Washington	7.7%	1.5%	4.6%	6,650	1,372	8,022
32	Delaware	7.4%	0.0%	3.7%	843	0	843
33	Alabama	6.4%	0.0%	3.2%	3,870	0	3,870
34	Missouri	3.7%	1.6%	2.7%	2,940	1,279	4,219
35	Nevada	2.8%	0.7%	1.7%	1,032	285	1,317
36	Ohio	2.4%	1.1%	1.8%	3,572	1,614	5,186
37	Alaska	2.4%	0.0%	1.2%	248	0	248
38	Minnesota	1.5%	1.0%	1.2%	1,067	702	1,769
39	Rhode Island	1.0%	0.0%	0.5%	126	0	126
No Program	Arizona	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	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		28.0%	4.3%	16.1%	1,139,063	175,535	1,314,598¹

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

¹ Nationwide, an additional 8,530 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,323,128.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

STATE	FROM 2001-2002 TO 2010-2011				FROM 2009-2010 TO 2010-2011			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
	Number	Percentage Point†	Number	Percentage Point†	Number	Percentage Point†	Number	Percentage Point†
Alabama	0	NA	3,114	+5%	0	NA	0	0%
Alaska	0	NA	248	+2%	0	NA	48	0%
Arizona	0	NA	-4,277	-6%	0	NA	-4,319	-5%
Arkansas	2,539	+7%	15,246	+38%	636	+1%	887	+2%
California	41,248	+8%	50,842	+10%	-135	0%	3,121	+1%
Colorado	3,718	+5%	6,500	+7%	-162	0%	71	0%
Connecticut	1,533	+4%	1,100	+4%	47	0%	77	0%
Delaware	0	NA	0	-1%	0	NA	0	0%
Florida	0	NA	164,388	+76%	0	NA	8,511	+3%
Georgia	0	NA	18,995	+6%	0	NA	1,431	+1%
Hawaii	0	NA	0	NA	0	NA	0	NA
Idaho	0	NA	0	NA	0	NA	0	NA
Illinois	19,204	+12%	10,210	+7%	1,085	+1%	-5,037	-3%
Indiana	0	NA	0	NA	0	NA	0	NA
Iowa	72	NA	19,707	+48%	-37	0%	6,231	+15%
Kansas	0	NA	6,407	+15%	0	NA	-826	-2%
Kentucky	685	-2%	5,299	+8%	-1,508	-3%	1,374	+2%
Louisiana	0	NA	12,739	+21%	0	NA	-90	0%
Maine	0	NA	2,465	+17%	0	NA	300	+2%
Maryland	-1,408	-2%	8,697	+12%	0	NA	924	+1%
Massachusetts*	-6,621	-8%	1,749	+3%	79	0%	524	+1%
Michigan	0	NA	-4,410	-1%	0	NA	2,286	+2%
Minnesota*	-136	0%	-203	0%	23	0%	14	0%
Mississippi	0	NA	0	NA	0	NA	0	NA
Missouri	-1,250	-2%	-746	-1%	-17	0%	-95	0%
Montana	0	NA	0	NA	0	NA	0	NA
Nebraska	2,679	+9%	6,624	+25%	-285	-1%	-167	-1%
Nevada	279	0%	711	+2%	-105	0%	212	+1%
New Hampshire	0	NA	0	NA	0	NA	0	NA
New Jersey	7,090	+7%	6,921	+7%	530	0%	842	+1%
New Mexico	-470	-2%	3,894	+13%	0	NA	-584	-2%
New York	-5,620	-2%	39,946	+21%	-14	0%	-4,267	-2%
North Carolina	0	NA	29,527	+23%	0	NA	-430	-1%
North Dakota	0	NA	0	NA	0	NA	0	NA
Ohio	-8,048	-5%	-10,313	-6%	-52	0%	37	0%
Oklahoma	0	NA	12,562	+18%	0	NA	1,085	+2%
Oregon	1,342	+2%	1,074	+2%	-206	-1%	-346	-1%
Pennsylvania*	6,816	+6%	21,207	+14%	2,297	+2%	-1,223	-1%
Rhode Island	0	NA	126	+1%	0	NA	0	0%
South Carolina	1,395	+3%	8,617	+11%	506	+1%	1,449	+2%
South Dakota	0	NA	0	NA	0	NA	0	NA
Tennessee	-193	0%	15,939	+19%	-5	0%	94	0%
Texas	1,837	0%	72,598	+13%	2,040	0%	7,587	+2%
Utah	0	NA	0	NA	0	NA	0	NA
Vermont*	797	+12%	3,767	+58%	84	+1%	1,013	+17%
Virginia	0	NA	10,003	+9%	0	NA	937	+1%
Washington	466	0%	1,865	+2%	-243	0%	239	0%
West Virginia	55	+1%	7,103	+34%	116	0%	666	+3%
Wisconsin*	92	0%	26,702	+36%	-23	0%	3,482	+5%
Wyoming	0	NA	0	NA	0	NA	0	NA
50 States	68,017	+2%	577,424	+14%	4,939	0%	26,539	+1%

* 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.

† This represents the change in the percent of the population served from the respective year to the 2010-2011 school year. In past years, we reported the percent change in the number of children enrolled; this year, we report the change in the percentage of children enrolled.

TABLE 4: 2010-2011 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	1,599	2.6%	6,023	9.9%	6,868	11.1%	14,966	24.4%
Alaska*	449	4.2%	992	9.5%	1,457	13.5%	2,255	21.4%
Arizona	3,586	3.8%	5,497	6.0%	8,655	9.2%	16,373	17.9%
Arkansas	6,773	16.6%	21,163	53.4%	10,562	25.9%	25,401	64.1%
California*	59,275	11.5%	110,197	21.7%	88,450	17.1%	164,542	32.5%
Colorado	7,227	10.2%	18,920	27.1%	10,801	15.3%	23,810	34.1%
Connecticut	5,187	12.4%	8,162	19.2%	7,411	17.4%	11,363	26.4%
Delaware [†]	548	4.8%	1,533	13.4%	1,115	9.8%	2,357	20.4%
Florida	7,939	3.6%	168,765	78.0%	20,144	9.2%	187,403	86.6%
Georgia	3,182	2.3%	84,860	60.9%	14,028	10.0%	94,233	67.4%
Hawaii	676	3.9%	843	5.0%	1,522	8.4%	2,411	14.3%
Idaho	837	3.4%	1,277	5.2%	1,690	6.8%	3,134	12.8%
Illinois	36,998	21.7%	55,056	32.4%	50,884	29.9%	72,853	42.9%
Indiana	4,702	5.3%	6,198	7.1%	8,866	10.0%	13,105	14.9%
Iowa	2,252	5.4%	23,297	57.1%	4,655	11.3%	26,587	65.1%
Kansas	2,629	6.4%	12,350	30.1%	5,401	13.1%	15,300	37.3%
Kentucky	4,049	7.0%	18,418	32.5%	9,913	17.2%	27,127	47.8%
Louisiana*	2,287	3.6%	22,159	35.9%	12,999	20.2%	29,679	48.1%
Maine*	898	6.2%	4,884	33.6%	1,774	12.5%	6,125	42.1%
Maryland	3,364	4.5%	31,549	43.3%	7,903	10.7%	35,630	48.9%
Massachusetts	6,658	8.9%	14,829	19.9%	11,113	14.9%	20,319	27.2%
Michigan	5,714	4.7%	24,281	19.8%	16,724	13.6%	41,597	33.9%
Minnesota [†]	4,032	5.5%	6,205	8.7%	7,462	10.2%	11,240	15.7%
Mississippi	1,888	4.3%	3,362	8.1%	11,308	25.7%	16,571	39.8%
Missouri	4,388	5.5%	8,333	10.6%	10,041	12.7%	15,697	19.9%
Montana	258	2.0%	600	4.9%	1,782	13.7%	2,793	22.7%
Nebraska	2,968	11.2%	7,430	28.2%	4,479	16.9%	9,656	36.7%
Nevada	1,808	4.7%	3,391	9.1%	2,728	7.1%	5,009	13.6%
New Hampshire	868	6.0%	1,089	7.4%	1,425	9.4%	1,928	13.6%
New Jersey	24,933	22.5%	36,985	33.5%	31,083	28.0%	43,792	39.7%
New Mexico	1,801	6.1%	6,868	23.7%	4,649	15.8%	10,987	37.9%
New York*	20,081	8.6%	117,705	51.3%	36,150	15.4%	138,088	60.1%
North Carolina	4,233	3.3%	35,197	27.7%	11,385	8.8%	44,642	35.1%
North Dakota	410	4.6%	615	7.1%	1,405	15.7%	2,104	24.3%
Ohio	7,281	4.9%	11,765	8.0%	18,798	12.7%	28,657	19.4%
Oklahoma	1,554	2.9%	38,844	74.3%	8,327	15.5%	46,480	88.4%
Oregon	4,403	9.1%	6,666	14.0%	6,709	13.8%	10,358	21.7%
Pennsylvania* [†]	16,267	10.9%	33,122	22.3%	25,602	17.5%	46,770	31.5%
Rhode Island	748	6.4%	1,125	9.4%	1,295	11.1%	2,122	17.7%
South Carolina*	4,046	6.5%	25,196	42.2%	9,505	15.5%	30,653	51.6%
South Dakota	589	4.8%	957	8.1%	1,996	16.6%	2,881	24.4%
Tennessee	2,994	3.6%	20,177	24.5%	7,996	9.6%	29,064	35.3%
Texas	31,852	8.2%	206,656	53.4%	59,833	15.5%	240,864	62.5%
Utah	2,317	4.4%	3,199	6.2%	3,827	7.2%	6,685	12.9%
Vermont*	1,496	22.3%	4,387	66.9%	1,894	28.2%	5,014	76.5%
Virginia*	3,762	3.6%	19,973	19.4%	7,935	7.7%	26,764	26.1%
Washington	4,537	5.1%	11,128	12.9%	8,356	9.6%	17,781	20.5%
West Virginia	2,022	9.6%	12,553	59.9%	4,221	20.0%	17,242	82.3%
Wisconsin [†]	4,258	5.8%	42,260	58.0%	10,109	13.7%	47,677	65.5%
Wyoming	886	10.7%	1,317	16.7%	1,423	17.2%	2,025	25.7%
50 States	323,509	7.9%	1,308,356	32.2%	604,201	14.7%	1,699,390	41.8%

* 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 used based on the average percent of special education students in state pre-K and enrollment numbers for each program.

† These states serve special education children in their state-funded Head Start pre-K programs but were not able to provide an unduplicated count for the Head Start program. Estimations were used based on the percent of children with IEPs as reported by the PIR.

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

TABLE 5: 2010-2011 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 2010-2011
Alabama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Alaska	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Arkansas	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
California			✓		✓		✓				3
Colorado	✓		✓		✓	✓	✓			✓	6
Connecticut	✓		✓			✓	✓	✓		✓	6
Delaware	✓		✓		✓	✓	✓	✓	✓	✓	8
Florida	✓					✓				✓	3
Georgia	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Illinois	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Iowa (Shared Visions)	✓		✓			✓	✓	✓	✓		6
Iowa (SVPP)	✓	✓	✓			✓	✓	✓		✓	7
Kansas (At-Risk)	✓	✓		✓	✓	✓	✓	✓			7
Kansas (Pre-K Pilot)	✓	✓		✓	✓	✓	✓	✓			7
Kentucky	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (8g)	✓	✓	✓		✓	✓	✓		✓	✓	8
Louisiana (LA4)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Louisiana (NSECD)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Maine	✓	✓	✓	✓	✓			✓			6
Maryland	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Massachusetts	✓				✓	✓	✓	✓		✓	6
Michigan	✓	✓	✓	✓		✓	✓	✓			7
Minnesota	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
Missouri	✓	✓	✓	✓	✓	✓	✓	✓		✓	9
Nebraska	✓	✓	✓	✓		✓	✓				6
Nevada	✓	✓	✓		✓	✓	✓			✓	7
New Jersey (Abbott)	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
New Jersey (ECPA)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Jersey (ELLI)	✓	✓	✓		✓	✓	✓	✓		✓	8
New Mexico	✓		✓		✓	✓	✓	✓	✓	✓	8
New York	✓	✓	✓		✓	✓	✓	✓			7
North Carolina	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
Ohio (ECE)			✓					✓			2
Oklahoma	✓	✓	✓		✓	✓	✓	✓	✓	✓	9
Oregon	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (EABG)	✓		✓		✓	✓	✓			✓	6
Pennsylvania (HSSAP)	✓		✓		✓	✓	✓	✓	✓	✓	8
Pennsylvania (K4 & SBPK)	✓	✓			✓						3
Pennsylvania (Pre-K Counts)	✓		✓		✓	✓	✓			✓	6
Rhode Island	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	10
South Carolina (4K)	✓	✓	✓		✓	✓	✓				6
South Carolina (CDEPP)	✓		✓		✓	✓	✓	✓	✓		7
Tennessee	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	9
Texas	✓	✓	✓		✓						4
Vermont (Act 62)	✓				✓	✓	✓				4
Vermont (EEI)	✓		✓			✓	✓				4
Virginia	✓		✓		✓	✓	✓	✓		✓	7
Washington	✓		✓	✓	✓	✓	✓	✓	✓	✓	9
West Virginia	✓		✓		✓	✓	✓	✓	✓	✓	8
Wisconsin (4K)	✓	✓	✓		✓					✓	5
Wisconsin (HdSt)	✓		✓		✓	✓	✓	✓	✓		7
Totals	49	29	45	16	43	45	45	37	24	35	

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

Check marks in red show new policy changes effective with the 2010-2011 school year.

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

TABLE 6: 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 2009-2010 to 2010-2011 Adjusted dollars	Total state preschool spending in 2010-2011	Resources rank based on all reported spending	All reported \$ per child enrolled in pre-K
New Jersey	1	\$11,669	-\$141	\$597,510,227	1	\$11,669
Connecticut	2	\$9,356	-\$127	\$85,302,562	2	\$10,565
Oregon	3	\$8,454	-\$150	\$49,946,739	6	\$8,454
Minnesota	4	\$7,475	\$28	\$14,306,812	10	\$7,475
Alaska	5	\$6,855	-\$1,815	\$1,700,000	11	\$6,855
Delaware	6	\$6,795	-\$136	\$5,727,800	12	\$6,795
Washington	7	\$6,780	-\$174	\$54,389,496	13	\$6,780
West Virginia	8	\$5,605	-\$26	\$82,100,333	4	\$9,136
Rhode Island	9	\$5,556	-\$111	\$700,000	5	\$9,127
Pennsylvania	10	\$5,193	-\$850	\$171,544,870	20	\$5,193
North Carolina*	11	\$5,166	-\$179	\$158,928,389	8	\$7,910
Arkansas	12	\$5,021	-\$501	\$111,000,000	7	\$8,126
California*	13	\$4,986	-\$532	\$746,704,425	18	\$5,428
Louisiana	14	\$4,669	-\$131	\$94,590,958	21	\$4,768
Tennessee	15	\$4,620	\$86	\$85,254,000	16	\$5,853
Alabama	16	\$4,544	-\$91	\$17,585,880	17	\$5,680
Michigan	17	\$4,453	-\$39	\$98,275,000	23	\$4,453
Maryland	18	\$4,414	\$215	\$119,480,130	3	\$9,846
Georgia	19	\$4,298	\$7	\$355,016,016	24	\$4,299
Ohio	20	\$3,942	-\$39	\$22,467,862	26	\$3,942
Virginia	21	\$3,808	-\$497	\$60,474,645	15	\$5,892
Texas	22	\$3,761	-\$138	\$843,723,501	27	\$3,761
Massachusetts*	23	\$3,691	-\$283	\$51,932,533	28	\$3,691
New York	24	\$3,685	\$111	\$381,908,267	29	\$3,685
New Mexico	25	\$3,561	\$80	\$15,182,900	31	\$3,561
Wisconsin	26	\$3,466	\$119	\$146,960,062	19	\$5,424
Oklahoma	27	\$3,461	-\$1,106	\$133,029,544	9	\$7,690
Illinois	28	\$3,449	\$10	\$289,715,561	32	\$3,449
Kentucky	29	\$3,399	\$234	\$75,339,610	14	\$6,718
Iowa	30	\$3,282	\$128	\$71,718,726	25	\$3,945
Vermont	31	\$3,272	-\$788	\$18,167,265	34	\$3,272
Missouri	32	\$3,085	-\$28	\$13,013,883	35	\$3,085
Kansas	33	\$2,640	\$100	\$22,799,812	38	\$2,640
Nevada	34	\$2,468	-\$297	\$3,338,875	33	\$3,297
Florida*	35	\$2,422	-\$142	\$398,200,356	39	\$2,422
Colorado	36	\$2,044	-\$324	\$39,820,907	30	\$3,623
Maine	37	\$1,985	\$162	\$8,039,887	22	\$4,555
Nebraska*	38	\$1,607	\$421	\$16,365,481	37	\$2,656
South Carolina	39	\$1,342	-\$132	\$35,598,474	36	\$2,934
Arizona	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
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		\$4,151	-\$145	\$5,492,133,988		\$4,847

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

* In the 2010-2011 school year, California, Florida, Massachusetts, Nebraska, and North Carolina reported using funding from the American Recovery and Reinvestment Act (ARRA) for state-funded pre-K. This funding is included in the state funding amounts reported.

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 needed to meet NIEER benchmarks†	Is the reported funding sufficient to meet NIEER benchmarks?	Additional per-child funding needed	Quality benchmark total
1	New Jersey	\$11,669	\$9,186*	Yes	\$0	8.8
2	Connecticut	\$10,565	\$8,581*	Yes	\$0	6
3	Maryland	\$9,846	\$7,250*	Yes	\$0	9
4	West Virginia	\$9,136	\$6,169*	Yes	\$0	8
5	Rhode Island	\$9,127	\$8,602	Yes	\$0	10
6	Oregon	\$8,454	\$4,249	Yes	\$0	8
7	Arkansas	\$8,126	\$7,007	Yes	\$0	9
8	North Carolina	\$7,910	\$8,036	No	\$126	10
9	Oklahoma	\$7,690	\$5,918*	Yes	\$0	9
10	Minnesota	\$7,475	\$4,494	Yes	\$0	9
11	Alaska	\$6,855	\$4,413	Yes	\$0	10
12	Delaware	\$6,795	\$4,729	Yes	\$0	8
13	Washington	\$6,780	\$4,925*	Yes	\$0	9
14	Kentucky	\$6,718	\$4,107	Yes	\$0	9
15	Virginia	\$5,892	\$9,067*	No	\$3,175	7
16	Tennessee	\$5,853	\$7,825	No	\$1,972	9
17	Alabama	\$5,680	\$7,459	No	\$1,779	10
18	California	\$5,428	\$6,469*	No	\$1,041	3
19	Wisconsin	\$5,424	\$4,413	Yes	\$0	5.1
20	Pennsylvania	\$5,193	\$7,265*	No	\$2,072	5.2
21	Louisiana	\$4,768	\$7,382	No	\$2,614	8.9
22	Maine	\$4,555	\$3,882	Yes	\$0	6
23	Michigan	\$4,453	\$5,673*	No	\$1,220	7
24	Georgia	\$4,299	\$8,359	No	\$4,060	10
25	Iowa	\$3,945	\$4,379*	No	\$434	6.9
26	Ohio	\$3,942	\$4,453	No	\$511	2
27	Texas	\$3,761	\$7,047*	No	\$3,286	4
28	Massachusetts	\$3,691	\$9,125*	No	\$5,434	6
29	New York	\$3,685	\$6,296*	No	\$2,611	7
30	Colorado	\$3,623	\$4,460	No	\$837	6
31	New Mexico	\$3,561	\$4,078	No	\$517	8
32	Illinois	\$3,449	\$4,799	No	\$1,350	9
33	Nevada	\$3,297	\$4,626	No	\$1,329	7
34	Vermont	\$3,272	\$3,961*	No	\$689	4
35	Missouri	\$3,085	\$6,590*	No	\$3,505	9
36	South Carolina	\$2,934	\$7,674*	No	\$4,740	6.7
37	Nebraska	\$2,656	\$3,933	No	\$1,277	6
38	Kansas	\$2,640	\$3,934	No	\$1,294	7
39	Florida	\$2,422	\$4,464*	No	\$2,042	3
NA	Arizona	\$0	\$4,259	No	\$4,259	NA
NA	Hawaii	\$0	\$4,404	No	\$4,404	NA
NA	Idaho	\$0	\$3,744	No	\$3,744	NA
NA	Indiana	\$0	\$4,130	No	\$4,130	NA
NA	Mississippi	\$0	\$3,862	No	\$3,862	NA
NA	Montana	\$0	\$3,440	No	\$3,440	NA
NA	New Hampshire	\$0	\$4,327	No	\$4,327	NA
NA	North Dakota	\$0	\$3,728	No	\$3,728	NA
NA	South Dakota	\$0	\$3,536	No	\$3,536	NA
NA	Utah	\$0	\$4,260	No	\$4,260	NA
NA	Wyoming	\$0	\$3,764	No	\$3,764	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. 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, U.S. Department of Education.

* This state serves preschoolers in full- and half-day programs and therefore a weighted estimate of per-child spending was calculated.

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 2010-2011 school year are those who are eligible to enter kindergarten two years later, during the 2012-2013 school year. Children considered to be 4 years old during the 2010-2011 school year were eligible to enter kindergarten one year later, during the 2011-2012 school year. Children considered to be 5 years old during the 2010-2011 school year were already eligible for kindergarten at the beginning of the 2010-2011 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with a prekindergarten initiative, we include one page with a description of the state's program followed by a page with data on the program's key features, focusing on access, quality, and resources.

The first page for each state begins with two sets of bar graphs. The first shows percentages of the state's 3-year-old and 4-year-olds enrolled in the state pre-K 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 2011 (which corresponds to the 2010-2011 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 2011 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. In the 2010-2011 school year, the state per-child spending bar graph also includes funding from the American Recovery and Reinvestment Act (ARRA) for five states—California, Florida, Massachusetts, Nebraska, and North Carolina—that received funds and were able to report the amount.

In past years, the percent of students enrolled was calculated based on the Census estimate of 3- and 4-year-old children, but population estimates were unavailable for this year and the 2010 Census data were used instead. As the population estimates are only estimates, there were some differences seen with actual Census data used this year. In some cases, this led to large increases or decreases in the percent of children served. In such cases, we adjusted data to ensure comparability across program years.

Following the bar graphs is a brief narrative providing information on the main features of the state's initiative(s). This includes details such as the initiative's history, the types of settings in which state-funded preschool can be offered, and enrollment eligibility criteria. In many cases, the narrative also describes unique or particularly interesting aspects of the state initiatives that may not be highlighted elsewhere in the report, as well as relevant new developments in the 2010-2011 school year, expected changes for the 2011-2012 school year, and evaluations if conducted. Some descriptive information in the narratives was originally based on information found in the reports *Seeds of Success* from the Children's Defense Fund and *Quality Counts 2002* from *Education Week*.

For the 39 states with preschool programs, the bottom of the first page of each state profile presents 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);
- 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 pre-K spending in states using 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, Pennsylvania, South Carolina, Vermont, and Wisconsin each have more than one distinct preschool education initiative, therefore information is presented slightly differently for these states and is explained on their individual profiles.



Beginning in the 2009-2010 school year, data were included on the Public Charter School Pre-K Program in the District of Columbia, but this program is profiled separately from the District's other preschool initiative as it has different standards and requirements. Therefore, information is presented similarly to states that have more than one prekindergarten initiative. While its profile contains the same elements of a state profile page, the District of Columbia does not receive any rankings as one district is not comparable to an entire state.

State profile pages are also given for the 11 states that did not fund preschool education initiatives in the 2010-2011 school year. For most of these states, the space for the narrative of the state's initiative is left blank, and the table of quality standards is omitted for all 11 states. However, these profiles report enrollment data for special education and federally funded Head Start. In addition, data on per-child spending for K-12 education and federal Head Start are included. When applicable, state-funded Head Start spending and enrollment are also provided for no-program states. Unlike other no-program states, Arizona's bar graphs are left on the profile page to demonstrate the state's past commitment prior to the state-funded pre-K program being defunded for the 2010-2011 school year.

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 2010-2011 school year except where noted.

ACCESS

The Access data table begins with the 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 other local education authorities, such as counties) providing state-funded prekindergarten programs. This information shows the extent of the initiative's geographic coverage. Next, the table shows what, if any, income requirement is used in determining eligibility for the program.

Data on the hours of operation (hours per day and days per week) and operating schedule (academic or calendar year) are shown as additional measures of access because working parents may find it difficult to get their children to and from programs that operate only a few hours a day. The amount of time children participate in a preschool program also matters for other reasons, such as influencing the program's effects on children's development and learning.

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

Two Access pie charts illustrate the percentages of the state's 3- and 4-year-olds 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 2011 *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 preschool programs. The Head Start percentage also includes any children supported by state contributions to the federal Head Start program. On the national profile page, we used additional information to separate out students in "other public" and "private" settings from the "Other/None" category. More information about this can be found in the Methodology section.

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 established in state policy needed to ensure the effectiveness of preschool education programs, especially when serving children at risk for school failure. However, the checklist is not intended as an exhaustive inventory of all the features of a high-quality program, although each of these research-based standards is essential. While meeting all 10 standards does not necessarily guarantee that a program is of high quality, no state's prekindergarten policies should be considered satisfactory unless all 10 benchmarks are met. Although programs may routinely engage in practices meeting criteria for quality standards, credit is given only when the practices are explicitly required by state policy.

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 are such that the monetary investment in pre-K is returned seven to 17 times.¹ Therefore, we gave more weight to the risk of losing substantial benefits by setting benchmarks too low than to the risk of raising costs by setting benchmarks too high. Costs of many preschool programs are currently quite low; thus, benchmarks steer closer to the characteristics of programs demonstrated to produce reasonably large education benefits for children in randomized trials and the strongest quasi-experimental studies (e.g., HighScope Perry Preschool and Chicago Child-Parent Centers) and farther from the characteristics of programs found in rigorous studies to have weak effects.²

Of the 10 standards we use to gauge the quality of state-funded preschool programs, four 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 staff member.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 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 allows more children per teacher than in programs that have demonstrated large gains in disadvantaged children and is the lowest (fewest number of children per teacher) 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 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 minimum 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 individual pre-K programs meet those standards.¹³ Therefore, programs should require at a minimum that all sites are visited for program quality to enforce 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, monetary or in-kind, 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 dedicated to prekindergarten, which allows for a more complete picture of a state's commitment to preschool education. For example, a state's total spending 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 education. 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 and locally allocated federal spending is available.

The bar chart in the Resources section compares per-child spending in state-funded programs to federal Head Start and K–12 per-child spending. Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF and/or ARRA funds that a state directs toward its prekindergarten initiative. While TANF and ARRA funds are federal dollars, it is the state's decision to devote these funds to preschool education as opposed to other purposes. Data on the amounts of local and federal preschool funds are included in the bar chart when available.

Guide to State Profiles

ACCESS

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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT
Early learning standards.....	National Education Goals Panel content areas covered by state learning standards for preschool-age children must be comprehensive
Teacher degree	Lead teacher must have a BA, at minimum
Teacher specialized training	Lead teacher must have specialized training in a pre-K area
Assistant teacher degree	Assistant teacher must have a CDA or equivalent, at minimum
Teacher in-service	Teacher must receive at least 15 hours/year of in-service professional development and training
Maximum class size	Maximum number of children per classroom must be 20 or fewer
3-year-olds	
4-year-olds	
Staff-child ratio	Lowest acceptable ratio of staff to children in classroom (e.g., maximum number of students per teacher) must be 1:10 or better
3-year-olds	
4-year-olds	
Screening/referral and support services.....	Screenings and referrals for vision, hearing, and health must be required; at least one additional support service must be provided to families
Meals.....	At least one meal must be required daily
Monitoring	Site visits must be used to demonstrate ongoing adherence to state program standards

RESOURCES

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

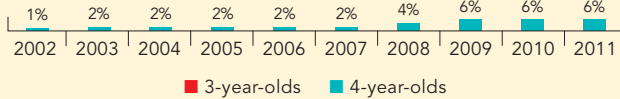
GLOSSARY OF ABBREVIATIONS

AA	Associate of Arts	EPSDT	Early Periodic Screening, Diagnosis, and Treatment
ACF	Administration for Children and Families	ESI-R	Early Screening Inventory-Revised
AEPS(i)	Assessment, Evaluation, and Programming System for Infants and Children (interactive)	ESL	English as a Second Language
ARRA	American Recovery and Reinvestment Act	EVT	Expressive Vocabulary Test
ASQ(SE)	Ages and Stages Questionnaires (Social-Emotional)	FPL	Federal Poverty Level
AYP	Adequate Yearly Progress (No Child Left Behind)	FTE	Full-time Equivalent
B-	Denotes that the age range covered by a teaching license begins at birth (e.g., B-3 = birth–grade 3)	FY	Fiscal Year
BA	Bachelor of Arts	GED	General Equivalency Diploma
BS	Bachelor of Science	GGG	Get It, Got It, Go
BMI	Body Mass Index	HdSt	Head Start
BRI	Basic Reading Inventory	HSD	High School Diploma
BS	Bachelor of Science	IDEA	Individuals with Disabilities Education Act
CACFP	Child and Adult Care Food Program	IEP	Individualized Education Plan
CBO	Community-Based Organization	IFSP	Individualized Family Service Plan
CC	Child Care	K	Kindergarten
CCDF	Child Care and Development Fund	LEA	Local Education Agency
CD	Child Development	LELA	Language and Emerging Literacy Assessment
CDA	Child Development Associate credential	MA	Master of Arts
CEU	Continuing Education Unit	MOE	Maintenance of Effort
CLASS	Classroom Assessment Scoring System	N-	Denotes that the age range covered by a teaching license begins at nursery (e.g., N-3 = nursery–grade 3)
COR	HighScope Child Observation Record	NA	Not Applicable
DIAL	Developmental Indicators for the Assessment of Learning	NAEYC	National Association for the Education of Young Children
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	NCLB	No Child Left Behind
DOE	Department of Education	NEGP	National Education Goals Panel
DRA	Developmental Reading Assessment	NSBP/NSLP	National School Breakfast/Lunch Program
DSC	Developing Skills Checklist	NSLP	National School Lunch Program
EC	Early Childhood	PALS	Phonological Awareness Literacy Screening
ECE	Early Childhood Education	PAT	Phonological Awareness Test
ECERS-R	Early Childhood Environment Rating Scale-Revised	P-	Denotes that the age range covered by a teaching license begins at preschool (e.g., P-4 = preschool–grade 4)
ECSE	Early Childhood Special Education	PIR	Program Information Report (Head Start)
ECHOS	Early Childhood Observation System	PPVT	Peabody Picture Vocabulary Test
Ed.D	Doctor of Education Degree	Pre-K	Prekindergarten
Ed.S	Educational Specialist Degree	QRIS	Quality Rating and Improvement System
EE	Elementary Education	RTT	Race to the Top
ELAS	Early Learning Assessment System	SMI	State Median Income
ELL	English Language Learner	SpEd	Special Education
ELLCO	Early Language and Literacy Classroom Observation	TANF	Temporary Assistance to Needy Families
ELS	Early Learning Standards	T.E.A.C.H.	Teacher Education and Compensation Helps (T.E.A.C.H. Early Childhood® Project)
EOWPVT	Expressive One-Word Picture Vocabulary Test	USDA	United States Department of Agriculture
		WSS	Work Sampling System

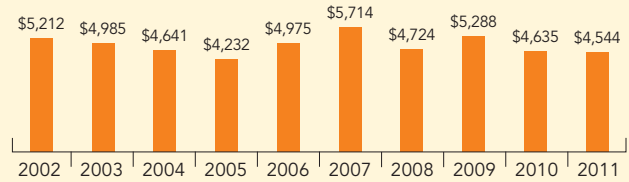
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Alabama has offered state-funded preschool for 4-year-olds since 2000 through the Alabama Pre-Kindergarten Program, which was renamed First Class: Alabama’s Voluntary Pre-Kindergarten Program in the 2008-2009 school year. While the only eligibility requirements for the program are meeting the age criteria and being a resident of the state of Alabama, enrollment has remained low due to limited resources. An increase in state-funding during the 2007-2008 school year allowed the program to expand its access and also provide technical assistance and scholarships for teachers working toward completing their degrees. However, the program was flat-funded in the 2010-2011 school year and enrollment remained the same as a consequence.

Program sites are determined through a competitive grant process and can include public schools, private child care centers, Head Start centers, faith-based centers, colleges and universities, community organizations, and military agencies. Grantees must provide a local match of the grant award, which varies by location. These matching funds can include sliding scale parent fees. The state has made progress toward its goal of having at least one classroom per county. In the 2010-2011 school year, classrooms were available in all but three counties.

In the 2005-2006 school year, teacher certification standards were revised to require new hires to have specialized training in early childhood education. Since then, the program has met all 10 of the NIEER quality benchmarks. In the 2008-2009 school year, the program was evaluated for both process quality and program impact/child outcomes. The Office of School Readiness and the state Department of Education’s Special Education Services established an aligned set of standards for pre-K children, which were scheduled to be implemented in the 2011-2012 school year.

Pre-K in Alabama received significant support from the state’s business community in the 2009-2010 and 2010-2011 school years. Business leaders notably recommended funding increases for pre-K to the state Legislature. The Business Council of Alabama and the Alabama School Readiness Alliance are developing policy recommendations for expanding access to high-quality voluntary pre-K.

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

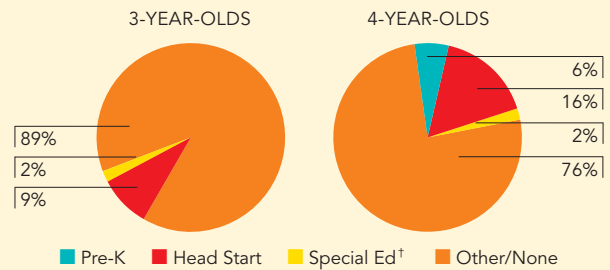
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	17

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	3,870
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	3,984
Federally funded Head Start enrollment	15,654
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	30 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, dental, 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"/>

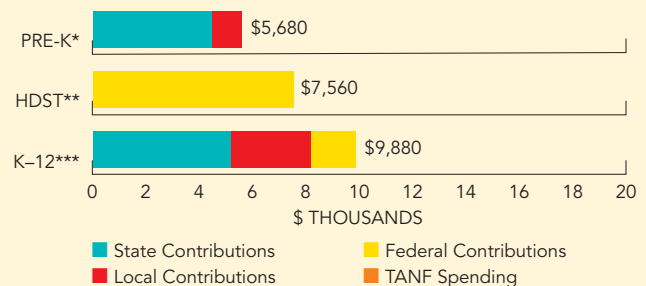
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$17,585,880
Local match required?	Yes, 25% ⁴
State spending per child enrolled	\$4,544
All reported spending per child enrolled*	\$5,680

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2012.

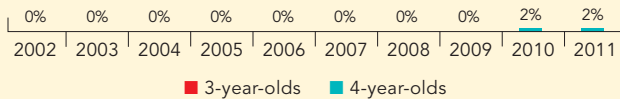
² Only Head Start programs may have up to 20 children and a ratio of 1:10; other programs have a maximum class size of 18 and ratio of 1:9, which is preferred for all programs.

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

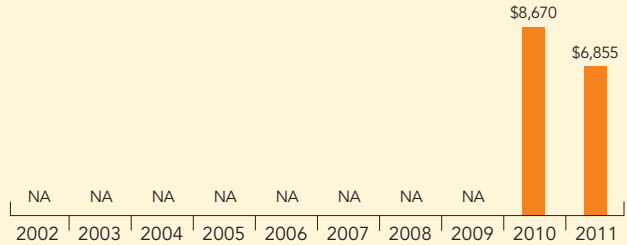
⁴ The match may include parent fees based on a sliding scale.

Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



The Alaska Pilot Pre-Kindergarten Project (AP3) started in the 2009-2010 school year. The program serves 4-year-old children in six school districts through competitive grants. Grantees operate half-day preschool programs and also provide outreach to families who choose to provide in-home care for preschoolers. While funding is awarded to public schools, grantees can subcontract with Head Start, private child care, family child care, and faith-based settings. Most programs operate in blended Head Start and public school programs.

Program eligibility requirements are similar to the federal Head Start guidelines. Eligible children are from families with incomes at or below 100 percent of the federal poverty levels, though, if space allows, programs may take a maximum of 35 percent of children from families between 100 and 130 percent of the federal poverty level. The AP3 program meets all 10 of NIEER's quality standards benchmarks, which include high-quality standards for teacher credentials, staff-child ratios, and class sizes.

In the 2011-2012 school year, the pre-K program is transitioning from pilot status with a scheduled funding change and re-competition for state grants in fiscal year 2013. The state is piloting use of the Teaching Strategies Gold assessment three times per year in two-thirds of the programs in the 2011-2012 school year and plans to require its use for all grantees in the new competition.

Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. The goal of this funding is to improve program quality through professional development and school readiness activities. These funds also provide access to additional children and families whenever possible. In the 2010-2011 school year, state funding through Alaska's Head Start supplement totaled \$7.2 million.

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

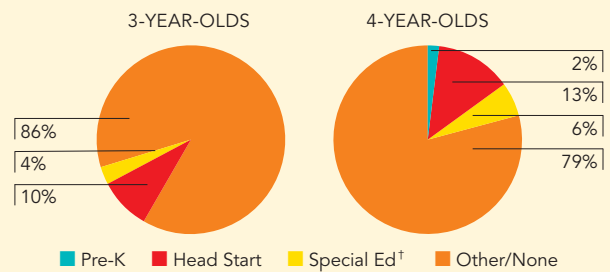
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	11

ALASKA PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	248
School districts that offer state program	11%
Income requirement	100% FPL ¹
Hours of operation	3 to 5 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	1,220
Federally funded Head Start enrollment	2,442
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 endorsement ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA ³	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 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	Breakfast or lunch and one snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

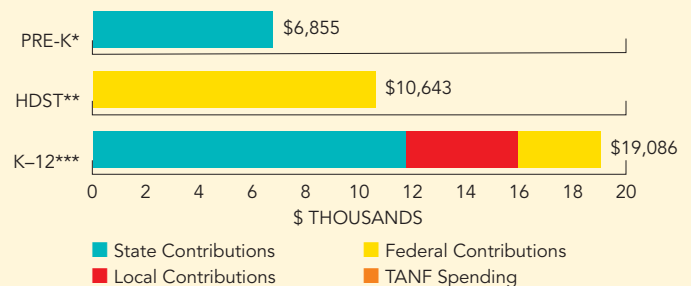
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$1,700,000
Local match required?	No
State Head Start spending	\$7,292,600 ⁵
State spending per child enrolled	\$6,855
All reported spending per child enrolled*	\$6,855

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Mirroring federal Head Start guidelines, up to 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 All programs are part-day and must operate for at least 3 hours per day, but cannot operate for more than 5 hours per day. Programs operate for 4 or 5 days per week, for a minimum of 14 hours per week, though the actual schedule is determined locally.

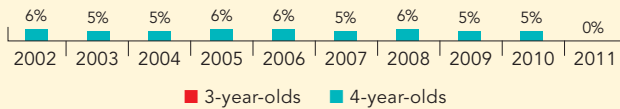
³ Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have an AA in ECE or a related field.

⁴ All programs follow state pre-elementary statutes and regulations. School districts with Head Start programs must follow federal Head Start regulations. Support services include parenting support or training, health services for children, and nutrition information.

⁵ Alaska's state Head Start funds are used to enhance Head Start services and improve quality.

Arizona

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



NO PROGRAM

Arizona began funding preschool education programs in 1991 and used the Arizona Early Childhood Block Grant (ECBG) as a source of funding from 1996 through 2010. The ECBG provided funding in support of supplemental services for full-day kindergarten and first through third grade, in addition to funding preschool education. ECBG funds for prekindergarten were distributed to school districts, which could then offer funding to faith-based or private child care centers if parents chose those settings for their children. Regardless of setting, preschool programs receiving ECBG funding were required to be accredited by organizations approved by the state, such as the National Association for the Education of Young Children (NAEYC). Children from families with an income at or below 185 percent of the federal poverty level were eligible for an ECBG-funded prekindergarten program.

In fiscal year 2010, the ECBG allocation was frozen due to budget constraints and subsequently repealed. Programs received two quarterly payments rather than the allocated four payments per year, significantly reducing the funding. Arizona's budget for fiscal year 2011 provided no funding for the ECBG program, terminating the program for the 2010-2011 school year. Therefore, the ECBG program is not profiled in this report. The program also did not receive state funding for the 2011-2012 school year. It is unclear whether Arizona will fund the program again in the near future. In the final year of the ECBG grant, approximately 5,000 children were served.

In 2006, Arizona established First Things First (FTF) in an effort to support developmental and health initiatives for young children. In particular, FTF expands and enhances high-quality services for children from birth through age 5 through 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 2010, the Arizona Department of Education received a grant from FTF for \$1,140,813, and in 2011, the department received a FTF grant of \$6,216,400 to serve approximately 1,900 children.

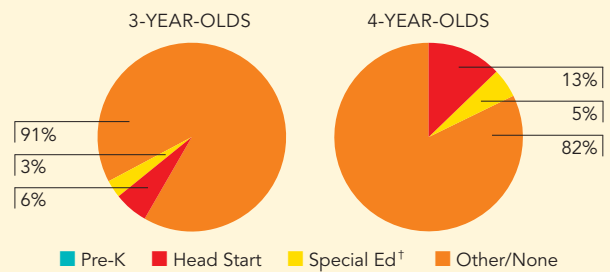
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	9,083
Federally funded Head Start enrollment	17,331
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

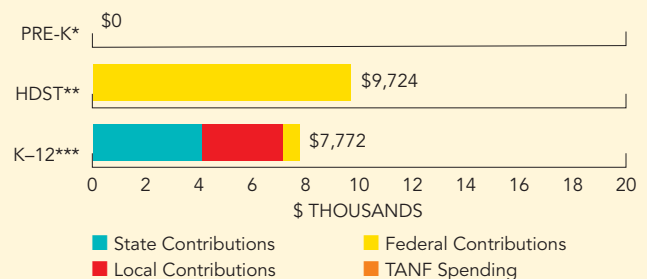
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

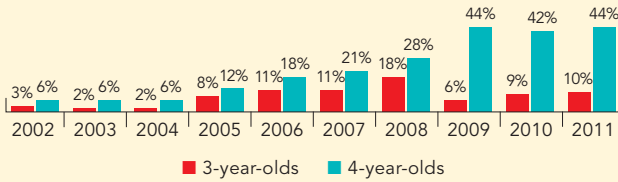
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

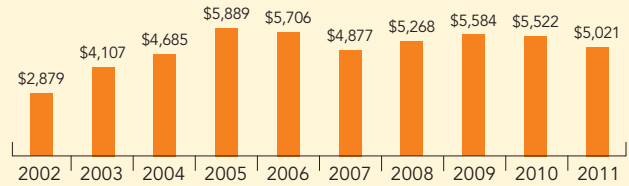


Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



The Arkansas Better Chance (ABC) program was established in 1991 as part of a statewide education reform initiative. ABC was initially funded solely through a dedicated sales tax, though between 2001 and 2007 it received additional funding from an excise tax on packaged beer. While ABC also receives some federal funding, at least 40 percent of the program’s overall funding must be local contributions.

The Arkansas Better Chance program provides early childhood services to children from birth to age 5 who are from low-income families. Eligibility can also be determined by other risk factors, including being in foster care, developmental delay, family violence, having a parent on active overseas military duty, having a teen parent, low birth weight, low parental education level, or non-English speaking family members. ABC offers a diverse pre-K delivery system with programs accessible through public schools, educational service cooperatives, nonprofit organizations, private businesses, and Head Start.

Financial support for professional development, including pursuit of college degrees, is offered to pre-K teachers in ABC programs. The Birth through Prekindergarten Teaching Credential, an additional professional pathway for preschool teachers in the ABC program, was made available by Act 187 of 2009 and went into effect in January 2011. Five institutions have been approved to offer the credential. ABC also participates in an ongoing evaluation for both process quality and impact/child outcomes through a study that began in the 2005-2006 year.

Additional state funds led to the launch of the Arkansas Better Chance for School Success (ABCSS) program in the 2004-2005 program year. Three- and 4-year olds are eligible for ABCSS if their families have an income below 200 percent of the FPL. Initially, funding was provided first to those school districts where at least 75 percent of fourth-grade children performed below “proficient” on state benchmarks exams in literacy and math or those districts classified as being in academic distress or school improvement status. As the program has expanded, eligible children in other districts now receive services.

This report profiles ABC and ABCSS together because both programs have similar requirements and standards.

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

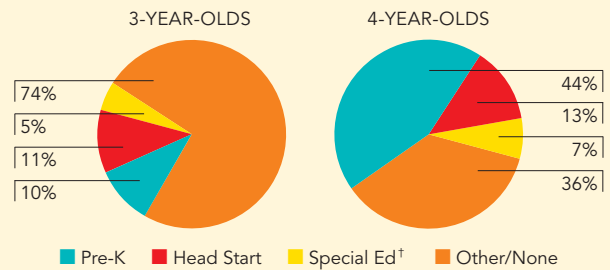
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	7

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	22,015 ¹
School districts that offer state program	98%
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	8,793
Federally funded Head Start enrollment	9,073
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 9 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA per every 3 classrooms and AA otherwise (public and 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	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Breakfast, lunch, and snack ⁴	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	\$111,000,000 ⁴
Local match required?	Yes, 40% ⁵
State spending per child enrolled	\$5,021 ⁴
All reported spending per child enrolled*.....	\$8,126

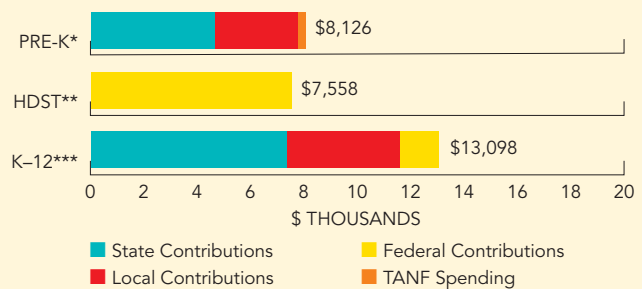
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 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 5,510 children who received home-visiting services during the 2010-2011 program year.

² As of August 2007, programs are required to have at least 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; those in public schools must also have P-4 certification. The other two teachers must have a minimum of an AA in early childhood education or child development.

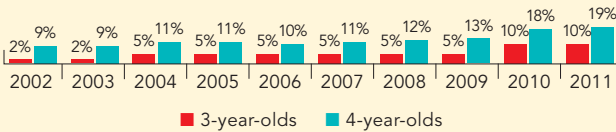
³ Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁴ These figures include both state and TANF funds.

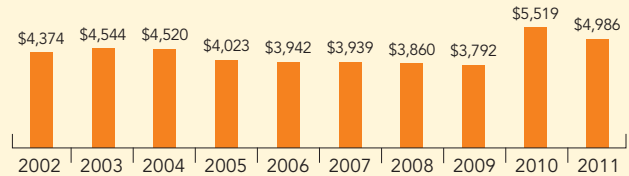
⁵ Programs must provide the 40 percent match in cash or through in-kind services. The funding sources are determined locally.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



California became one of the first states in the nation to provide state-funded preschool education, when it introduced the State Preschool Program (SPP) in 1965. In the 2007-2008 school year, California also established the Prekindergarten and Family Literacy Program (PKFLP) modeled after SPP. PKFLP offered half- and full-day services with an added literacy component to children from families at or below 75 percent of the state median income (SMI), who were receiving protective services, or were at risk for abuse, neglect, or family violence.

Enacted in 2008, the California State Preschool Program Act called for the state's multiple preschool programs to receive streamlined funding. As of July 2009, all part-day and full-day programs in SPP, PKFLP, and the General Child Care programs that served preschool age children were consolidated into the California State Preschool Program (CSPP). The CSPP serves 3- and 4-year-olds through private nonprofit agencies, local education agencies, college, and community action agencies. Families must have an income of 75 percent of the SMI to be eligible, though this may be waived for those children receiving protective services or who have been referred as at risk of abuse, neglect, or exploitation.

State funding for the program is available through a competitive application process open to school districts, faith-based and private child care centers, Head Start agencies, and other public agencies. The 2009-2010 school year was the first time students were served through the newly streamlined CSPP. The CSPP provides both full-day and part-day services to families based on their eligibility and need for services. Children whose families lose their need or eligibility for full-day services may remain in the part-day program through the end of the program year. The CSPP also works with Head Start and other state-funded and federal child care assistance programs to provide comprehensive services to children and their families.

The Kindergarten Readiness Act of 2010 gradually moves the kindergarten cutoff date from December to September over five years in an effort to ensure that all children are 5 years old when they begin kindergarten. Beginning in the 2012-2013 school year, Transitional Kindergarten will provide a year of early childhood education services to those 4-year-olds no longer age-eligible for kindergarten. The program will follow kindergarten regulations in terms of funding, class size, standards, and serving English language learners, though locally determined kindergarten curricula must be adjusted to be age and developmentally appropriate.

The California Preschool Learning Foundations, developed in 2008, are a set of early learning standards focusing on social-emotional development, language and literacy, mathematics, and English language development. Volume 2, focusing on visual and performing arts and physical development and health, was released in the December 2011. The Desired Result for Children and Families system, which has been aligned with the Preschool Learning Foundations Volume 1, is used to record children's development as well as to plan curriculum and other developmentally appropriate activities. Volume 3 will be released in 2012 and will include History/Social Science and Science.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	5

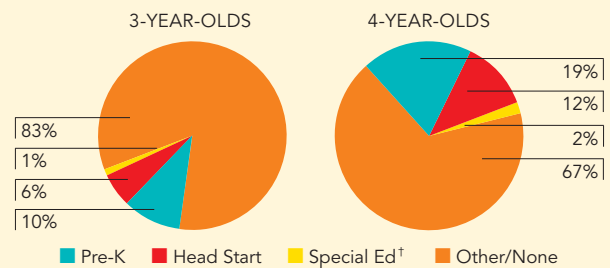
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	18

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

ACCESS

Total state program enrollment	149,756 ¹
School districts that offer state program	97% (counties)
Income requirement	75% SMI ²
Hours of operation	3 hours/day (part-day), or locally determined (full-day); 5 days/week
Operating schedule	Determined locally ³
Special education enrollment	43,252
Federally funded Head Start enrollment	93,096
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 ⁴	Comprehensive	<input type="checkbox"/>
Teacher degree	CDA ⁵	BA	<input type="checkbox"/>
Teacher specialized training.....	Meets CDA requirements ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	None ⁶	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	No limit ⁷		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8 ⁷		
4-year-olds	1:8		
Screening/referral	Health, developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁹	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ¹⁰	Site visits	<input type="checkbox"/>

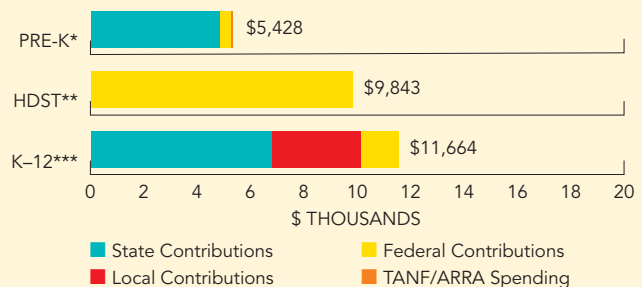
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$746,704,425 ¹¹
Local match required?	No
State spending per child enrolled	\$4,986
All reported spending per child enrolled*	\$5,428

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The enrollment figure is a duplicated count as children can be enrolled in multiple programs within the State Preschool Program.

² Children receiving protective services and those who are at risk for abuse, neglect, or exploitation are not subject to the income requirement.

³ Part-day programs typically operate for a school or academic year, 175 days per year. Some programs operate a full calendar year (246 days) and exceptions to the days per year can be granted.

⁴ The Preschool Learning Foundations Volume 1 were in effect for the 2010-2011 year. Volume 2, which includes Visual and Performing Arts, Physical Development and Health, was released in December 2011 but not yet in effect. Volume 3 will be released in 2012 and will include History/Social Science and Science.

⁵ The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom, though California does not use the term "lead teacher." 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. A teacher may also have the full Child Development Teacher permit, which 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, or a Master Teacher permit.

⁶ There is no degree requirement for an Assistant Teacher in CSPP. The optional Child Development Associate Teacher Permit requires 6 credits in ECE or CD.

⁷ Although there is no limit to class size, programs typically enroll 24 children in the class.

⁸ Decisions regarding vision and hearing screenings are made at the local level. A physical exam and immunizations are 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 annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities.

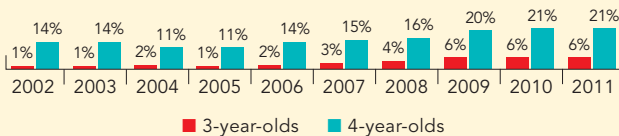
⁹ Licensing laws and regulations require that all part-day (3.5 hour) programs provide at least a snack. Lunch and two snacks are required but breakfast is optional for all full-day (6.5 hour) programs. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program, and programs must provide breakfast or lunch if specified in the original application for services.

¹⁰ California has moved from a regularly scheduled visit policy, to a new monitoring schedule that is determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which results in as-needed site visits. This no longer meets NIEER's requirement for monitoring.

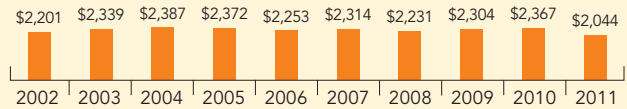
¹¹ ARRA funds represent \$7,346,253 of this amount.

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 in an effort to reduce school dropout rates by funding preschool services for at-risk 3- and 4-year-olds. Risk factors for eligibility are defined in statute, including eligibility for free or reduced-price meals, being in foster care, a family history of abuse or neglect, homelessness, low parental education levels, parental substance abuse, or having a teen parent, as well as locally determined risk factors. Four-year-olds must meet at least one risk factor to enroll in CPP, while 3-year-olds must have at least three risk factors.

In 1995 the Legislature authorized a small number of CPP slots to be used to fund children to participate in full-day kindergarten. Between 2005 and 2008, the program was renamed the Colorado Preschool and Kindergarten Program (CPKP) and was permitted to use 15 percent of their slots for this purpose. The program was once again named the Colorado Preschool Program during the 2008 legislative session when these kindergarten slots were eliminated. CPP increased preschool access by 45 percent during the 2008-2009 school year as a result of authorized expansions in 2007 and 2008 as well as the conversion of the kindergarten slots to pre-K slots.

CPP funding is determined through the Colorado school finance formula with preschoolers receiving half the amount of students in grades 1 through 12. These funds are distributed directly to public schools, though schools may subcontract with private child care centers, Head Start, or other community-based or public agencies. The Charter School Institute also participates in the Colorado Preschool Program as a direct recipient of funds. Funding is awarded competitively with priority given to districts not currently participating in CPP. CPP may use additional funding sources, such as federal Head Start money, to extend the program day, supplement services, or provide wrap-around care. In the 2010-2011 school year, the state enacted budget cuts including a reduction in the funding available for K-12 students. Since the CPP's funding is tied to Colorado's funding for K-12, there was a commensurate 3.6 percent reduction for CPP funding per slot since the 2009-2010 school year.

All Colorado preschool programs participate in Results Matter, the state's system for collecting and reporting child outcomes and family information from birth to age 5 in early childhood programs. Results Matter serves as an ongoing evaluation that allows stakeholders to compare the progress of children in CPP with other assessed populations. During the 2010-2011 school year, 38,611 children were included in Results Matter, 19,486 of whom participated in CPP. Through Results Matter and an analysis of longitudinal data collected at CDE and in districts, CPP was evaluated for program impact/child outcomes in the 2010-2011 school year.

In December 2009, the state approved the Colorado P-12 Academic Standards. By December 2011, local education agencies were required to revise their standards as necessary to ensure the standards meet or exceed the Colorado Academic Standards.

Formed in 2010, Colorado's Early Childhood Leadership Commission (ECLC) continues to work to ensure and advance a comprehensive service delivery system for children from birth to age 8 using data to improve decision-making, alignment, and coordination among federally funded and state-funded services and programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	11

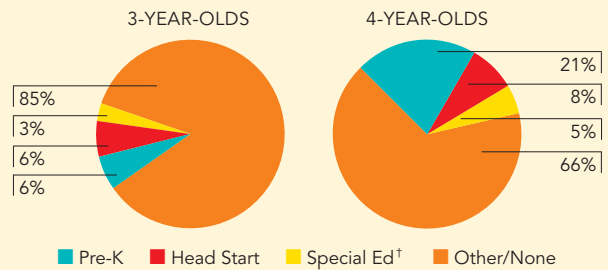
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	30

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,486 ¹
School districts that offer state program	95%
Income requirement	185% FPL ²
Hours of operation	2.5 hours/day, 4 days/week ³
Operating schedule	Academic/School Year
Special education enrollment	7,041
Federally funded Head Start enrollment	9,660
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 ⁴	BA	<input type="checkbox"/>
Teacher specialized training	Meets CDA requirements	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, developmental;	Vision, hearing, health; and	<input type="checkbox"/>
and support services	and support services ⁶	at least 1 support service	
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"/>

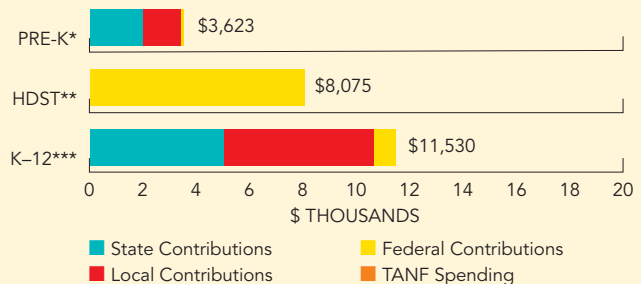
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$39,820,907 ⁸
Local match required?	No
State spending per child enrolled	\$2,044
All reported spending per child enrolled*	\$3,623

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. CPP is authorized to fund 20,160 half-day slots, and statute allows CPP to use a maximum of 5 percent of those slots to serve children in a full-day program by using two slots. In 2010-2011, CPP used 674 slots to extend the day for children. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.

² In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 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 must be supervised by someone with at least a BA in ECE or Child Development.

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

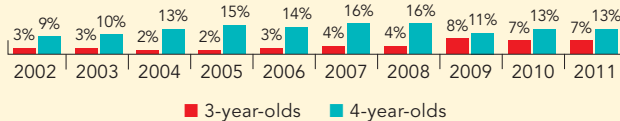
⁶ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information 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 contributions from local sources, which are required by the school finance formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



The Connecticut School Readiness Program was established in 1997 to improve access to early education programs for 3- and 4-year-olds. At least 60 percent of students enrolled in the program must have a family income at or below 75 percent of the state median income. The program provides preschool funding to 19 priority districts whose participation is voluntary. Competitive grants are also available for towns that are among the 50 lowest wealth ranked towns in the state, or towns with a priority school that are not designated as priorities districts. Communities that participate in the program establish a School Readiness Council to provide guidance for the program. Council members are selected by the chief elected official and the district school superintendent.

Public schools, Head Start agencies, and private child care and faith-based centers are all eligible to provide the School Readiness Program. In order to accommodate working and non-working families, the program offers slot options including full-day, school-day, and part-day, all of which are available 5 days per week. Full-day slots are available for 7 to 10 hours per day for 50 weeks per year. School-day slots are offered 6 hours per day while part-day slots operate 2 ½ hours per day, both for 180 days per year.

Some program funds supported "Training Wheels," a professional development effort that provides training sessions and on-site coaching on the use of the Connecticut learning standards and assessment framework. As the state moves toward higher degree requirements for lead teachers by 2015, some scholarship money for degree programs will be provided in 2013. Many institutions of higher education are revising or creating degree programs specific to early childhood.

Connecticut also funds a program serving children up to age 5 through the Department of Social Services (DSS). Children must come from families with household incomes below 75 percent of the state median income to be eligible for this program. However, families must undergo a redetermination of fee every six months, which may result in families having to pay a fee or drop out of the program if income has increased significantly. Due to this redetermination process, the program does not meet the NIEER definition of a state-funded preschool program and is not profiled in this publication. The Child Day Care program formerly operated by DSS is now administered by the Department of Education, and the state is considering merging this program with the School Readiness program.

Connecticut also provides state funds to supplement federal Head Start programs with the goal of creating additional slots, extending the program day and year, providing additional services, and supporting other quality enhancements. During the 2010-2011 program year, Connecticut contributed \$5,471,150 to these efforts, which increased slots by 458 and provided extended-day services to 720 children. Quality enhancements include acquiring additional classroom materials, expanding the reach of comprehensive services, providing professional development, and improving family outreach and engagement.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	8

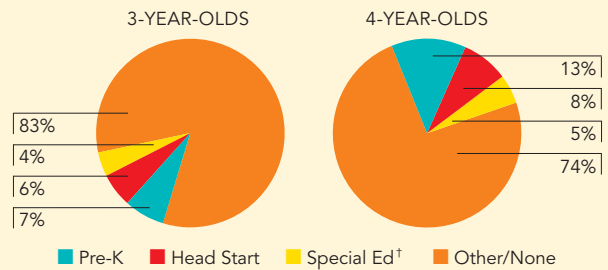
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	9,117
School districts that offer state program	38% (towns)
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	4,962
Federally funded Head Start enrollment	6,102
State-funded Head Start enrollment.....	455 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, dental, health,	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	developmental; ⁵ and support services ⁶	at least 1 support service	
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"/>

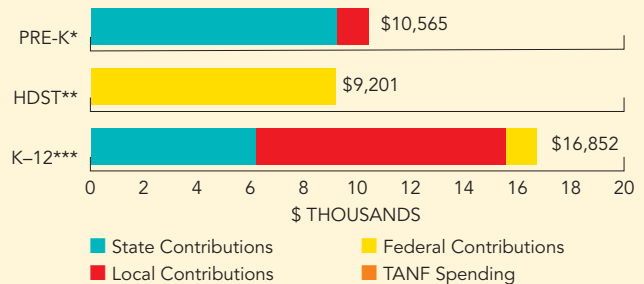
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$85,302,562
Local match required?	No
State Head Start spending	\$5,471,150
State spending per child enrolled	\$9,356
All reported spending per child enrolled*	\$10,565

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ There are three types of slots, including full-day (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 provides 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.

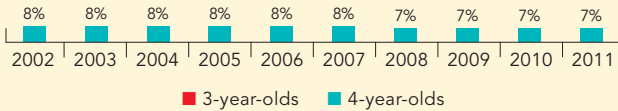
⁵ All children must have an annual well-child checkup by their health care provider and health forms are required.

⁶ Support services include education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and family literacy and dual language learners.

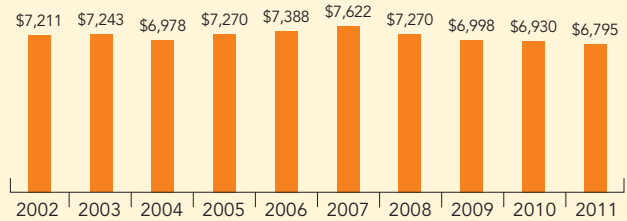
⁷ Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program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

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Delaware’s Early Childhood Assistance Program (ECAP) was established in 1994 to expand access to comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. Modeled after the federal Head Start program, ECAP requires participating programs to follow federal Head Start Performance Standards. Ninety percent of enrolled children must come from families whose income is at or below 100 percent of the federal poverty level while 10 percent of available slots must be provided for children with disabilities. Regulations in the Head Start Reauthorization Act of 2007 allow programs to enroll and count as income-eligible up to 35 percent of their funded enrollment from children living in households with incomes at 100 to 130 percent of the federal poverty level.

ECAP grantees are chosen based on the Community Needs Assessment data, and funding is distributed to Head Start agencies, private and faith-based centers, public schools, and for-profit child care. There have been no increases in ECAP funding since 2007 as a result of the state’s fiscal condition.

The ECAP program uses Teaching Strategies GOLD, a web-based assessment, to monitor the progress of enrolled children. The ECAP program was evaluated for program impact/child outcomes through the 2008 Child Outcomes Study.

Delaware’s early learning standards, the Delaware Early Learning Foundations: Preschool, were adopted in 2003. Revised in 2010, these foundations are aligned with K–12 performance indicators and standards as well as the Common Core standards. The state is also in the process of implementing a quality rating improvement system (QRIS) for early childhood programs with programs voluntarily participating, though a minimum rating is not currently required as the QRIS is not available in all settings. Delaware is creating a professional development system for preschool educators aligned with the state’s K–12 professional development standards. ECAP programs participate in high-quality professional development opportunities provided by the Delaware Institute for Excellence in Early Childhood, the state’s cross-sector early childhood professional development system.

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

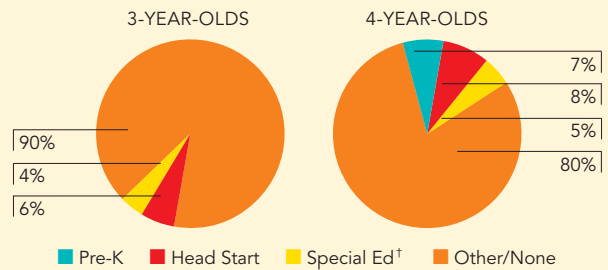
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	12

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
Special education enrollment	1,325
Federally funded Head Start enrollment	1,572
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 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,	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	developmental; and support services ⁵	at least 1 support service	
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

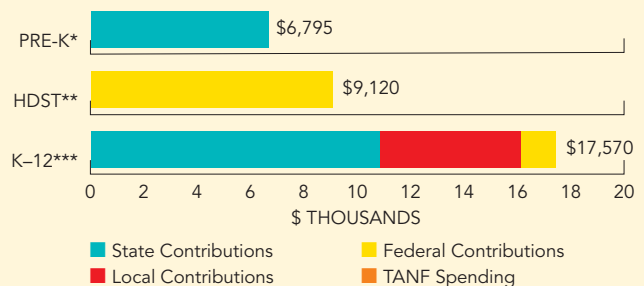
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 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 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 If programs choose to operate longer than 3.5 hours per day, they must fund the additional portion themselves. Some programs align with the school year.

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

⁴ ECAP follows the Head Start Performance Standards. The Head Start Reauthorization Act of 2007 requires that by 2011, all teachers must have at least an AA; by 2013, 50 percent must have at least a BA. By 2013, all assistant teachers must have at

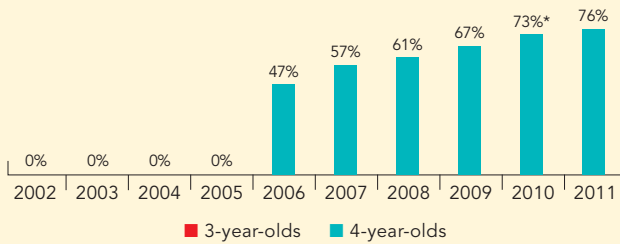
least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II.

⁵ Support services include parent conferences and/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 consultation.

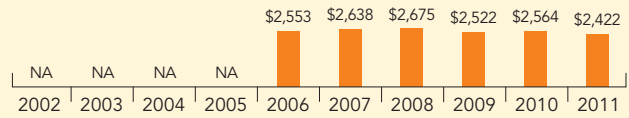
⁶ ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Florida

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



A 2002 state constitutional amendment requiring prekindergarten access for all of Florida’s 4-year-olds resulted in Florida’s Voluntary Prekindergarten (VPK) Education Program. The program began operating across the state in 2005, enrolling about 100,000 children. Enrollment has increased since then, and the state served 164,388 children during the 2010-2011 school year. During the 2010-2011 program year VPK was jointly administered by the state Department of Education, the Department of Children and Families, and the Agency for Workforce Innovation. In 2011, Florida’s Office of Early Learning was formed, sharing administrative responsibility for VPK with the state Department of Education and Department of Children and Families.

Age-eligible children can enroll in any program where space is available in either a school-year program (totaling 540 instructional hours) or a summer program (totaling 300 instructional hours). All school districts are required to offer a summer program. The minimum teacher degree in the school-year program is the Child Development Associate (CDA) or equivalent credential, while a bachelor’s degree is required in the summer program. More than 60 percent of lead teachers possess a CDA. Starting with the 2011-2012 school year, programs must follow the Florida Early Learning and Developmental Standards for Four-Year-Olds (2011) adopted by the State Board of Education.

VPK is available in a number of settings, including public schools, accredited nonpublic schools, licensed child care centers and family child care homes, and accredited faith-based centers. More than 80 percent of children are served in private settings such as child care and faith-based programs. In all settings, providers must meet the program’s minimum requirements. Regional early learning coalitions administer VPK, including distributing funds to VPK programs based on a fixed hourly rate and monitoring programs for compliance.

Florida’s School Readiness Program, a separate initiative begun in 1999, expanded in 2001 by incorporating two other state programs—the Prekindergarten Early Intervention Program, which focused on young children’s health, and the State Migrant Prekindergarten Program, which focused on 3- and 4-year-olds whose parents are fishing or migratory agriculture laborers. This report focuses solely on the VPK program.

The VPK program is reviewed annually as part of the legislative appropriation process and funding is determined by the legislative body. VPK is assessed annually based on the Florida Kindergarten Readiness Screener administered within the first 30 days of kindergarten, comparing both children and programs that participated in VPK to those that did not. Programs that rank in the bottom 15 percent of performance results are subject to additional restrictions. Legislation adopted in 2011 requires the State Board of Education to periodically adopt a minimum kindergarten readiness rate to assess satisfactory delivery of the VPK Education Program by providers and schools.

Legislation passed 2011 allows for the inclusion of non-public schools in the administration of kindergarten screening and is expected to result in greater numbers of VPK participants being screened. New legislation also changes the definition of “proficient” to require proficiency on both measures of the statewide kindergarten screening, eliminating the circumstance where proficiency on only one measure can determine kindergarten readiness.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

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

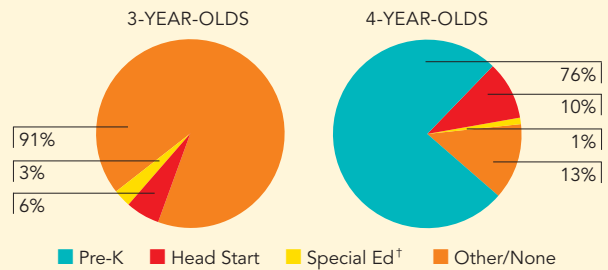
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	39

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	164,388
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	20,535
Federally funded Head Start enrollment	33,966
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 other 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"/>

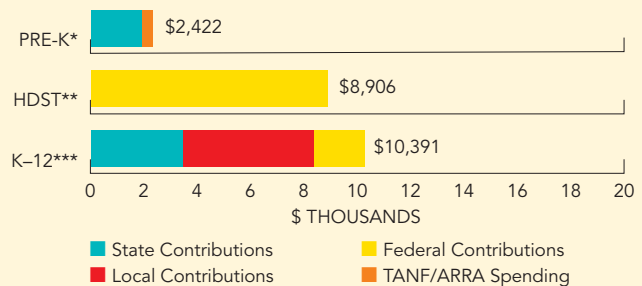
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$398,200,356
Local match required?	No
State spending per child enrolled	\$2,422
All reported spending per child enrolled*	\$2,422

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 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 8. Most programs operate 5 days per week.

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, prekindergarten disabilities, or family and consumer science. Teachers in the school-year programs are required to have a CDA or equivalent. Summer and school-year teachers must 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 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. For teachers with a BA and certification, the requirement is 120 clock hours per 5 years.

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.

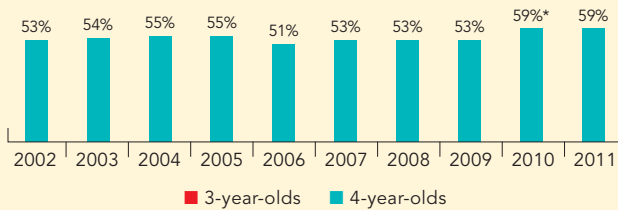
⁶ All children participating in programs in licensed child care facilities or public schools must have evidence of vision, hearing, and immunization/general physical health screenings. For public school programs, referrals for further follow-up, as appropriate, are also required.

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

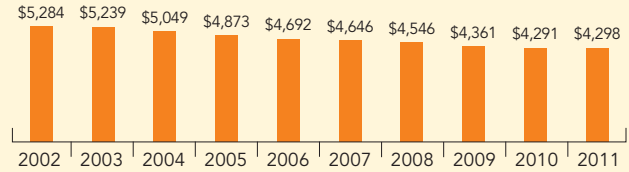
⁸ For the 2010-2011 program year, this funding amount includes \$38,017,534 in funds from ARRA.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Georgia's Pre-K Program, established in 1993, became the nation's first universal preschool program for 4-year-olds in 1995. Funded by state lottery revenues, Georgia's Pre-K Program is available in a variety of settings, including public schools, Head Start agencies, private child care centers, faith-based organizations, military facilities, and state colleges and universities.

All programs must follow the Bright from the Start Pre-K Operating Guidelines. Programs must also base instruction on Georgia's Pre-K Content Standards, which are aligned with the Georgia Early Learning standards for birth through age 3 as well as the Georgia Performance Standards for kindergarten. The state monitors the implementation of these quality standards through on-site monitoring, and began using the Classroom Assessment Scoring System (CLASS) in the 2010-2011 school year to further monitor program quality.

The state implemented the Georgia Pre-K Child Assessment Program, based on the Work Sampling System, during the 2006-2007 school year. Teachers received training on how to use this assessment to document children's progress as well as individualize instruction and can provide parents with two progress reports during the year. These actions facilitate coordination between pre-K and the K-16 system. An online version of the Child Assessment program was piloted in the 2008-2009 school year and included assigning Georgia Testing IDs to pre-K students. During the 2010-2011 school year, 1,150 classes participated in the Work Sampling Online System. The bilingual preschool program started in the 2009-2010 year and was expanded during the 2010-2011 year, offering several dual-language programs throughout the state.

Since the 2008-2009 program year, Georgia has required a minimum of a CDA for assistant teachers. The 2010-2011 school year represents the first year lead teachers were required to have a bachelor's degree, though a waiver process will help current teachers transition to this new requirement, which brings Georgia's benchmarks total up to 10. In response to a recent evaluation conducted by the FPG Child Development Institute at UNC Chapel Hill, Georgia is revising its professional development requirements.

In response to budgetary constraints, Georgia's Pre-K Program underwent a number of changes starting in the 2011-2012 school year. The program runs on a nine- instead of 10-month calendar and the maximum class size was increased to 22 children. Some programs are securing additional funding to continue operating the program on a 10-month schedule, which will lead to diversity in schedule across the state. This change will lead to a loss of two benchmarks for quality standards. Reduction in funding per child, which accompanies this, is anticipated to lead Georgia to drop further in the rankings.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

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

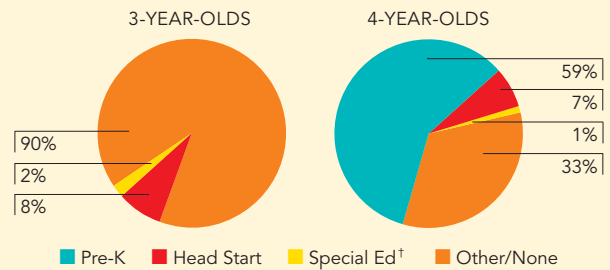
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	24

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment	82,608
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	8,139
Federally funded Head Start enrollment	22,250
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 10 </div>
Early learning standards	Comprehensive	Comprehensive	✓	
Teacher degree	BA ¹	BA	✓	
Teacher specialized training	Degree and certification in ECE or meet Montessori requirements ¹	Specializing in pre-K	✓	
Assistant teacher degree.....	CDA	CDA or equivalent	✓	
Teacher in-service	15 clock hours	At least 15 hours/year	✓	
Maximum class size		20 or lower	✓	
3-year-olds	NA			
4-year-olds	20			
Staff-child ratio		1:10 or better	✓	
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	✓	
Meals	Lunch	At least 1/day	✓	
Monitoring	Site visits and other monitoring	Site visits	✓	

RESOURCES

Total state pre-K spending	\$355,016,016
Local match required?	No
State spending per child enrolled	\$4,298
All reported spending per child enrolled*	\$4,299

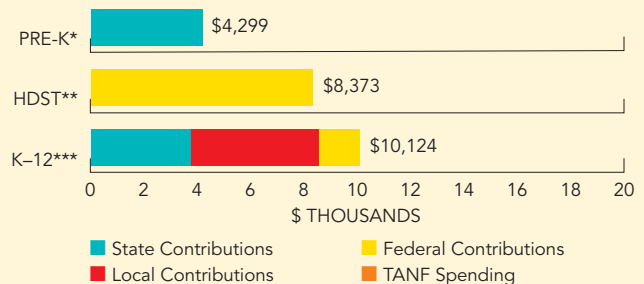
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ As of the 2010-2011 year, all newly hired teachers must have a BA in all settings. Teachers already working with an AA will receive waivers, though they must demonstrate continual progress toward a BA and may not transfer to another position.

² Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if their child has received his/her developmental health screening, and provide a referral

and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare (Georgia's SCHIP's program) are required to have a 4-year-old developmental screening. Support services include annual parent conferences or home visits, parent involvement activities, nutrition information, referral for social services, transition to kindergarten activities, and other locally determined support services.

Hawaii

NO PROGRAM

While Hawaii does not have a state-funded preschool initiative that meets the criteria established in this report, the state funds several initiatives that provide early learning services to certain populations.

Started in the early 1980s, the Preschool Open Doors Project provides subsidy payments to low-income parents that allow them to purchase preschool services for their 4-year-olds and, on a case-by-case basis, for 3-year-olds with special needs. Parents select their child's service provider and payments are made directly to the provider. Families with income below 85 percent of the state median income are eligible. Eligibility is reassessed every 6 months. The Preschool Open Doors Project is best characterized as a support for working families rather than as a preschool education program.

Hawaii's Pre-Plus Program, started in 2002, supports the construction of preschool facilities at public school sites in order to increase access to full-day preschool services for low-income children in select areas. Seventeen Pre-Plus facilities have been built since the program's inception, but there is currently no funding for further construction. Pre-Plus does not directly fund early childhood education services but early childhood providers bid on contracts to operate programs in these facilities.

Junior Kindergarten, launched in the 2006-2007 program year, is a two-tiered kindergarten program. Children who are age-eligible for kindergarten, but turn 5 after July 31, are eligible for Junior Kindergarten if school assessments indicate they are not developmentally ready for kindergarten. Depending on individual program practices and a child's readiness, children who complete one year of Junior Kindergarten may enroll in either kindergarten or first grade.

Keiki First Steps, introduced in July 2008, is a statewide early learning system that provides a variety of early learning opportunities for children from birth until kindergarten entry. Created by statute in 2008, Hawaii's State Advisory Council on Early Care and Education was designated in 2011 to develop and administer the early learning system. The statute also established the Keiki First Steps Grants Program and an Early Learning Trust Fund.

The state Department of Education (DOE) is piloting preschool programs at two elementary schools. Enrollment is determined through a lottery, rather than an income requirement. Four-year-old students attend a preschool classroom in the same school where they will enroll in kindergarten. The state DOE also operates Special Education Preschools (IDEA Part B), which provide services to 3-and 4-year-olds who have been diagnosed with disabilities.

Federal Race to the Top (RTT) funds have enabled the Hawaii DOE to subsidize preschool education for eligible families in existing programs within two "Zones of School Innovation" in school districts on Oahu and the island of Hawaii. The Hawaii Department of Human Services implements tuition assistance payments for eligible children through the Preschool Open Doors Project. However, the state DOE maintains fiscal oversight and data collection responsibilities. These funds also support pre- and post-assessments of children receiving RTT grants to support longitudinal studies of the children's progress.

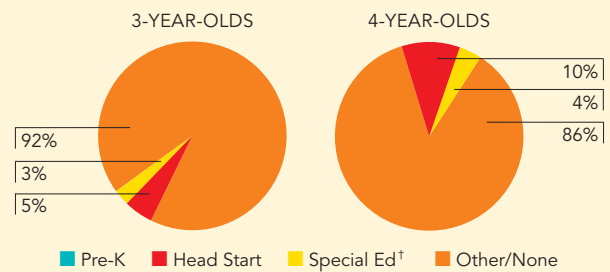
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,519
Federally funded Head Start enrollment	2,682
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

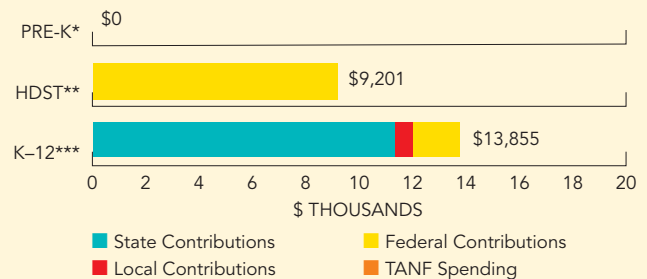
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

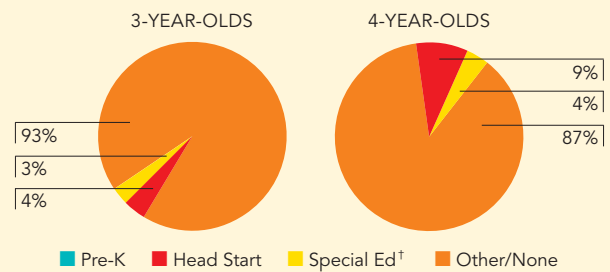
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	2,114
Federally funded Head Start enrollment	3,043
State-funded Head Start enrollment.....	196 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 ²
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

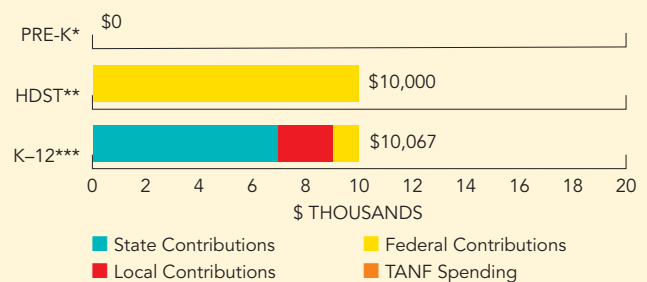
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

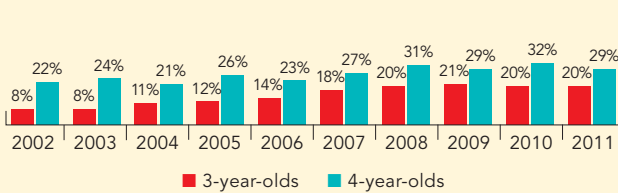


¹ Funded enrollment was not available by single year of age. This figure is based on the percentage of 3- and 4-year-olds as reported in the 2010-2011 Head Start PIR.

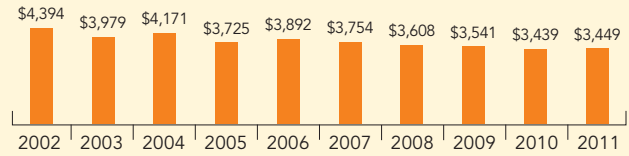
² This sum represents TANF funds dedicated to Head Start and Early Head Start.

Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Illinois created the Prekindergarten Program for At-Risk Children in response to calls for statewide education reform in 1985. Since 1998, funding for the program has been provided through the state Early Childhood Block Grant (ECBG). The purpose of the grant is to coordinate services for at-risk infants and toddlers, support preschool education programs, and provide parenting training. ECBG is required to use at least 11 percent of its funding to serve children age 3 or younger.

In 2006, the Preschool for All initiative began in an effort to offer access to preschool education to every 3- and 4-year-old in the state. While children from all counties may participate in the program, current funding levels cannot provide services for all children whose parents want them enrolled. Competitive grants are available to a variety of grantees, including public schools, private child care and faith-based centers, Head Start programs, and family child care homes.

During the expansion phase of Preschool for All, at-risk children are the first funding priority. At-risk status is determined by program locally, based on needs identified by districts and agencies in their grant proposals. Common risk factors include low parent education levels, exposure to drug or alcohol abuse in the family, developmental delays, poverty, and a history of abuse, neglect, or family violence. The second funding priority is programs that serve families earning up to four times the federal poverty level. To date, no programs proposing to serve children in the second priority have been funded because the state has not yet had enough funding to serve all children in the first priority.

When Preschool for All was launched, the state hoped to fully fund the program by 2012, which would allow programs to use state dollars to serve children who do not meet at-risk criteria. Preschool for All is expected to serve about 190,000 children annually once fully implemented. However, a reduction in funding due to the economic condition of the state in recent years has led to a decrease in the number of children served, and the goal of reaching all children has been postponed.

Preschool for All programs are required to meet bilingual education requirements as of the 2009-2010 program year. Centers with 20 or more preschool English Language Learners (ELLs) who speak the same language will provide instruction in the home language and English, as well as English as a Second Language (ESL). Centers with 19 or fewer preschool ELLs who speak the same language will use a locally determined transitional program of instruction, which may include ESL and home language supports as needed. Pre-K teachers must meet the applicable requirement for bilingual/ESL by July 1, 2014.

In a three-year evaluation that ended in the 2009-2010 year, the Preschool for All program was evaluated for both process quality and program impact/child outcomes.

During the 2010-2011 school year, a kindergarten readiness assessment stakeholder committee was convened and made recommendations to the Illinois State Board of Education regarding the development and implementation of a comprehensive assessment process to be piloted in the 2012-2013 school year. A Kindergarten Individual Development Survey committee has been convened to advise during the implementation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
15	1

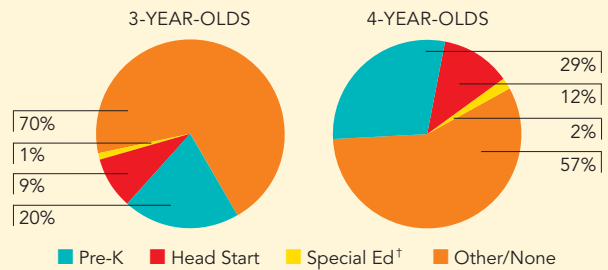
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	32

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	83,997
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	21,419
Federally funded Head Start enrollment	35,050
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-grade 3	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	120 clock hours/5 years	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	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health,	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	developmental; and support services ³	at least 1 support service	
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	\$289,715,561
Local match required?	No
State spending per child enrolled	\$3,449
All reported spending per child enrolled*	\$3,449

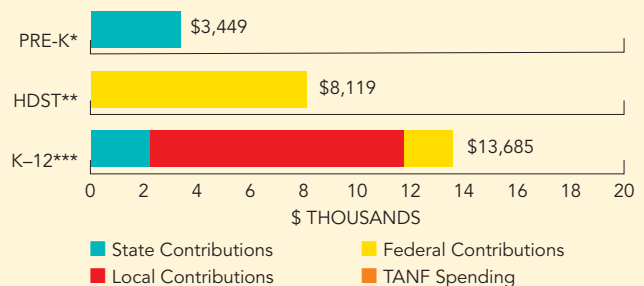
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ While at risk children from lower income households are the first priority, children from lower middle-income families may be served if state funding allows.

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.

³ Support services include parent conferences and/or home visits, education services or job training for parents, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities.

⁴ Full-day programs must provide lunch and snacks; half-day programs must provide snacks.

Indiana

NO PROGRAM

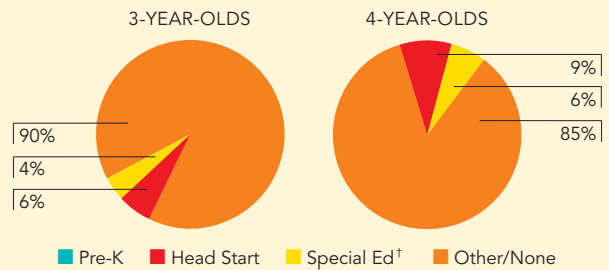
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	10,900
Federally funded Head Start enrollment	12,957
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

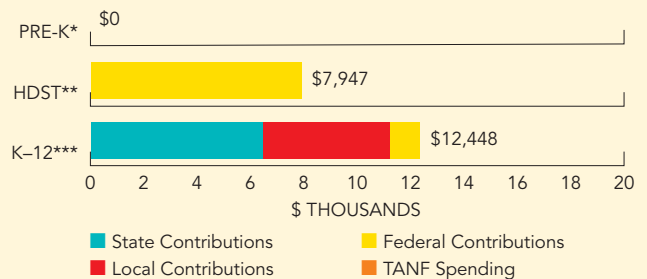
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

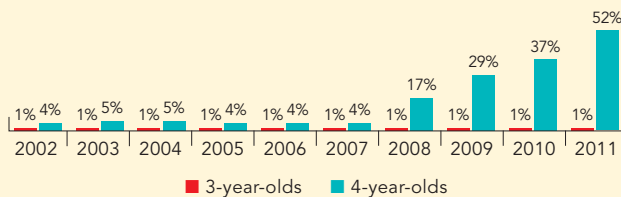
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

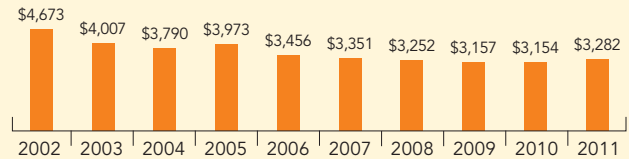


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Iowa supports two state-funded pre-K programs, *Shared Visions* and the Statewide Voluntary Preschool Program (SVPP). *Shared Visions*, established in 1989, serves 3-, 4-, and 5-year-olds in full- or part-day programs with operating schedules determined locally. The competitive grants are available to Head Start programs, private agencies, faith-based centers, and public schools, all of whom can also subcontract with the same types of settings. At least 80 percent of children in the program must be eligible to receive free lunch. Up to 20 percent of students in each classroom are eligible based on other risk factors, such as homelessness, low birth weight, having a teen parent, developmental delay, or having a parent with a substance abuse problem. A sliding payment scale may be assessed for children from over-income families.

From 1995 to 2007, the *Shared Visions* initiative was flat-funded, resulting in service cuts or shortened program days for some grantees. Some programs increased their use of local funds to offset these losses. While Iowa increased funding levels for the program by 2 percent in fiscal year 2008, the program experienced a 10 percent cut in the 2009-2010 program year. The state allocation to the program remained flat in the 2010-2011 program although funding from other sources increased.

Shared Visions was evaluated for both process quality and program impact/child outcomes in a multi-year study ending in 2008. In the spring of 2011, the state began providing GOLD assessment training, and this assessment tool was implemented in August 2011. In the 2011-2012 school year, all *Shared Visions* programs will be required to use the GOLD assessment. During the 2011-2012 school year, the state Department of Education will complete a project to assign a unique child identification number for all children served across program auspices.

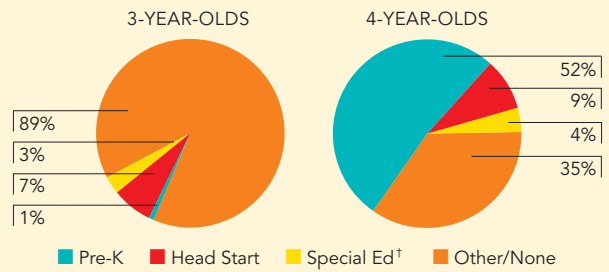
Launched in the 2007-2008 program year, SVPP expands prekindergarten access to all 4-year-olds in the state. Children do not have to be a resident of the district in which they attend preschool. The preschool funding formula provides funding for only 4-year-olds in this program, though 3- and 5-year-olds may enroll in the program using a combination of tuition, local dollars, and/or funding from other sources. While only public schools can receive funding directly through SVPP, they may subcontract with faith-based and private child care centers, as well as Head Start agencies. Programs must serve children for a minimum of 10 hours per week. The program was expanded in the 2010-2011 program year to 91 percent of districts in the state, serving more than 19,000 children.

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* program and the final page presents specific details about the Statewide Voluntary Preschool Program.

STATE OVERVIEW

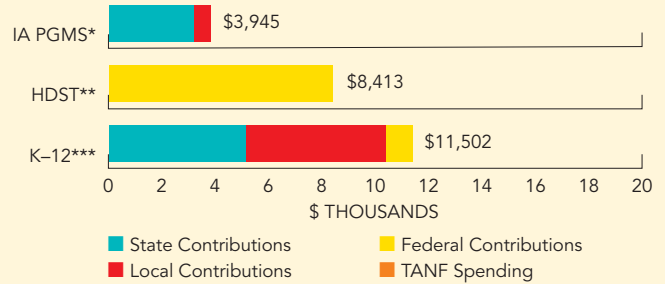
Total state program enrollment	21,852
Total state spending	\$71,718,726
State spending per child enrolled	\$3,282
All reported spending per child enrolled*	\$3,945

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
7	18

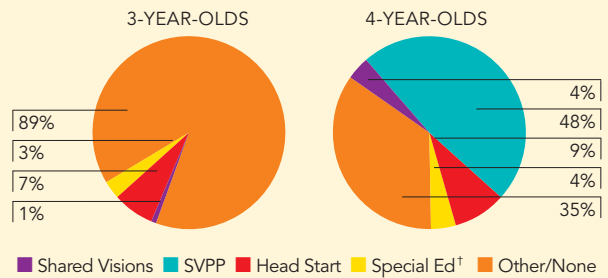
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	25

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	2,053
School districts that offer state program	9% 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	4,251
Federally funded Head Start enrollment	6,530
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 6 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); AA (nonpublic) ³	BA	<input type="checkbox"/>	
Teacher specialized training	Birth–grade 3 SpEd,	Specializing in pre-K	<input checked="" type="checkbox"/>	
	Birth–grade 3, Pre-K–K (public); AA in ECE or CD (nonpublic) ³			
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	6 credit hours/5 years (public);	At least 15 hours/year	<input type="checkbox"/>	
	None (nonpublic) ⁴			
Maximum class size		20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	18 ⁵			
4-year-olds	20 ⁵			
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	1:8			
4-year-olds	1:8			
Screening/referral.....	Vision, hearing, health, dental,	Vision, hearing, health; and	<input checked="" type="checkbox"/>	
and support services	developmental; and support services ⁶	at least 1 support service		
Meals	Lunch and snack ⁷	At least 1/day	<input checked="" type="checkbox"/>	
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$7,024,552
Local match required?	Yes, 20% of total grant amount
State spending per child enrolled	\$3,422
All reported spending per child enrolled*	\$10,476

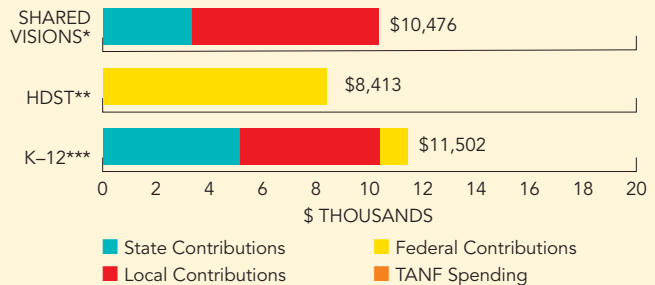
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ In addition, 36 classrooms are offered by 13 of Iowa's 18 Head Start grantees, and 15 are offered in child care centers.

² Programs operate an average of 5 hours per day, 5 days per week, and generally operate during the academic year.

³ Teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.

⁴ Certified teachers employed in school district programs must renew their licenses every five years, including 6 credit hours of training. Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates all lead teachers have an average of 50 hours of staff development.

⁵ Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.

⁶ Additional support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, and referral to social services.

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

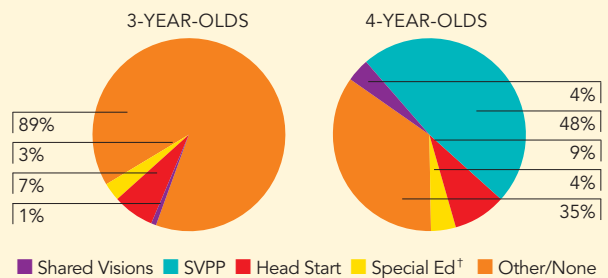
⁸ All *Shared Visions* programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,799
School districts that offer state program	91%
Income requirement.....	None
Hours of operation	Part-day, 10 hours/week ¹
Operating schedule	Academic year
Special education enrollment	4,251
Federally funded Head Start enrollment	6,530
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?	TOTAL BENCHMARKS MET 7
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, Pre-K-K	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	None ³	At least 15 hours/year	<input type="checkbox"/>	
Maximum class size		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, dental, and support services	Vision, hearing, health; and developmental; and support services ⁵	<input checked="" type="checkbox"/>	
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring ⁷	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$64,694,174
Local match required?	No
State spending per child enrolled	\$3,268
All reported spending per child enrolled*	\$3,268

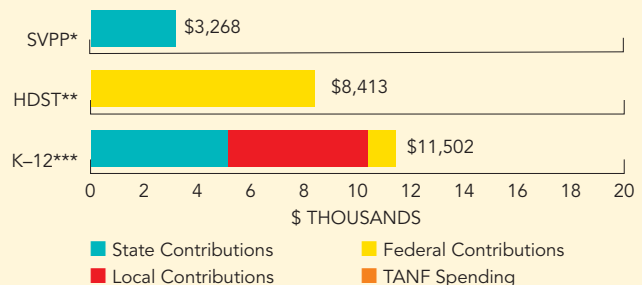
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Programs operate 10 hours per week, 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 It is recommended that districts and community partners require teachers to have a minimum of 15 hours in professional development annually, but it is not required state policy that all teachers do so. Based on further clarification, this policy does not meet NIER's requirement.

⁴ 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.

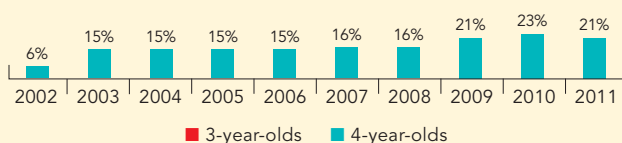
⁵ Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, nutrition information, referral to social services, and transition to kindergarten activities.

⁶ Additional meals must be provided if the program is longer than 10 hours per week.

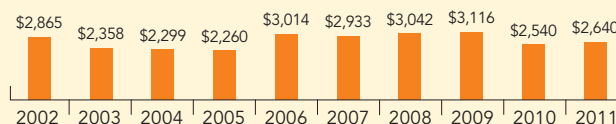
⁷ Programs are visited during their second year of operation and then again every five years.

Kansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Kansas supports two state-funded pre-K initiatives. In 1998, Kansas established the At-Risk Four-Year-Old Children Preschool Program, which is funded through at-risk dollars from the state general fund. Public schools receive program funding directly, though local school districts may subcontract with community-based organizations. Per-child funding allocations for districts are based on state enrollment counts as of September 20. To be eligible for At-Risk, children must meet at least one of eight risk factors: eligibility for free lunch, academic or developmental delay based upon validated assessments, English Language Learner status, migrant status, a referral from the Social and Rehabilitation Services agency, or having a single parent, a teen parent, or a parent lacking a high school diploma or GED.

Program changes made in the 2007-2008 school year capped class size at 20 children with a staff-to-child ratio of 1:10. Each year, both lead and assistant teachers are required to attend at least 15 hours of in-service training. Lead teachers must have an early childhood education-specific licensure, while para/assistant teachers are required to have a CDA. Programs are also in the process of aligning their curricula with the Kansas Early Learning Standards. A study that was concluded in the fall of 2010 evaluated the program for both process quality and program impact/child outcomes. Funding for the At-Risk program was reduced for both the 2011 and 2012 fiscal years.

The Kansas Pre-K Pilot Program, first offered in the 2006-2007 program year, is funded solely by tobacco dollars. Tobacco funds were reduced for both the 2010-2011 and 2011-2012 school years, preventing significant program growth. The state transferred administration of the program to the Kansas State Department of Education in its third year. The program is now offered in 14 out of 105 counties. Enrollment is split, with 50 percent of students in community sites and the other 50 percent in public schools. Half of the children enrolled must meet one of the risk factors used for the At-Risk Four-Year-Old program or an alternate factor, including qualifying for reduced-price lunch, having a parent on active military duty, or being referred by an early childhood organization. The remainder of students meet eligibility criteria set by local programs. This program was evaluated for both process quality and program impact/child outcomes in the 2008-2009 program year.

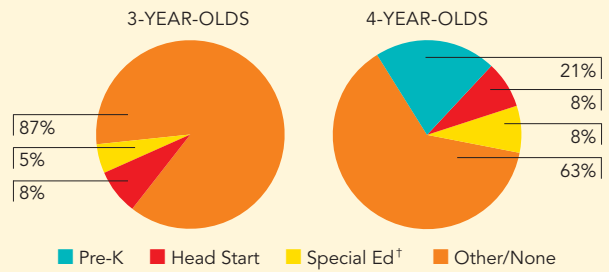
The state also funds the Parents as Teacher program, which in Kansas is for children aged prenatal to 3 years and their families. The program is administered by the Kansas State Department of Education and services are provided by local school districts, and includes coordination with other community and district resources and organizations. The state is working toward a goal of developing the Kansas Preschool Program, which would consolidate existing programs into a high-quality, voluntary preschool education program for all 3-, 4-, and 5-year-olds in the state.

The first two pages of this profile address the overall contributions and commitment to prekindergarten by the state of Kansas, including enrollment and spending for both the At-Risk Four-Year-Old Children Preschool Program and the Pre-K Pilot Program. The third page focuses solely on the At-Risk program while the last page discusses the Kansas Pre-K Pilot program.

STATE OVERVIEW

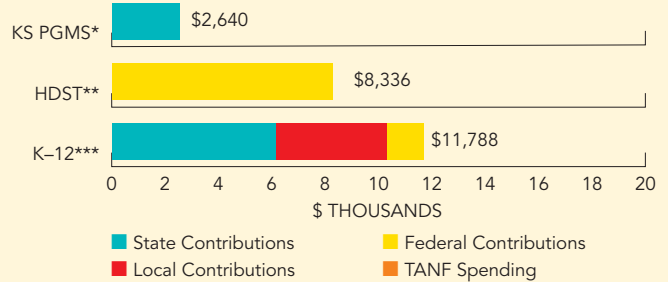
Total state program enrollment	8,637
Total state spending	\$22,799,812
State spending per child enrolled	\$2,640
All reported spending per child enrolled*	\$2,640

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

22

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

33

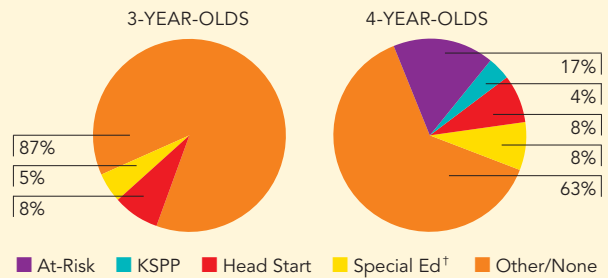
38

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

ACCESS

Total state program enrollment	7,137
School districts that offer state program	63%
Income requirement	130% FPL ¹
Hours of operation	3 hours/day, 4 or 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,342
Federally funded Head Start enrollment	6,525
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.

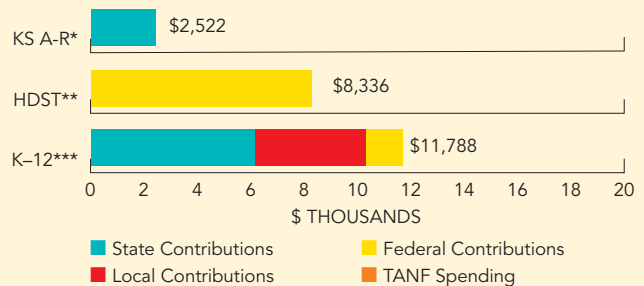
QUALITY STANDARDS CHECKLIST

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; 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	\$18,000,000
Local match required?.....	No
State spending per child enrolled	\$2,522
All reported spending per child enrolled*	\$2,522

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

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

² Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately 3 hours per day, 5 days a week.

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

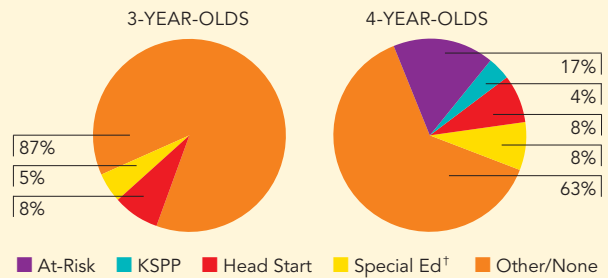
⁴ Support services include parent conferences or home visits, parent involvement activities, referral to social services, and transition to kindergarten activities.

KANSAS PRE-K PILOT PROGRAM

ACCESS

Total state program enrollment	1,500
School districts that offer state program	13% (counties) ¹
Income requirement	185% FPL ²
Hours of operation	3 hours/day, 4 or 5 days/week ³
Operating schedule	Determined locally ³
Special education enrollment	6,342
Federally funded Head Start enrollment	6,525
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

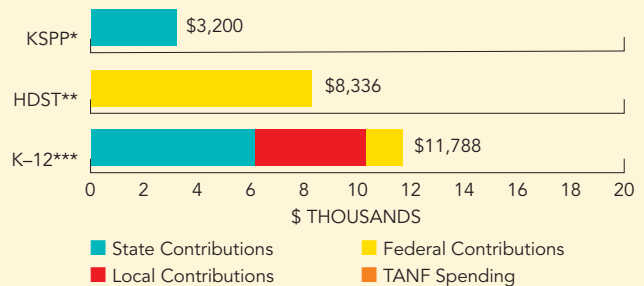
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 7
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ⁴	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Certification in EE, ECE, K-6, ECE SpEd, EC Unified (B-K, B-3rd grade), or EE with ECE endorsement ⁴	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, and support services ⁵	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 ⁶	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$4,799,812
Local match required?.....	No
State spending per child enrolled	\$3,200
All reported spending per child enrolled*	\$3,200

* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The Pre-K Pilot Program was provided in 12 sites this year, serving 14 counties. The pilot program does include some children in the At-Risk Four-Year-Old Children Preschool Program in some districts.

² 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, referrals of at-risk 4-year-olds from early childhood programs, developmental or academic delays based on assessments, Social and Rehabilitation Services referral, or early childhood referral. Eligibility for the other 50 percent of children is based on the local program's discretion.

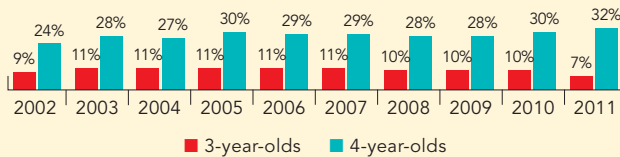
³ Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12-month cycle.

⁴ 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.

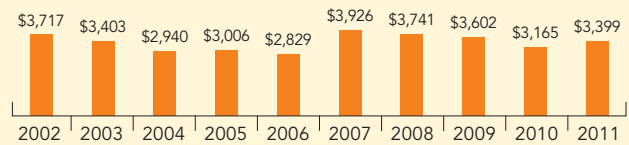
⁵ Support services include parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.
⁶ Site visits were no longer conducted during the 2010-2011 school year.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1990, the Kentucky Preschool Program (KPP) was launched in response to the Kentucky Education Reform Act. The Program serves 4-year-olds from low-income families or in foster care as well as 3- and 4-year-olds with disabilities. In the 2006-2007 school year, the program increased the income eligibility requirement from 130 percent of the federal poverty line (FPL) to 150 percent of FPL with local districts having the option to enroll additional children if space is available. State funds may not be used to enroll additional children not meeting state eligibility requirements; instead, funding may come from the district or tuition.

According to the December 1 count, 22,165 eligible children participated in KPP in 2010-2011, including 11,447 receiving special education services. Funding for the Kentucky Preschool Program is distributed to local school districts according to a funding formula based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities. School districts may subcontract with Head Start programs, private child care centers, and special education providers to offer preschool services. Despite increased at-risk enrollment, a legislative decision made for 2010-2011 resulted in less funding than in 2009-2010, continuing a trend of reduced funding since the 2007-2008 school year.

In 2004, the Kentucky Preschool Program required a bachelor's degree and early childhood/special education certification for all vacated positions. Through attrition, the state continues to steadily increase the number of certified teachers. Some teachers with a CDA or AA have been "grandfathered" into the program.

Kentucky continues its efforts to strengthen program quality and outcomes. Since the 2006-2007 school year, the Kentucky Department of Education has been identifying Classrooms of Excellence that are high-quality, state-funded preschool classrooms. Kentucky continues with its Smart Start initiative established in the 2008-2009 school year by the Prichard Committee for Academic Excellence. Also, the Governor's Task Force on Early Childhood Development and Education has developed a plan to increase collaboration, raise quality, and define school readiness. As part of Kentucky Student Intervention, the state's version of Response to Intervention, programs implement research-based interventions for children suspected of having a disability.

During the 2010-2011 school year, Kentucky completed the two-year pilot phase of the Preschool Program Review (P2R) statewide monitoring process in which all districts will be reviewed at least once every five years. The P2R requires an ECERS-R for every classroom and an online survey, as well as site visit teams that observe classrooms, examine documentation, and interview teachers, administrators, and parents. The Early Childhood Regional Training Centers have established a pool of trained assessors in each district who will use the ECERS-R in order to help districts improve their teaching and learning processes.

Plans are underway to develop an integrated data management system aligning program and child outcome data from KPP, Head Start, and child care with the K-12 system. The University of Kentucky is playing an instrumental role in this design.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	9

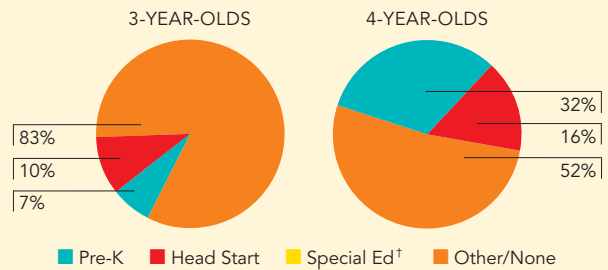
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	14

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	22,165 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	10,548 ²
Federally funded Head Start enrollment	14,875
State-funded Head Start enrollment.....	0

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



QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Interdisciplinary ECE - Birth to K	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	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,	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	developmental; and support services ⁴	at least 1 support service	
Meals	Breakfast or lunch	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	\$75,339,610
Local match required?	No
State spending per child enrolled	\$3,399
All reported spending per child enrolled*	\$6,718

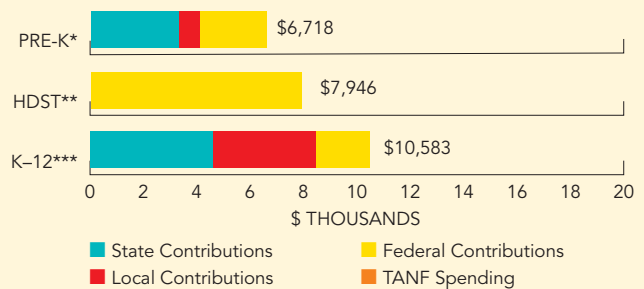
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ This total does not include an additional 1,777 4-year-olds who were served through tuition or district funds as of December 1.

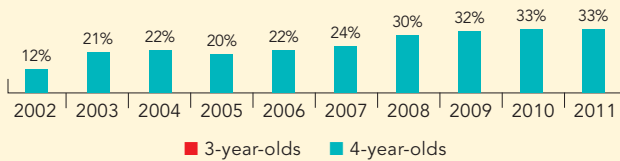
² Because the state pre-K program is interrelated with the state special education program, the figure for special education enrollment includes 1,177 children receiving special education whose birthdays were after December 1.

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.

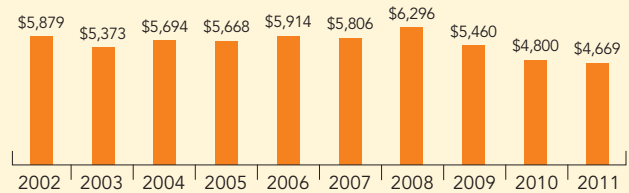
⁴ Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, and parent conferences or home visits.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Louisiana operates three state-funded preschool initiatives. In 1988, Louisiana began offering preschool education services through the 8(g) Model Early Childhood Program, though matching annual appropriations for this program ended in 1993. Local school districts began using the 8(g) Student Enhancement Block Grant Program to provide preschool programs to at-risk 4-year-olds. By the 2010-2011 school year, nearly all districts were using these Block Grants to offer preschool education programs. Children are eligible for the program if they are at risk of being “insufficiently ready for the regular school program,” with priority given to children from low-income families. This program was evaluated for both process quality and program impact/child outcomes as part of the LA8(g) Annual Report. Regular site visits for monitoring purposes were modified in the 2010-2011 school year due to fiscal constraints.

The Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) was established in 2001. This program is available in most school districts in Louisiana, as well as in 12 charter schools (down from 15 in the 2009-2010 school year). This program offers 6 hours of regular instruction per day as well as 4 hours of before- and after-school care. Four-year-olds are eligible if they qualify for free or reduced-price lunch, though children from over-income families may attend using local funds or tuition. Funding remained relatively stable during the 2010-2011 school year compared to the previous year although the federal share increased by approximately \$40 million to compensate for an equivalent reduction in state general funds. Looking ahead, the program will have a greater emphasis on literacy instruction and kindergarten readiness in response to reorganization at the Department of Education. The initiative was evaluated for both process quality and program impact/child outcomes during the 2010-2011 school year.

Established in 2001, the Non-Public Schools Early Childhood Development Program (NSECD) provides tuition reimbursement to families with incomes below 200 percent of the federal poverty level to send their 4-year-olds to qualifying preschools. Qualifying programs must be state-approved, privately run preschools providing at least 6 hours of regular instructions per day plus up to 4 hours of before- and after-school care. NSECD was evaluated for both process quality and program impact/child outcomes as part of the Comprehensive Five-Year Longitudinal Study.

The state is aiming to provide voluntary preschool access for all 4-year-olds regardless of income by the 2013-2014 school year. Since the 2008-2009 school year, the Department of Education has coordinated with the Department of Social Services to create a professional development plan to permit cross-agency technical assistance and training. Since the 2009-2010 school year, school districts must allocate at least 10 percent of new funding to provide programs in diverse delivery settings.

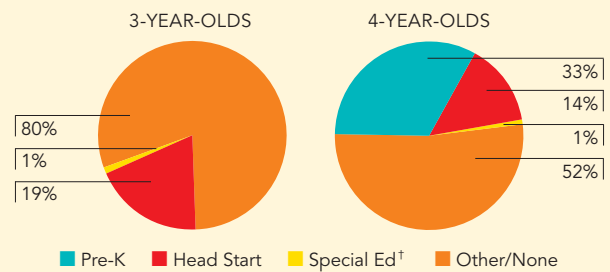
In addition, Louisiana school districts used more than \$28 million in Title I funding to support preschool services for more than 7,300 students in the 2010-2011 school year beyond those served in the LA4, LA(8)g, and NSECD programs. The Department of Education’s plan to draft guidelines for an LA3 program has been temporarily suspended due to budget constraints.

To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state’s overall commitment through enrollment and state spending for all three programs. We then present specific details about the 8(g) program, the Cecil J. Picard LA4 Early Childhood program, and the NSECD program.

STATE OVERVIEW

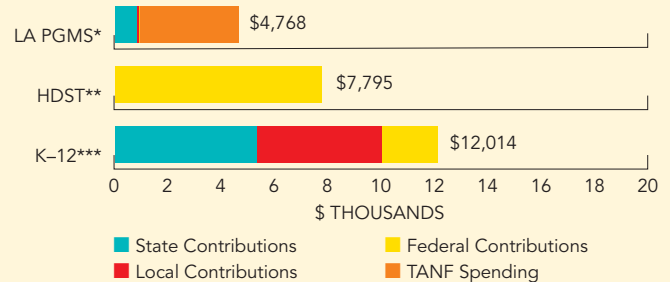
Total state program enrollment	20,258
Total state spending	\$94,590,958
State spending per child enrolled	\$4,669
All reported spending per child enrolled*	\$4,768

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS

3-YEAR-OLDS

13

None Served

RESOURCES RANKINGS

STATE SPENDING

ALL REPORTED SPENDING

14

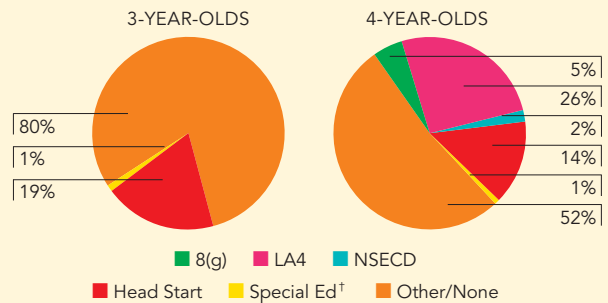
21

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	3,244
School districts that offer state program	96%
Income requirement.....	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,763
Federally funded Head Start enrollment	20,323
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, Early Intervention, Non-categorical preschool handicapped ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ⁴	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	Health, developmental screening; 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"/>

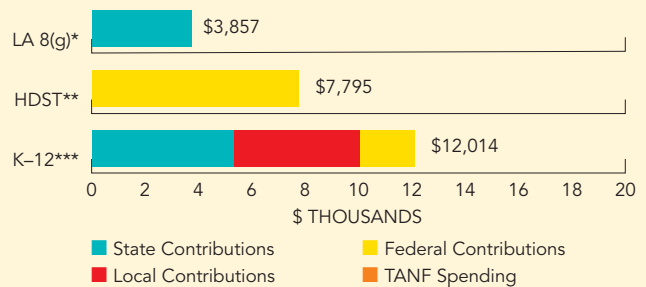
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$12,513,151
Local match required?	No
State spending per child enrolled	\$3,857
All reported spending per child enrolled*	\$3,857

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

¹ The state does not set specific income eligibility criteria but stipulates that priority be given to children from low-income families.
² Most districts operate 5 days/week.
³ Teachers holding a Kindergarten or Elementary license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.

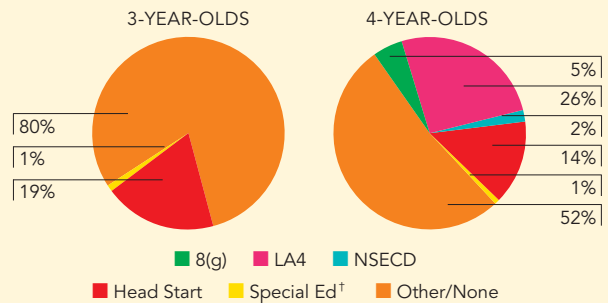
⁴ Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5 and meet other district requirements.
⁵ Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, dental, and general physical health screenings are determined at the local level.
⁶ Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, GED and literacy training for parents, and housing/utility referrals.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment	15,706
School districts that offer state program	90% ¹
Income requirement	185% FPL
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	5,763
Federally funded Head Start enrollment	20,323
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, Early Intervention, Non-categorical 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; 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"/>

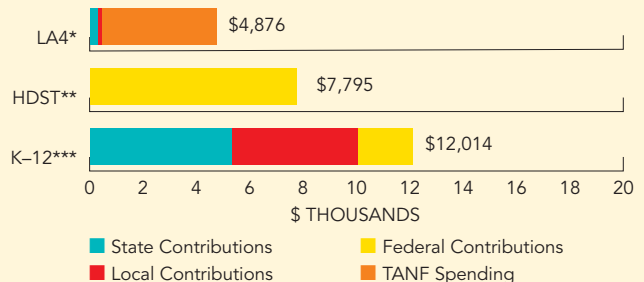
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$74,577,807 ⁵
Local match required?	No
State spending per child enrolled	\$4,748 ⁵
All reported spending per child enrolled*	\$4,876

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

¹ In addition to program availability in 64 of 71 school districts, 12 charter schools participate in the LA4 program.
² Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 1,292 children attended these full-day programs in the 2010-2011 school year.
³ Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization. Teachers may also qualify with an Elementary certification while working toward an approved early childhood certification for a maximum of 3 years.

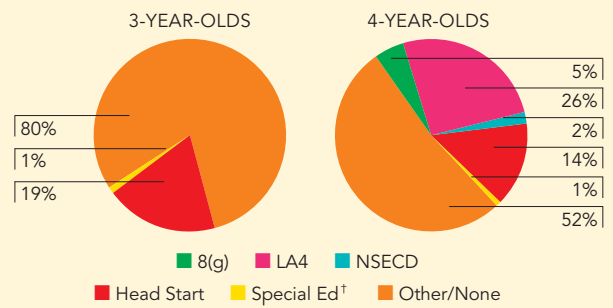
⁴ Dental, developmental and other health screening and referral are determined locally. Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for children and parents, information about nutrition, referral to social services, transition to kindergarten activities, GED and literacy training for parents, and housing/utility referrals.
⁵ This spending allocation also includes funds for the before- and after-school enrichment program. This amount includes \$68,550,000 in discretionary TANF funds.

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

ACCESS

Total state program enrollment	1,308
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	5,763
Federally funded Head Start enrollment	20,323
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, Early Intervention, Non-categorical 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.....	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"/>

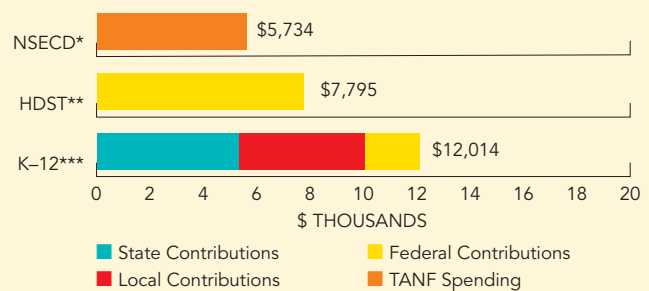
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$7,500,000 ⁴
Local match required?	No
State spending per child enrolled	\$5,734 ⁴
All reported spending per child enrolled*.....	\$5,734

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

¹ Incumbent and 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. They must continually be enrolled and complete certification within three years of their hire date. Teachers who begin with a Kindergarten or 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 Since with the 2007-2008 school year, only assistant teachers with at least a CDA or AA in early childhood education or family studies are hired. Incumbent assistant teachers must be enrolled in a CDA or early childhood AA program and maintain enrollment until completion of the program within three years.

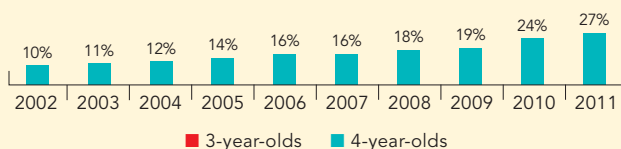
³ Support services include conferences or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and developmental and social/emotional support services.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

⁴ Funding figures are based on the state's use of federal TANF funds that the state has chosen to direct toward prekindergarten. There are no additional state funds.



Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1983, Maine established its Two-Year Kindergarten initiative in an effort to support public preschool education by allocating resources to local districts through the school funding formula. State-funded programs for 4-year-olds have been separately defined as the Public Preschool Program (PPP) initiative since 2007 and remain funded through Maine’s school funding formula, with allocations going directly to school districts.

School districts are not required to offer a public preschool program. Those districts that do offer programs must receive prior approval from the state Department of Education. The approval process includes incorporating local providers in the planning process. Districts must provide a minimum of 10 hours per week of programming to be eligible for the full per-pupil subsidy. The state also makes available an additional “weighted” subsidy to supplement the regular per-pupil allocation for pre-K through second grade.

During the 2010-2011 school year, 44 percent of Maine’s schools that enroll children in the early primary grades also chose to provide preschool education programs. Most public preschool programs are housed in public schools, though districts may collaborate with family child care homes, private child care centers, and/or Head Start agencies to provide services. In an effort to minimize transitions for children and families, many programs that were originally housed in community settings have moved into public school settings as space has become available.

The PPP continued to expand access during the 2010-2011 school year using Title I and ARRA funds to defray start-up costs. State-wide enrollment increased by 12 percent (3 percent of the population at age 4) with 20 elementary schools initiating new programs. The program continues to use the Public Pre-K Collaboration Coach model to facilitate partnerships between public schools, Head Start agencies, and child care programs as part of a diverse delivery system.

Maine provides a state supplement to the federal Head Start program in addition to funding the PPP. In the 2010-2011 school year, the state spent more than \$3.8 million in state general funds and tobacco settlement funding (Fund for a Healthy Maine) to provide additional slots for 101 children from birth to age 3 and 207 children between the ages of 3 and 5. These supplementary funds were also used to extend the amount of time children received services and to provide additional services beyond those funded by federal dollars. Maine supplemental funding for Head Start can also be combined with either TANF or CCDF funding so that a child can be funded for full-day child care, with state Head Start funding covering comprehensive services.

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

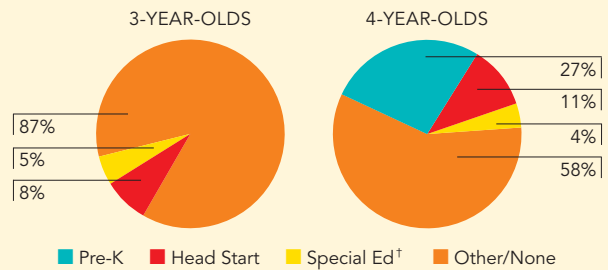
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	22

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	4,050
School districts that offer	44% (public elementary schools)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,308
Federally funded Head Start enrollment	2,719
State-funded Head Start enrollment.....	201 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.

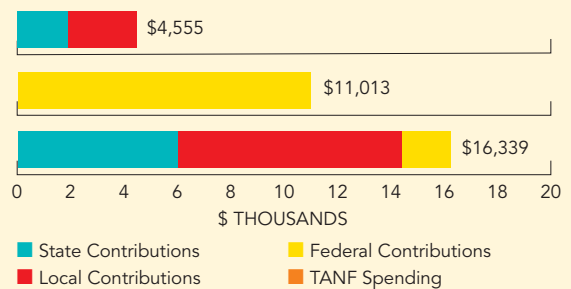
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 6 </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 (60 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, health, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" 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	\$8,039,887 ⁵
Local match required?	Yes, tied to school funding formula
State Head Start spending	\$3,801,282 ⁶
State spending per child enrolled	\$1,985
All reported spending per child enrolled*	\$4,555

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Programs must operate a minimum of 10 hours per week to receive a per-pupil subsidy through the school funding formula. Some districts provide a full school day, 5-day program; some provide a part-day program and operate four half days with the fifth day used for home visits and teacher planning.

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

³ 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.

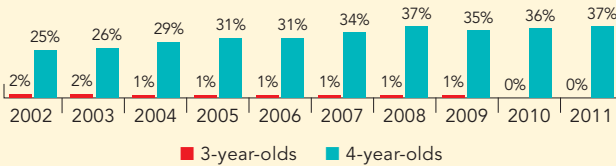
⁴ While not required, most programs offer a snack and others offer breakfast and/or lunch. Programs that partner with Head Start must follow CACFP and Head Start requirements for meals. Schools providing meals meet USDA school meal guidelines.

⁵ In addition to Public Preschool Program funding, weighted funds are available for pre-K through grade 2. The portion of this funding estimated is included in the spending total to serve 4-year-olds. Maine also reported the use of ARRA funds, though they were unable to report the amount as use was determined locally for start-up and re-purposing of Title I.

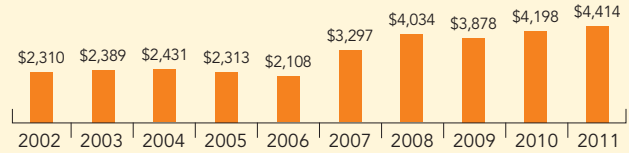
⁶ Funds reported by the Head Start State Collaboration Office were also used to provide additional services, extend the program day and year, and fund slots for 101 children under age 3.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Maryland's Extended Elementary Education Program (EEEP) began as a pilot preschool program in 1980 and originally served at-risk 4-year-olds in Baltimore City and Prince George's County. The program eventually expanded throughout the state and by 2002 was serving 25 percent of all 4-year-olds. A 2002 school finance reform law mandated that local boards of education expand prekindergarten access in public schools to all economically disadvantaged 4-year-olds by the 2007-2008 school year. In response, state funding to school districts has significantly increased. Revised prekindergarten regulations have been implemented to help districts meet the kindergarten readiness needs of special education, English Language Learner (ELL), and low-income students. Special education, ELL, and low-income students constituted the greatest percentage of the 27,071 students enrolled in public prekindergarten in the 2010-2011 school year.

Prekindergarten funding was also restructured in the wake of the 2002 school finance reform law. Previously, school districts received dedicated EEEP funds from the state to supplement general education funds in local school systems. Starting in the 2007-2008 school year, state aid and local education dollars funded prekindergarten education programs under the terms of the Bridge to Excellence in Public Schools Act. The cost for prekindergarten, which requires local school systems to provide access to pre-K for "four year-olds from disadvantaged families," is now included in the cost estimates of K-12 education state aid.

In 2007, the Maryland Task Force on Universal Preschool Education recommended expanding preschool access to all 4-year-olds as well as some 3-year-olds regardless of family income. The state is moving to implement some recommendations from this report by permitting enrollment for 3-year-old children who are economically disadvantaged, homeless or in foster care, or at risk of school failure. However, budgetary constraints have stalled major funding needed for expansion to a voluntary, universal program by 2014. Maryland has made no progress on enrollment since 2008.

In addition to funding EEEP, Maryland also created 25 early learning centers of excellence, known as Judy Centers. The Judy Center Partnerships, located in Title 1 school districts, collaborate with selected elementary schools to provide comprehensive year-round services for children from birth to age 6. Judy Center Partnerships seek to provide enhanced and continuous learning opportunities to young children and their families, and serve nearly 12,092 children.

Maryland provides supplemental funds to the federal Head Start program in order to expand enrollment and support extended-day and summer services. The state dedicated \$1.8 million in supplemental funds in the 2010-2011 school year, thereby allowing for 2,557 children ages 3 to 5 to receive extended-day or extended-year services through Head Start.

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

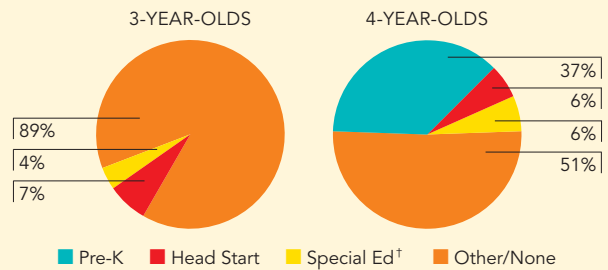
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	3

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	27,071 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	7,842
Federally funded Head Start enrollment	9,555
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	BA	<input checked="" type="checkbox"/>
Teacher specialized training	PK-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 .....	.....	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;	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	and support services ⁵	at least 1 support service	
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	\$119,480,130 ⁷
Local match required?	No ⁷
State Head Start spending	\$1,800,000
State spending per child enrolled	\$4,414
All reported spending per child enrolled*	\$9,846

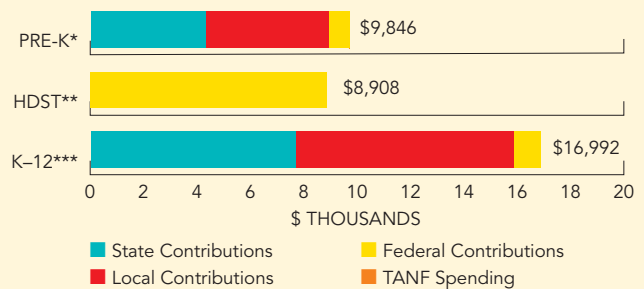
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ The enrollment total includes 12,092 4-year-olds participating in the Judy Center Partnerships.

² Due to decreased funding, programs were limited in the 2010-2011 school year to providing extended-day/year and no new slots or quality improvements were funded by the state. The state provided extended-day/year services to 2,557 children ages 3 to 5.

³ 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 ParaPro 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.

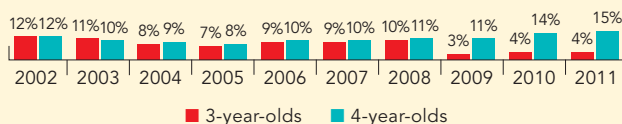
⁵ Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program in conjunction with the health department under Title I, which applies to all children enrolled. A "body system head to toe" full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. Support services include parenting support or training, parent involvement activities (as specified by NCLB), health services for children, transition to kindergarten activities, and parent conferences or home visits.

⁶ Children in full-day programs are offered breakfast and lunch. In half-day programs, children are offered either breakfast or lunch.

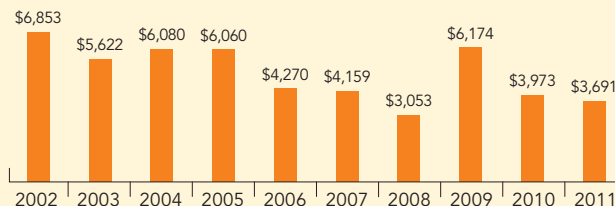
⁷ The mandate to provide services also requires local spending as necessary to serve all eligible children.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 2005, the Massachusetts Department of Early Education and Care (EEC) seeks to improve affordability, access, and quality of preschool education services. The state concurrently launched the Universal Pre-kindergarten (UPK) initiative, which accepts children from age 2 years, 9 months until they reach the locally determined kindergarten eligibility age. Nevertheless, Massachusetts now serves a smaller percentage of young children than a decade ago.

UPK grants are awarded to public schools, Head Start programs, private child care centers, family child care, and faith-based centers that promote positive outcomes for students and promote school readiness. Programs must operate or provide access to full-day, full-year services. In the 2010-2011 program year, UPK was available in 97 towns. UPK grants were available at a reduced level only to previous grantees in the 2010-2011 school year. All children may enroll in participating UPK programs regardless of income, though programs must serve or be willing to serve children from families with income levels at or below 85 percent of the state median income (SMI). UPK was evaluated for process quality during the 2008-2009 and 2009-2010 school years.

Additionally, since 1985, Grant 391 has funded typically developing preschool children to match the number of students with disabilities served in inclusion classrooms. Any child without disabilities is eligible, and services are offered in public schools in 96 districts.

In the 2010-2011 school year, Massachusetts operated two additional programs using ARRA funds. The Preschool Child Care Enrichment Program (PSCCE) Quality Add-On Initiative funds preschool services for educationally at-risk children from the EEC's waiting list. PSCCE works with EEC income-eligible contracted providers and providers with voucher agreements with their local Child Care Resource and Referral Agency to fund services to children age 2 years, 9 months to kindergarten age. The PSCCE was funded to run through August 31, 2011, and prioritized those children starting kindergarten in the fall of 2011. A similar program, the Kindergarten Entry Enrichment Program (KEEP) provided five to 12 weeks of programming for 4- and 5-year-olds in the summer immediately before kindergarten entry in public schools and EEC income-eligible contracted providers. The PSCCE is profiled along with UPK and Grant 391, though KEEP is not included as it is only a summer program.

As of the 2010-2011 program year, UPK grantees must participate in the state Quality Rating and Improvement System (QRIS). Starting in the 2011-2012 year, a minimum of 1/3 of Head Start sites per year must begin participating over a three-year period. All Head Start sites are required to participate in the QRIS by the end of 2014. Grantees also will be asked to submit child-level information in order to build a longitudinal data system among Massachusetts state education agencies.

Additionally, Massachusetts provides supplemental funding to the federal Head Start program. In the 2010-2011 program year, the state supplied \$7.5 million to serve an additional 222 Head Start children, enhance staff salaries, and provide other quality improvements. This profile focuses on UPK, Grant 391, and PSCCE, which are reported together because all programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	14

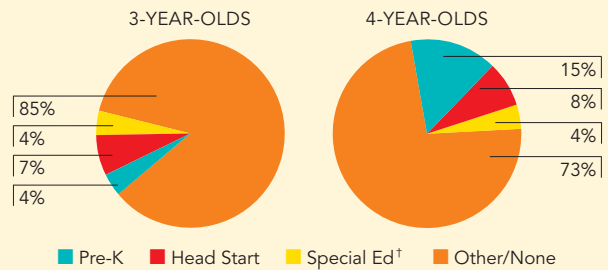
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	28

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK), GRANT 391, AND PRESCHOOL CHILD CARE ENRICHMENT (PSCCE) QUALITY ADD-ON INITIATIVE

ACCESS

Total state program enrollment	14,071
School districts that offer	28% (towns, UPK);
state program	32% (school districts, Grant 391);
	20% (towns, PSCCE)
Income requirement .....	.85% SMI (UPK and PSCCE);
	None (Grant 391) ¹
Hours of operation	Determined locally ²
Operating schedule	Determined locally ²
Special education enrollment	10,031
Federally funded Head Start enrollment	11,061
State-funded Head Start enrollment.....	206 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.

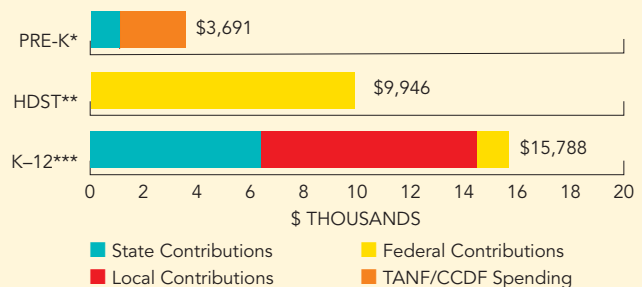
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 6 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); None (nonpublic) ⁴	BA	<input type="checkbox"/>	
Teacher specialized training	EC teachers 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 and PSCCE); 150 hours/5 years (Grant 391)	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size	20 or lower	20 or lower	<input checked="" type="checkbox"/>	
3-year-olds	20 (UPK and PSCCE); 15 (Grant 391)			
4-year-olds	20 (UPK and PSCCE); 15 (Grant 391)			
Staff-child ratio	1:10 or better	1:10 or better	<input checked="" type="checkbox"/>	
3-year-olds	1:10 (UPK); 1:7 (Grant 391 and PSCCE)			
4-year-olds	1:10 (UPK); 1:7 (Grant 391 and PSCCE)			
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"/>	

RESOURCES

Total state pre-K spending	\$51,932,533 ⁹
Local match required?	No
State Head Start spending	\$7,500,000
State spending per child enrolled	\$3,691
All reported spending per child enrolled*	\$3,691

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ In the UPK and PSCCE programs, 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 and PSCCE grantees are required to offer or provide access to full-day and full-year services. For UPK and PSCCE, full-day is 10 or more hours, school-day is 5 to 10 hours, and half-day is fewer than 5 hours. Programs For Grant 391, grantees follow the public school calendar, which is determined locally.

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

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 parent conferences or home visits. Additional support services are determined locally.

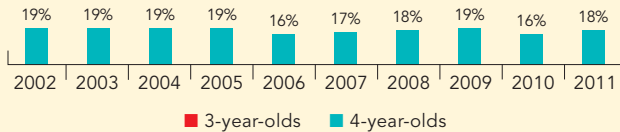
⁷ Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

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

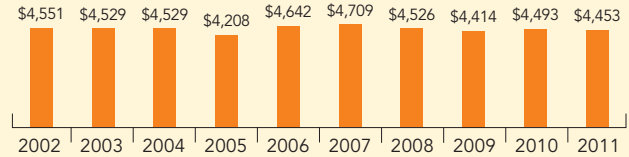
⁹ This figure includes \$35,413,257 in ARRA funds. Total spending by program was: \$11,321,521 for Grant 391, \$37,506,385 for UPK, and \$2,836,985 for PSCCE.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 1985, the Michigan School Readiness Program (MSRP) offers preschool education to at-risk 4-year-olds. Known as the Great Start Readiness Program (GSRP) since the 2008-2009 program year, the program is aligned directly with the state's early childhood initiative, Project Great Start. Since the 2009-2010 program year, at least 75 percent of the children enrolled in the program must come from families with an income below 300 percent of the federal poverty line (FPL). Eligibility can also be determined based on other risk factors for educational disadvantage. These risk factors were revised in May 2009 by the Michigan State Board of Education by collapsing previous risk factors into eight categories in order to streamline the enrollment process and target the most at-risk children. A newly implemented prioritization process allows families with extremely low family income to automatically qualify. Prioritization is further based on families being low-income plus having one or two additional risk factors. Children with families whose income is above 300 percent FPL may be eligible if they have at least two risk factors.

District funding for GSRP is based on the level of need in each district as well as a school funding formula. This funding is given directly to public school districts, although districts may subcontract with local providers in other settings to offer GSRP. Other preschool providers, including private child care centers, Head Start agencies, and social service and mental health agencies, are eligible for competitive preschool education grants. The GSRP program has been evaluated for both process quality and program impact/child outcomes a number of times since 2004.

In recent years, there has been a shift from the number of children served in half-day programs to being served in full-day GSRP and GSRP/Head Start blended programs. Given the level of funding, this has led to a decrease in the total number of children served in the program due to the cost of running full-day programs. However, many at-risk children would not be able to attend these programs if they were only half-day. Beginning with the 2011-2012 school year, the state clarified the definition of existing priority status in the allocation of funds to programs offering wrap-around care by specifying the number of hours as 10 hours of programming per day.

GSRP's competitive funding stream was cut by 50 percent in the 2009-2010 program year, and districts were allowed to offset reductions in their K-12 per-pupil funding by repurposing the GSRP funding formula, though this practice was not allowed for the 2010-2011 school year. In the 2010-2011 school year, both GSRP formula and competitive funding streams received an increase and the three-year funding cycle for competitive grantees was restored.

In the 2011-2012 school year, teaching requirements were revised to recognize a new early childhood endorsement for teaching certification, to require all teachers to complete compliance plans within two years rather than four years from the date of employment, and to eliminate the exception for subcontracted programs to allow teachers to participate in the program with 90 credit hours and at least four years of teaching experience. The state also began revising the early learning standards to align the infant-toddler, pre-K, and K-3 standards with common core standards.

The Early Childhood Investment Corporation (ECIC) was established in 2005 in an effort to integrate Michigan's system of early education and related family services through the establishment of standards and guidelines. In 2011, ECIC announced that 30 Great Start collaboratives were awarded \$2.8 million in public and private grants to establish local matching funds and to provide child care/preschool scholarships for at-risk 3-year-olds.

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

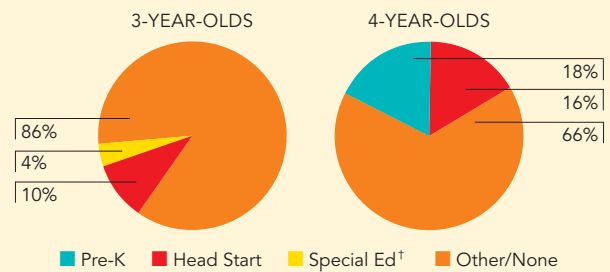
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	23

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	22,067 ¹
School districts that offer state program	79%
Income requirement	75% of children must be below 300% FPL
Hours of operation	3 hours/day (half-day), 6-7 hours/day (full-day), 4 days/week
Operating schedule	30 weeks/year
Special education enrollment	13,468
Federally funded Head Start enrollment	31,822
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.

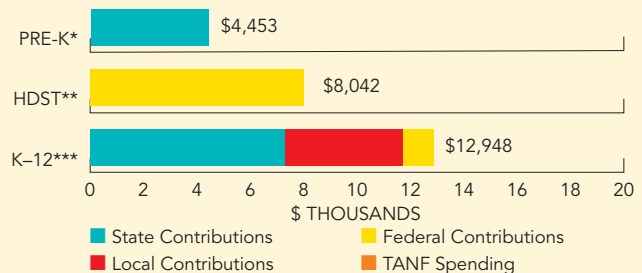
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA ²	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EE certification + ECE endorsement (public); EE certification + ECE endorsement or CDA, or BA in CD (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree.....	CDA or equivalent ³	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	6 credit hours/5 years (certified staff); 12 clock hours/year (other staff) 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	18			
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA			
4-year-olds	1:8 ⁵			
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	Snack ⁷	At least 1/day	<input type="checkbox"/>	
Monitoring	Other monitoring ⁸	Site visits	<input type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$98,275,000
Local match required?	Yes ⁹
State spending per child enrolled	\$4,453
All reported spending per child enrolled*	\$4,453

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Children served in the full-day programs using two half-day slots are only counted once in the enrollment.

² 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.

³ 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 assistant 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.

⁴ 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.

⁵ 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.

⁶ Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. 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 parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

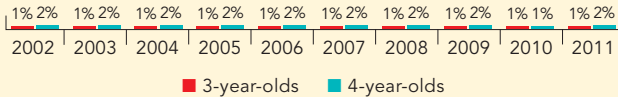
⁷ Part-day programs must provide at least a snack, and full-day programs must provide one meal and two snacks or two meals and one snack.

⁸ The state oversight agency's monitoring plan includes site visits to programs, but the visits are not written into state policy requirements. Competitive programs and school district programs are monitored based on problems or special issues, although the plan includes monitoring every three years.

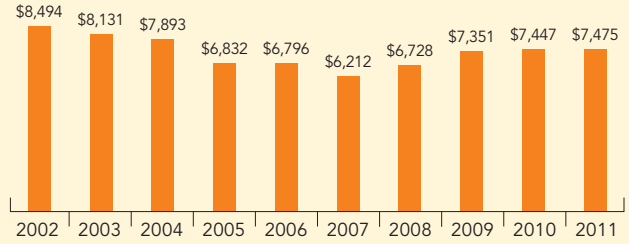
⁹ GSRP cannot operate solely on the state funding, but the state does not collect local spending. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Minnesota provides supplemental funding to both Head Start and Early Head Start (EHS) in order to increase access for children from birth to age 5. This additional funding is available to any agency that receives federal Head Start funding. These agencies may collaborate with public schools, family child care homes, and private child care centers, though all providers receiving state funding must adhere to the federal Head Start Performance Standards. Additionally, the Early Childhood Indicators of Progress, the state's early learning standards, guide technical assistance and training for all program staff members.

Programs can use their additional funds to supplement either Early Head Start or Head Start. In recent years, local programs have increasingly used funds to enroll families in Early Head Start while their children are young, resulting in decreased enrollment in Minnesota Head Start. Longitudinal spending and enrollment information was corrected in the 2009-2010 school year to reflect only Head Start participation.

In the 2008-2009 school year, statutory changes affected the operation of state-funded pre-K in Minnesota. Programs that provide EHS services could use a per-child rate up to the federal EHS average within the state even if the program did not receive federal funding for EHS. A second change exempted some programs from strict enrollment requirements provided they were approved to serve a high-risk population, such as the homeless.

A second state initiative, the School Readiness Program, provides services through community-based organizations, school districts, and subcontracted charter schools. The goal of this program is to promote kindergarten readiness through an assortment of approaches, including home visits, preschool education programs, and services for children with disabilities. Individual school districts decide which services to offer. To participate, programs must use research-based program content, coordinate with other local programs, encourage parent involvement, and ensure that children receive appropriate screenings and referrals. Program enrollment and funding data for center-based preschool education services are not tracked at the state level, however, so the School Readiness Program is not featured in this profile.

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

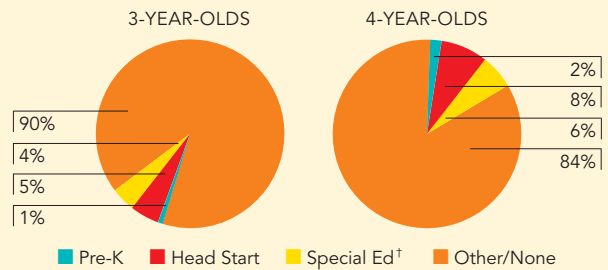
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	10

MINNESOTA HEAD START

ACCESS

Total state program enrollment	1,914
School districts that offer state program	100% (counties)
Income requirement	At least 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	8,730
Federally funded Head Start enrollment	9,767
State-funded Head Start enrollment	1,769

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.

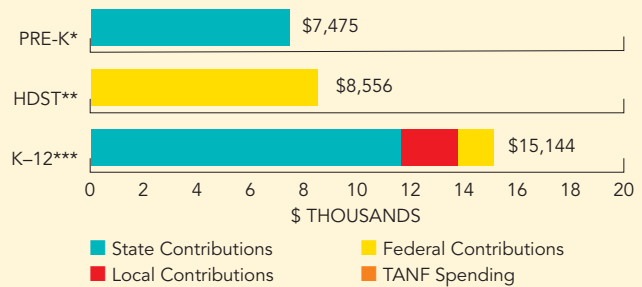
QUALITY STANDARDS CHECKLIST

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	BA (public); CDA (nonpublic) ³	BA	<input type="checkbox"/>	
Teacher specialized training	License or certification in EC (public); Meets CDA requirement (nonpublic)	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	Meets child care regulations 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"/>	

RESOURCES

Total state pre-K spending	\$14,306,812
Local match required?	No
State Head Start spending	\$14,306,812
State spending per child enrolled	\$7,475 ⁷
All reported spending per child enrolled*	\$7,475

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ State pre-K children must meet the federal Head Start income guidelines. Effective 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 100 percent or below FPL.

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 that went into effect in December 2007 requires that by 2011 all lead teachers must have at least an AA degree and by 2013 at least 50 percent must have at least a BA related to teaching preschool children. Currently, about 80 percent in Minnesota Head Start programs have at least an AA and 60 percent have at least a BA in ECE or a related field. In a public school, teacher union rules require that teachers have at least a bachelor's degree.

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 two years.

⁵ Programs are also required to provide screenings and referrals for nutrition issues. Support services include 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

While Mississippi does not have a state-funded pre-K program, it launched Mississippi Building Blocks (MBB), a four-year program, in late 2008. MBB, a high-profile initiative sponsored by several Mississippi foundations and business leaders, offers curriculum resources, training, and technical assistance including business consulting to private child care centers in an effort to improve center quality. An intense intervention, MBB supplies on-site mentoring to staff in participating centers in addition to giving center staff scholarships to earn a Child Development Associate (CDA) credential. Lastly, the program provides parent advocates to work with families served by participating centers.

The research program works in 100 classrooms per year in licensed child care centers throughout the state, including centers serving families with children that qualify for CCDF or TANF funding. In fiscal year 2009, the state allocated \$3 million to expand the voluntary pilot MCCQSS (Mississippi Child Care Quality Step System) program statewide and increase funding for resource and referral (R&R). Since that time, there has been no annual increase in funding. Starting in 2010, a special commission of business leaders and education experts was established to study the MBB program as a basis for establishing a statewide model. Several policy recommendations emerged from the two-year study, including the implementation of a system of quality care for young children, revision of child care licensing and Quality Rating System standards, and improvement of instructional proficiency of preschool teachers. MBB will continue to work with policy makers on designing a system of care.

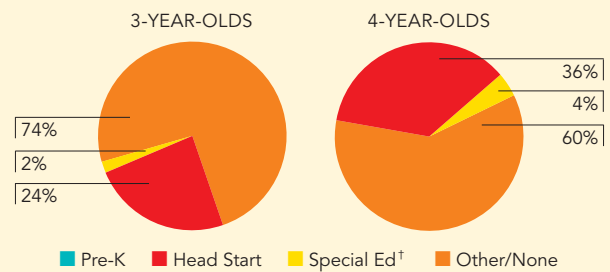
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,250
Federally funded Head Start enrollment	25,406
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

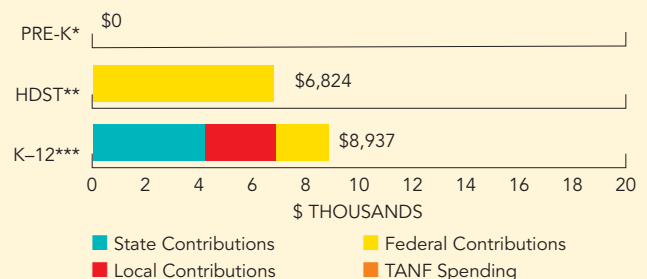
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

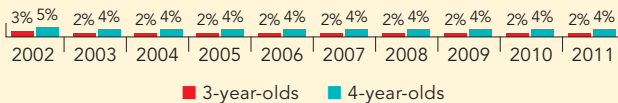
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

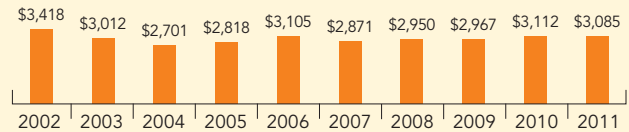


Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since 1998, the Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings operated by public schools, private child care centers, and nonprofit agencies. In the 2010-2011 school year, 30 percent of districts participated in MPP serving a total of 4,219 children, primarily in school-based settings. Private providers are eligible for up to six years of funding after which their state-funded MPP contracts are complete.

Generated by gaming revenue, the Early Childhood Development, Education, and Care (ECDEC) fund supports MPP as well as early childhood services (Parents as Teachers (PAT), First Steps, Head Start, childcare assistance). Fluctuation in ECDEC revenue has created funding uncertainties for programs as Missouri operates under legislation requiring a balanced budget.

MPP funds are awarded through a competitive grant process, though priority is given to programs serving children from low-income families and those with special needs. Programs use sliding payment scales based on criteria including eligibility for free or reduced-price lunch. The goal of MPP is to eventually provide access to all families regardless of income.

Teachers hired after July 1, 2005, as well as those working in new grantee settings, are required to have a bachelor's degree and specialization in early childhood in order for programs to receive state funding. By the 2010-2011 school year, all teachers met this criterion. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings were required to possess a Child Development Associate credential in addition to experience working in a program with young children and their families.

The most recent evaluation of MPP was conducted by the University of Missouri in 2003. Monitoring of program quality involving site visits occurs on a bi-annual basis while review of program records and self-assessments are performed annually. Results of locally-determined child learning outcomes are used on a program basis for improving instruction as the state reviews its criteria for considering an instrument for uniform use among MPP programs.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	16

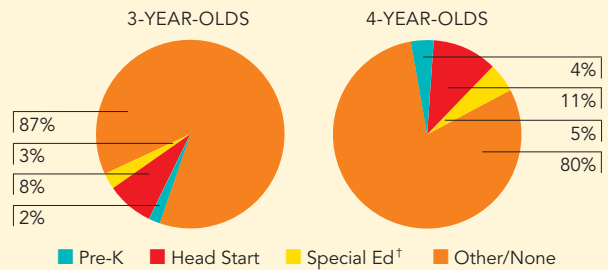
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	35

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	4,219
School districts that offer state program	30%
Income requirement.....	None ¹
Hours of operation	3 hours/day (part-day), 6.5 hours/day (full-day); 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	9,083
Federally funded Head Start enrollment	14,734
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.

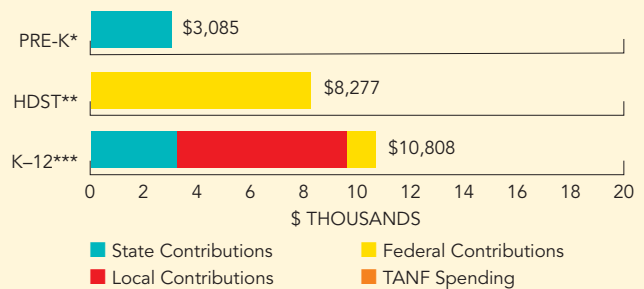
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 9 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized	EC or ECSE Birth–3 certification, or 4-year CD degree	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree.....	CDA	CDA or equivalent	<input checked="" type="checkbox"/>	
Teacher in-service	22 clock hours ³	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....	20	
4-year-olds .....	.....	20	
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....	1:10	
4-year-olds .....	.....	1:10	
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>	
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>	
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$13,013,883
Local match required?	No
State spending per child enrolled	\$3,085
All reported spending per child enrolled*	\$3,085

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Eligibility is determined by age, with all other eligibility requirements determined locally. Income may be a locally specified criteria. 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 that can choose to provide a half-day program and operate for fewer than 12 months but no less than an academic year.

³ 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, master's degree, and/or National Board certification.

⁴ Support services include parent conferences, parent involvement, transition to kindergarten activities, and coordination with Parents as Teachers.

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

Montana

NO PROGRAM

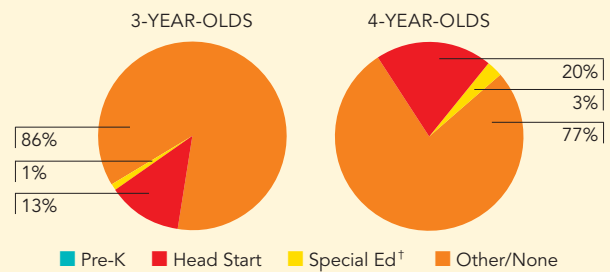
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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 .....	.858
Federally funded Head Start enrollment	4,090
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

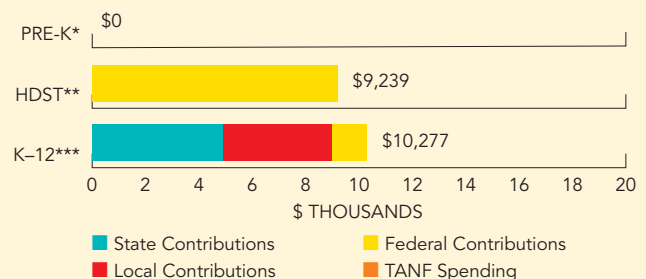
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

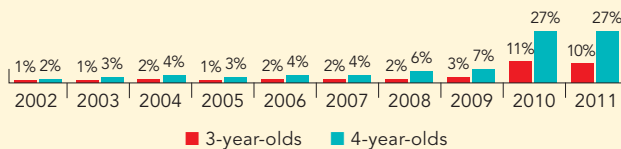
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

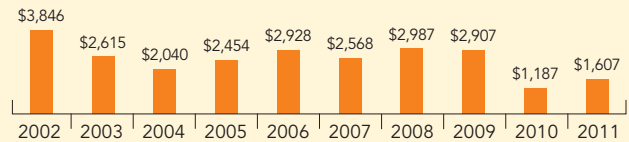


Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Originally started as a pilot program in 1992, the Nebraska Early Childhood Education Program – Ages 3 to 5 expanded in 2001. This program provides educational services primarily to at-risk 3- and 4-year-olds. At least 70 percent of grant funding received by each participating preschool program must be used to serve children with one of the following four risk factors: eligibility for free or reduced-price lunch, living in a home in which English is not the primary language, being born prematurely or with a low birth weight, and having teen parents or parents who have not completed high school. The program seeks to integrate children of diverse social and economic characteristics.

Funding goes directly to public schools and education service units that partner with child care centers as well as Head Start agencies and/or human services agencies to provide services. In their first year, grantees may use up to half of their grant amount for start-up costs. Every year, grantees receive funding for up to half the cost of a classroom, though they are required to match 100 percent of the continuing operating cost of the classroom using local and/or federal sources. Through an annual process, this initiative is evaluated on both process quality and program impact/child outcomes.

Legislation passed in 2005 allows 4-year-olds to be included in the school district state-aid formula. To be eligible to include these students in the state aid formula, school districts must first be approved for three consecutive years. There has been a large increase in the number of children served in state-funded prekindergarten since 2005. The 2009-2010 school year was the first time students in programs receiving state aid were included in the enrollment count. Programs receiving state aid are required to use the same types and levels of matching funding from federal and local sources as are used by non-state aid programs. However, the state does not track federal and/or local spending for programs that receive state aid.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
18	6

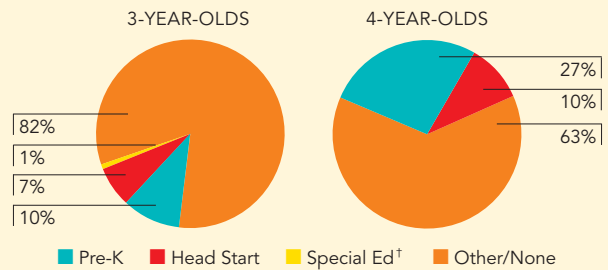
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	37

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM – AGES 3 TO 5

ACCESS

Total state program enrollment	10,182
School districts that offer state program	70%
Income requirement	185% FPL ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	3,058
Federally funded Head Start enrollment	4,442
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	CDA or equivalent or ECE 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	Determined locally;	Vision, hearing, health; and support services only ⁴ at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

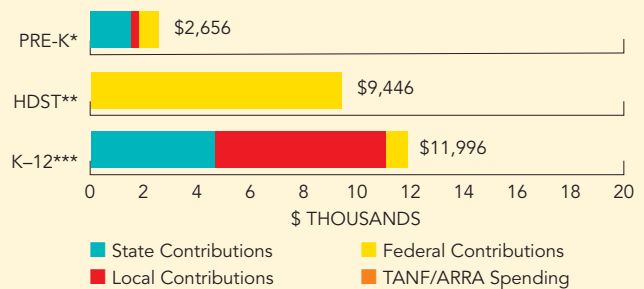
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$16,365,481
Local match required?	Yes, 100% ⁵
State spending per child enrolled	\$1,607
All reported spending per child enrolled*	\$2,656

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Seventy percent of each program's funding must be used to serve children having at least one of the risk factors, only one of which is family income. The other risk factors are child disability or developmental delay, non-English speaking family members, teen parent, parents who have not completed high school, or low birth weight or premature birth.

² Most programs operate part-day, 3.5 to 4 hours per day, 4 or 5 days per week.

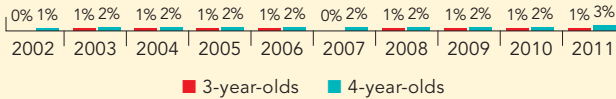
³ Certification types include ECE Birth–grade 3, EC Special Education Birth–grade 3, Preschool Disabilities Birth–K, ECE Unified Birth–grade 3.

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

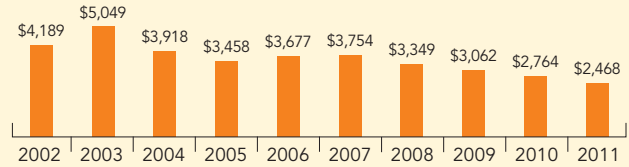
⁵ There is a requirement of 100% match of grant funds, although it is not required to come from a local source. The state does not track matching funds from local and federal sources for programs that receive state aid so these funds are not reflected in all reported spending.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Originally called the Early Childhood Education Comprehensive Plan at its inception in 2001, Nevada’s state-funded pre-K program is now referred to as the Nevada State Pre-Kindergarten Education Program. This program provides funds to establish new preschool programs as well as expand existing ones through both school districts and community organizations. Eligibility criteria are based on each program’s assessment of local community needs, though the program provides preschool access to 3-, 4-, and 5-year-olds. First priority is given to 4- and 5-year-olds who will be eligible for kindergarten the following year, though children are also prioritized if they are from low-income families, are English Language Learners, or have an IEP.

Funding amounts for grantees are determined based on the needs stated in individual grant applications. While program funding has remained the same since the 2008-2009 school year, increased collaboration and blended funding streams have allowed an additional 121 children to be served.

The state establishes program quality through the requirements of the competitive grant application process rather than relying on explicit program policies. Through two types of evaluation, annual and longitudinal, this program has been evaluated for both process quality and program impact/child outcomes. The state conducts a longitudinal evaluation each year, with the first cohort of students now in seventh grade.

The Nevada Pre-Kindergarten Standards were revised in 2010 and approved by the State Board of Education.

A statewide pilot project to assess the learning gains of children identified as Limited English Proficient (who represent 49.8 percent of enrollment) is currently underway. The project uses the Pre-LAS, a measure of oral language proficiency and pre-literacy skills.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	23

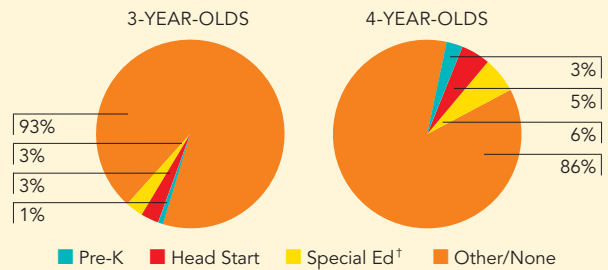
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	33

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,353
School districts that offer state program	59%
Income requirement.....	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,044
Federally funded Head Start enrollment	2,859
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.

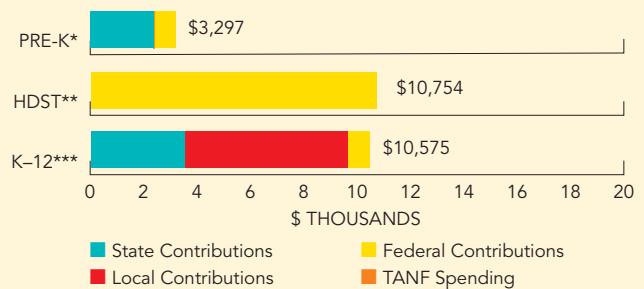
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 7
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 ⁴	Specializing in pre-K at least 1 support service	<input checked="" type="checkbox"/>	
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service.....	6 credit hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>	
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....16		
4-year-olds .....	.....20		
Staff-child ratio .....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....1:8		
4-year-olds .....	.....1:10		
Screening/referral	Support services only ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>	
Meals	None 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	\$3,338,875 ⁷
Local match required?	No
State spending per child enrolled	\$2,468
All reported spending per child enrolled*	\$3,297

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

¹ Although there is no income requirement, programs prioritize children who are English Language Learners, are from low-income families, or homeless 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. 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.

⁴ The Birth-K license has been incorporated into the Birth-Grade 2 certification and is no longer issued. Persons holding B-K certification are still eligible to teach in Nevada pre-K programs.
⁵ Screening and referral requirements are decided at the local level. Support services include parenting support or training, parent involvement activities, referral to social services, and other locally determined support services.
⁶ Meals are not required, but all programs provide at least snack and some provide lunch based on the school's ability to support meals.
⁷ Several districts use Title I funds to support their state pre-K classrooms. Additionally, Title I funds are invested in Title I only pre-K classrooms that are not currently aligned with state pre-K.

New Hampshire

NO PROGRAM

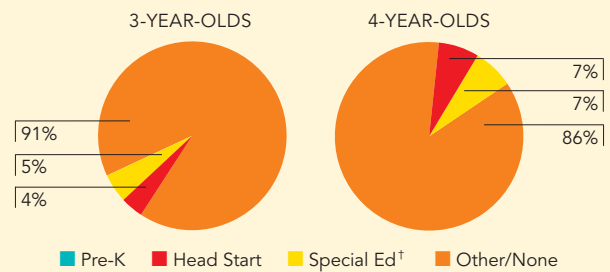
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,957
Federally funded Head Start enrollment	1,602
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.....	\$312,730 ¹
State spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

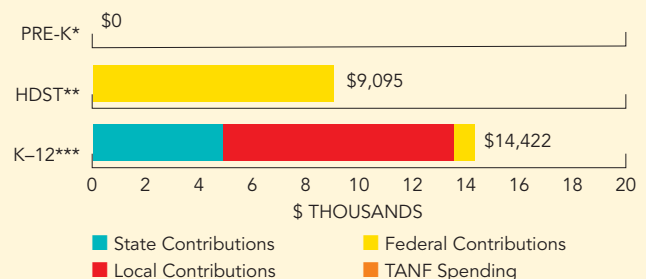
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

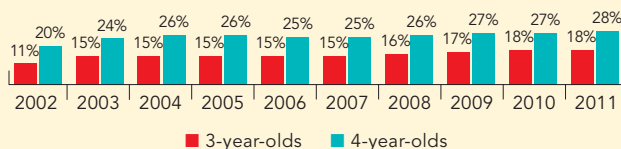
SPENDING PER CHILD ENROLLED



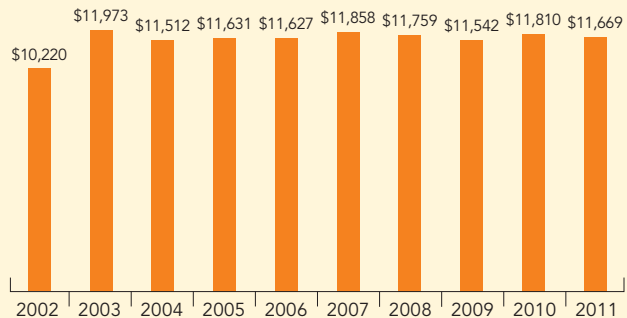
¹ New Hampshire's state Head Start funds are used for teacher salary enhancement. For the next biennium (fiscal years 2012 and 2013), no state funds were allocated to Head Start as part of major state budget cuts.

New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established as the result of a 1998 New Jersey Supreme Court decision, the largest and most intensive of New Jersey's three state-funded preschool programs (formerly known as the Abbott Preschool Program) serves 35 school districts. The state Department of Education (DOE) funds the districts to provide the program to all resident 3- and 4-year-olds who wish to enroll. They may contract with private child care centers or Head Start programs that meet state standards to provide services. Additionally, the state Department of Human Services (DHS) funds Abbott districts to offer extended-day and extended-year services. Since the 2007-2008 school year, these child care subsidy funds have been available only to families with incomes up to 300 percent of the federal poverty level. A "hold harmless" clause in the state's school funding formula prevents former Abbott districts from receiving preschool aid lower than the 2008-2009 levels, the last year aid was calculated prior to the school funding formula going into effect. Formal evaluations of program quality and effectiveness for the former Abbott program were recently completed.

A second state-funded preschool initiative, formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), serves 96 other districts in which 20 to 40 percent of children qualify for free or reduced-price lunch. These ECPA districts may contract with Head Start or private providers to offer services. ECPA funding increased in the 2010-2011 school year due to projected enrollment increases based on historical enrollment trends in each district.

A third program (formerly known as The Early Launch to Learning Initiative) was established in 2004. All non-Abbott districts may apply for funds to increase prekindergarten enrollment, extend program hours, or improve program quality. Funding levels are determined by length of the program day and number of low-income 4-year-olds.

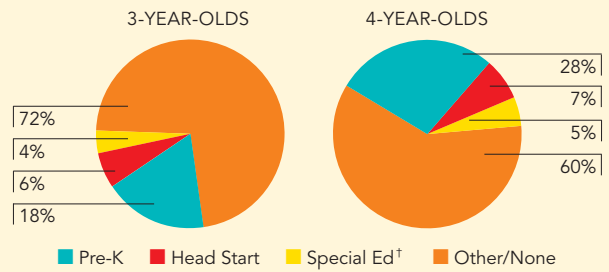
Beginning in 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act of 2008. The Act's funding formula generated a total budget amount for each district, within which districts built their respective 2009-2010 budgets. As outlined in the School Funding Reform Act, over six years New Jersey plans to expand full-day preschool for at-risk 3- and 4-year-olds in all school districts, with the goal of providing preschool for an additional 30,000 children by fall of 2013. However, flat-funding continued to prevent most districts from expanding their programs in the 2010-2011 school year.

In order to present the contributions New Jersey makes to preschool education throughout its three separate initiatives, we first present summary information reflecting the state's overall commitment to preschool. Enrollment and state spending for the former 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 former Abbott program; the fourth page focuses exclusively on the former ECPA program; and the final page focuses exclusively on the former ELLI program.

STATE OVERVIEW

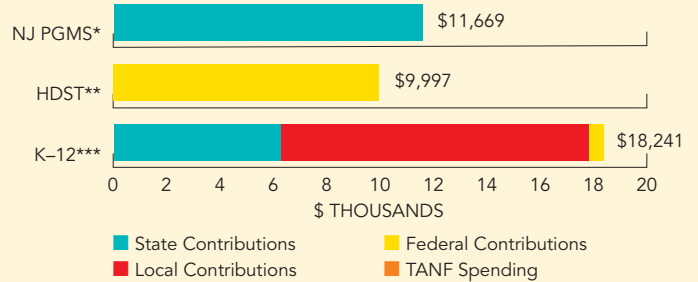
Total state program enrollment	51,207
Total state spending	\$597,510,227
State spending per child enrolled	\$11,669
All reported spending per child enrolled*	\$11,669

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

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

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
16	2

RESOURCES RANKINGS

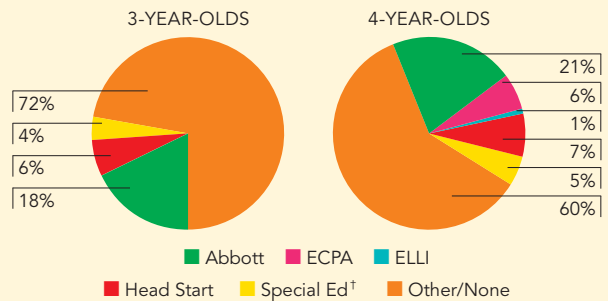
STATE SPENDING	ALL REPORTED SPENDING
1	1

NEW JERSEY FORMER ABBOTT AND EXPANSION DISTRICTS

ACCESS

Total state program enrollment	43,286
School districts that offer state program	6%
Income requirement.....	None ¹
Hours of operation	6 hours/day, 5 days/week ²
Operating schedule	Academic year ²
Special education enrollment	10,711
Federally funded Head Start enrollment	13,871
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	P-3, Nursery School Certificate, P-8 with 2 years preschool teaching experience (public and nonpublic) 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, dental, and support services developmental; and support services ⁵	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast, lunch, and snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

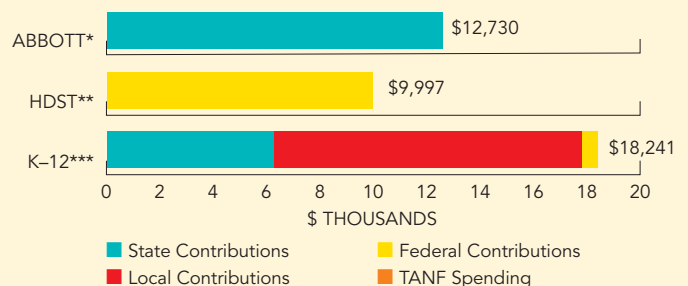
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$551,027,752
Local match required?	No
State spending per child enrolled	\$12,730 ⁶
All reported spending per child enrolled*	\$12,730 ⁶

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

¹ The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and five additional districts designated since by the legislature. 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 chose to do so, all children meeting income requirements are paid for through the Department for Children and Families.
³ Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

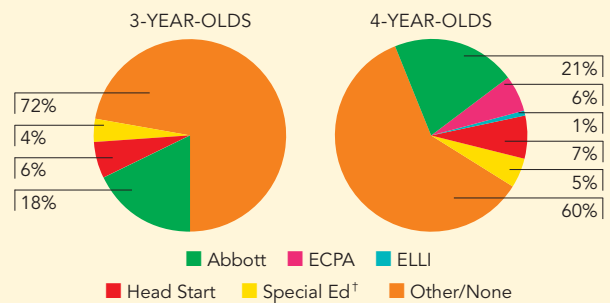
⁴ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.
⁵ Support services include parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, transition to kindergarten activities, and parent conferences or home visits.
⁶ State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but in fact this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid payment that is nearly 3 times the statewide average per child. In other words, state spending per child is also much higher for K-12 in the Abbott districts.

NEW JERSEY FORMER EARLY CHILDHOOD PROGRAM AID DISTRICTS

ACCESS

Total state program enrollment	7,411
School districts that offer state program	16%
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	10,711
Federally funded Head Start enrollment	13,871
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	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) 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		
4-year-olds	18		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	2:18		
4-year-olds	2:18		
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	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"/>

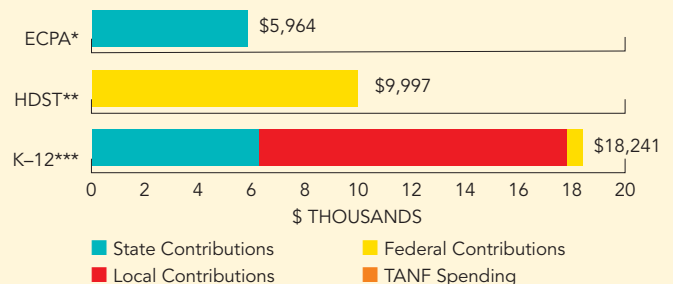
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$44,202,175 ⁷
Local match required?	No
State spending per child enrolled	\$5,964
All reported spending per child enrolled*	\$5,964

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Funds are only provided to those districts indicated by the legislature at the program's inception as having between 20 to 40 percent of children who qualify for free or reduced-price lunch. All 3- and 4-year-old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day kindergarten to all age-eligible children, and either half- or full-day preschool to all 4-year-olds.

² Half-day programs must be at least 2.75 hours per day; full-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both half- and full-day programs are offered. Half-day programs are most common.

³ Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.

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

⁵ Support services include parent involvement activities, health services for children, parent conferences or home visits, and transition to kindergarten activities.

⁶ Meals are required in full-day programs.

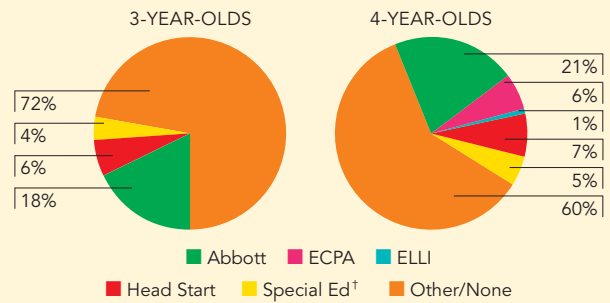
⁷ This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal funds contribute to the program.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE DISTRICTS

ACCESS

Total state program enrollment	510
School districts that offer state program	4%
Income requirement	185% FPL ¹
Hours of operation	At least 2.75 hours/day (part-day), or at least 6 hours/day (full-day), 5 days/week
Operating schedule	Academic year
Special education enrollment	10,711
Federally funded Head Start enrollment	13,871
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.

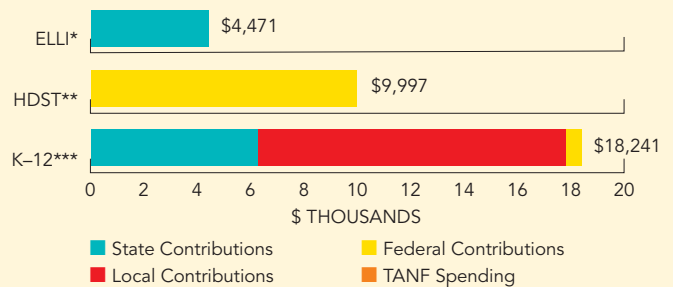
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 8
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	P-3, Nursery School Certificate, N-8 with 2 years preschool teaching experience (public and nonpublic) 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 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	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	\$2,280,300
Local match required?	Yes ⁶
State spending per child enrolled	\$4,471
All reported spending per child enrolled*	\$4,471

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

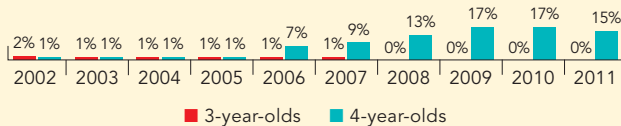
¹ Districts may enroll other students in unusual circumstances.
² Teachers with an Elementary School certificate (N-8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds under the certificate or demonstrate content knowledge in line with a district's established documentation requirements. Teachers with related certificates may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate.
³ Assistant teachers in public schools supported by Title I funding must meet the education/degree requirements specified in NCLB.

⁴ Support services include parent involvement activities, health services for children, information about nutrition, parent conferences or home visits, and transition to kindergarten activities.
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
(2011 DOLLARS)



Since launching New Mexico PreK in the 2005-2006 school year, the state has offered center-based early childhood education services for 4-year-olds. About half of enrolled children attend programs in public schools while the other half are served in nonpublic settings, such as faith-based centers, community and municipal child care centers, Head Start programs, family child care homes, and universities. Enrollment in the program during the 2010-2011 school year was 4,264 children, a decrease of 12 percent from the previous year. Despite a decline in statewide enrollment, four additional school districts offered the pre-K program.

New Mexico PreK program funding is allocated on a competitive basis. Priority is given to programs in areas where schools have the highest percentages of children failing to meet the adequate yearly progress in math and reading called for in No Child Left Behind. Child eligibility for the program is not determined by a specific income requirement, though two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school. Half-day preschool slots are funded at the rate of half of the funding level for kindergarten slots.

Revised in 2010, the New Mexico Early Learning Guidelines address multiple domains of early development and learning. New Mexico PreK had been formally evaluated on an annual basis through 2009 for both process quality and program impact/child outcomes using child outcome data and classroom observation data. Due to financial constraints, planned evaluation for subsequent years was discontinued.

A second early learning initiative, the Child Development Program (CDP), provided family support services, early childhood education, and home visits to at-risk children from birth to age 3 who did not qualify for other eligibility-based programs. Largely as a result of several years of budget cuts, CDP no longer serves any of the state's 4-year-olds and serves fewer than 1 percent of 3-year-olds. Therefore, NIEER no longer considers the program's primary focus to be providing center-based preschool education for 3- and 4-year-olds, and thus it is not profiled in this report.

In the past, New Mexico allocated state funds to provide additional slots in federal Head Start programs as well as extend the day to allow families that were TANF-eligible to work and/or go to school. However, in January 2010, the Head Start state supplement was permanently eliminated.

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

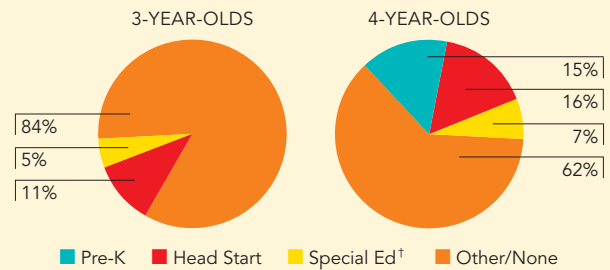
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	31

NEW MEXICO PREK

ACCESS

Total state program enrollment	4,264
School districts that offer state program	54%
Income requirement.....	None ¹
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	4,405
Federally funded Head Start enrollment	7,749
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 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 per year	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	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	\$15,182,900
Local match required?	No
State Head Start spending	\$0 ⁵
State spending per child enrolled	\$3,561
All reported spending per child enrolled*	\$3,561

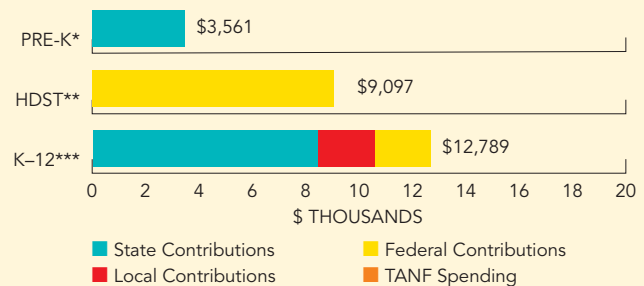
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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 with state funding paying for 2.5 hours per day.

³ Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education license are required to take early childhood education coursework. Teachers in non-public school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 college credits annually with an approved professional development plan to complete the degree in early childhood education.

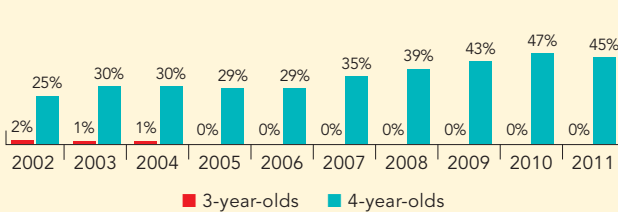
Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement.

⁴ Support services include 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.

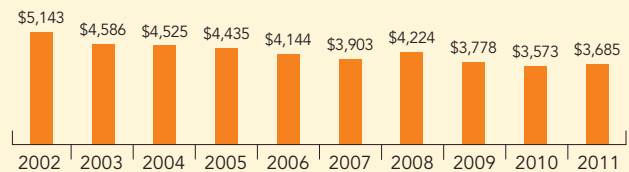
⁵ Supplemental State Head Start funding was eliminated in January 2010 by a legislative action designed to curb state spending.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since 1998, New York has sought to offer preschool education to all 4-year-olds in the state through the Universal Prekindergarten (UPK) program. The state previously provided services through the Experimental Prekindergarten (EPK) Program, started in 1966, which later became the Targeted Prekindergarten Program (TPK). TPK was incorporated into UPK during the 2007-2008 school year, resulting in a 50 percent funding increase and eligibility for UPK funding being extended to every district in the state. UPK is administered by a restructured Office of Early Education within the New York Department of Education.

Funding for UPK has not been sufficient to meet the goal of universal access for 4-year-olds. In the 2010-2011 school year, 103,646 children representing about 43 percent of the state's 4-year-olds were enrolled in the program. These slots are filled through district-operated lotteries. Approximately 75 percent of children attend half-day programs.

The UPK Program was flat-funded in the 2010-2011 school year for the second consecutive year, and only districts that had previously offered the program were eligible for funding. Five districts discontinued participation in UPK due to funding. Districts must subcontract at least 10 percent of their funding to community-based organizations (CBOs), including child care centers, Head Start programs, preschool special education providers, and nonpublic nursery schools.

Since 2004, all UPK teachers employed in nonpublic settings must meet the same certification requirements as those in public settings, including a BA if hired prior to 1978 or MA if hired after 1978 and a valid teaching license or certificate in early childhood, or a bachelor's degree in early childhood or a related field with a written plan for obtaining early childhood certification within five years of hire or by January 2013, whichever is later.

Prior to June 30, 2010, a transition period allowed nonpublic agencies to hire teachers who met the staffing requirements of their employer while working to satisfy teacher licensure requirements. Until all UPK teachers at a site possess an appropriate, valid teaching license or certificate, agencies must hire an on-site education director who holds a New York state teaching license or certification valid for services in the early childhood or childhood grades and is responsible for program implementation during the hours the prekindergarten program is in operation. Following the expiration of the transition waiver for teacher requirements in 2010-2011, New York now meets NIEER quality benchmark criteria for teacher degree requirements.

In January 2011, the New York Board of Regents adopted the Prekindergarten Learning Standards with the goal of supporting high-quality early childhood education for children before kindergarten entry. The Board of Regents also adopted the Common Core Standards for Prekindergarten Math and English Language Arts at the same time. Educators and administrators are working toward the goal of aligning the Prekindergarten Learning Standards with the K-12 education system. Based on the adoption of Prekindergarten Learning Standards, New York meets the criteria for achieving the quality benchmark for early learning standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	24

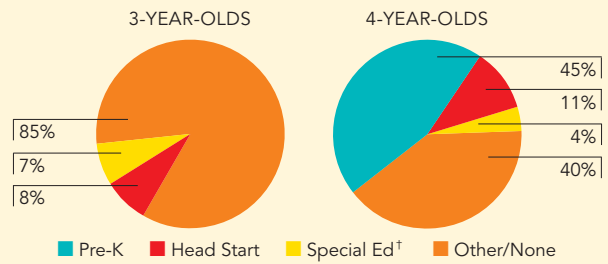
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	29

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	103,646
School districts that offer state program	66% 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	45,605
Federally funded Head Start enrollment	43,775
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 ²	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA and NYS teaching certificate (public); BA in early childhood grades or related field with 5-year plan to become certified (nonpublic) ³	BA	<input checked="" type="checkbox"/>
Teacher specialized training	Certification in Birth–Grade 2, Students with Disabilities Birth–Grade 2, N–6, or Pre–K–6	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.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service ⁵	<input checked="" type="checkbox"/>
Meals	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

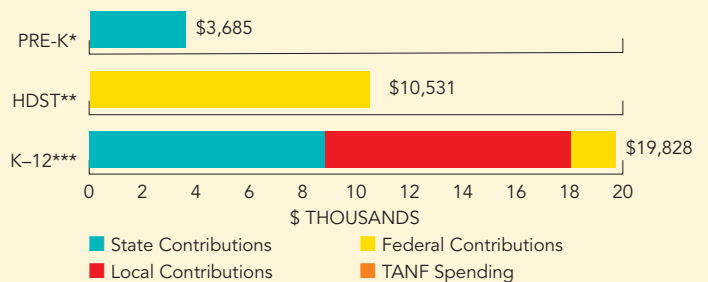
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$381,908,267
Local match required?	No
State spending per child enrolled	\$3,685
All reported spending per child enrolled*	\$3,685

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Funding had been made available to all 677 districts in the past but for the 2010-2011 school year, the UPK program was flat-funded (as it was in 2009-2010), meaning only districts that previously had a program would be offered an allocation. Some districts elected not to offer a program in 2010-2011 school year, reducing the total number of districts operating a prekindergarten to 447.

² The New York state Board of Regents formally adopted comprehensive Prekindergarten Learning Standards in January 2011 for use in UPK programs.

³ Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. However, a statute expiring in 2010 had allowed certain community-based organizations to be exempt from this requirement until at least 2013, as long as uncertified teachers meeting the teaching requirements of the sponsoring agency (AA in ECE or CDA) 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. Expiration of the exemption for teacher certification requirements on June 30, 2010, now establishes a policy for uniform criteria of public and nonpublic teaching personnel.

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 have a HSD and meet the standards of the licensing or registering agency.

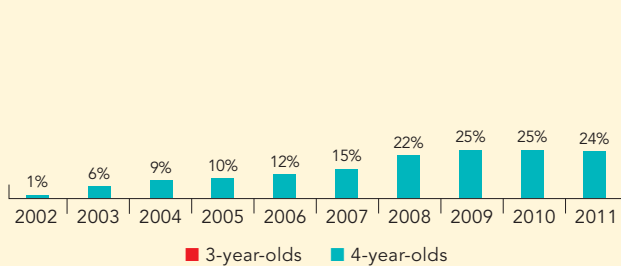
⁵ A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities. State regulations require that support services be provided to the maximum extent practicable.

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

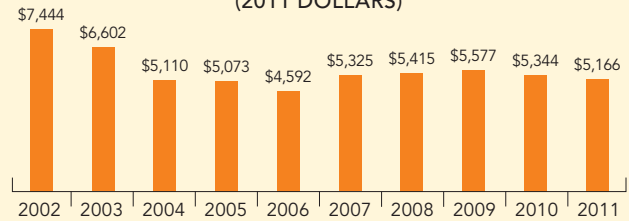
⁷ Site visits of each site and classroom are performed annually by district personnel with results reported to the state. Site visits by state personnel are performed periodically or as needed, often in coordination with Title I monitoring but not on a regular cycle for all classrooms. This no longer meets NIEER's requirement for monitoring.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Since 2001, North Carolina has offered early childhood education through the More at Four Pre-Kindergarten Program. The goal of More at Four is to provide an educational experience during the year prior to kindergarten entry by targeting at-risk 4-year-old children from low-income families who are not served in other formal programs. Children are defined as “at risk” based on a number of risk factors, including coming from families with an income at or below 75 percent of the state median income or having a developmental delay, a chronic health condition, an identified disability, or limited English proficiency. Automatic eligibility is granted to children whose parents are active duty military personnel.

More at Four prekindergarten classrooms are available statewide in Head Start programs, public schools, and private licensed child care centers, though nonpublic settings must earn high-quality ratings under the state child care licensing system in order to be eligible for state funding. Both public and nonpublic settings must meet the same standards set by the North Carolina State Board of Education. Lead teachers must have a bachelor’s degree and a birth-kindergarten license, although teachers in nonpublic settings may begin with an AA provided they meet the required credentials within four years of the classroom receiving More at Four funds.

More at Four funding comes from general state funds and revenue from the state lottery, which has contributed to several years of rapid program expansion. However, funding was reduced by approximately \$5 million in both the 2009-2010 and 2010-2011 school years, resulting in decreased enrollment in the program.

Since the 2005-2006 school year, More at Four classrooms have been required to follow the early learning standards adopted by the State Board of Education. An online orientation to these standards was piloted during the 2008-2009 school year and was available in the 2009-2010 school year. The State Board of Education also approved a list of prekindergarten curricula that were aligned with these early learning standards in the 2009-2010 school year. Through an ongoing annual process, the More at Four initiative is evaluated for both process quality and program impact/child outcomes.

The North Carolina Department of Public Instruction established the Office of Early Learning in the 2009-2010 school year in order to focus on the pre-K through grade 3 continuum of learning and development, as well as its impact on high school graduation rates. The Office of Early Learning has also partnered with FirstSchool, an initiative of the Frank Porter Graham Child Development Institute at the University of North Carolina-Chapel Hill, with the goal of improving the quality of prekindergarten and early elementary grades.

During the biennial budget writing session in 2011, More at Four funding was cut by 20 percent. In addition, the program was renamed NC Pre-K, moved from the Department of Public Instruction and placed administratively in the Department of Health and Human Services, in a move to align the program with the state’s child care subsidy system. It is yet to be seen how reductions in staff and enrollment slots will affect the educational goals of the program. The state Superior Court ruled that More at Four must serve all eligible children to meet the constitutional right of a sound and basic education and must eliminate any barriers to enrollment for at-risk 4-year-olds. The North Carolina General Assembly has filed a notice of appeal. This legal issue, as well as other debates over the program, is ongoing at the time of publication.

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

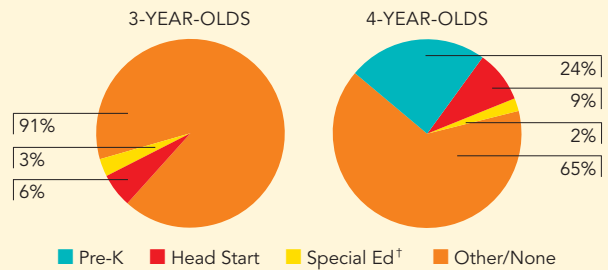
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	8

NORTH CAROLINA MORE AT FOUR PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	30,767
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	10,417
Federally funded Head Start enrollment	18,935
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.....	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	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"/>

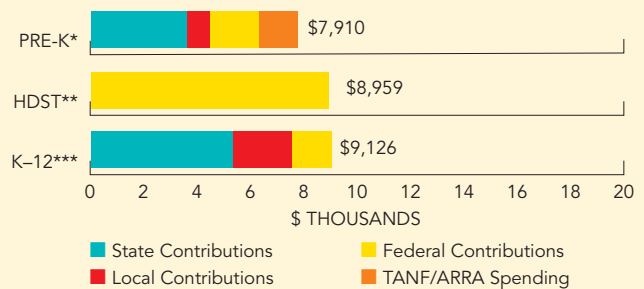
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	\$158,928,389
Local match required?	Yes, amount not specified
State spending per child enrolled	\$5,166
All reported spending per child enrolled*	\$7,910

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ All lead teachers in a 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 must have a minimum of an AA and work to obtain a BA 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 is working in good faith to reach this level of credential.

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

³ Support services include parent involvement activities and transition to pre-K and 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

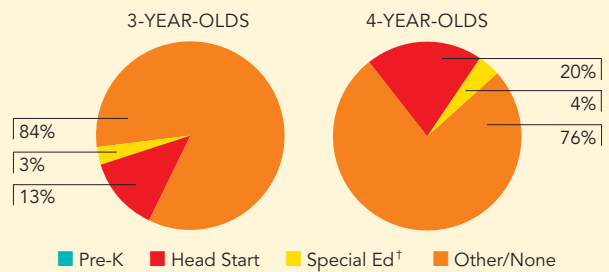
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,025
Federally funded Head Start enrollment	2,850
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

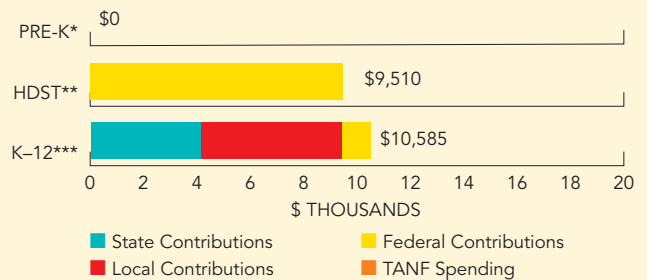
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

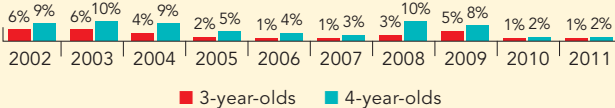
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

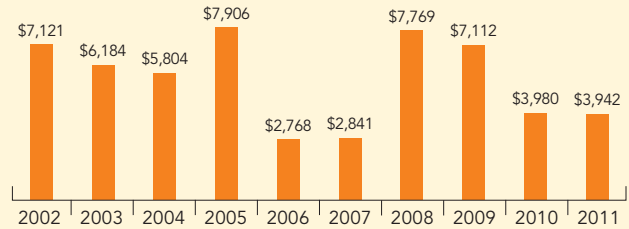


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



After four years as a successful pilot program, the Ohio Public Preschool Program (PSP) was established in 1990. The program, now known as the Early Childhood Education (ECE) program, serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level (FPL), though a sliding fee scale is used for families who earn above 100 percent of FPL. Families above 200 percent of FPL may enroll children using parent tuition or support from district funds. ECE funds are distributed directly to public schools, though schools may subcontract with faith-based centers, Head Start programs, and private child care centers. The program was subject to budget cuts in the 2009-2010 school year and the Ohio Department of Education elected to reduce the per-child amount to avoid reducing the number of children receiving preschool services, although enrollment still decreased to 5,700 for the 2009-2010 and 2010-2011 school years. However, the ECE program served an additional 3,416 students from families with incomes up to 200 percent of FPL by charging tuition or using local or Title I funds in the 2010-2011 school year.

In response to budgets cuts during the 2009-2010 school year, site visits for monitoring and program quality are no longer required. Annual visits are still conducted for basic health and safety compliance indicators, and many sites continue to receive visits that monitor for quality despite the lack of requirement. Programs are required to engage in a continuous improvement process through developing a program plan and rating themselves on compliance and performance indicators of program quality. The annual results of this process are reported through a program monitoring tool, Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The Ohio Department of Education uses this information to provide feedback to individual programs annually. In the 2010-2011 school year, the state began planning and piloting a new process for monitoring, which includes desk audit review, internal monitoring, and site visits. Beginning in fall 2011, all sites will be visited on a three-year cycle for program monitoring by staff consultants. The ECE program has been evaluated for process quality during fiscal years 2008 and 2009.

Changes in ECE legislation require programs to serve children at least 12.5 hours per week, instead of the previous language of 5 days per week. The Ohio Department of Education will also be required to conduct an annual survey of programs to determine whether the provider charged families tuition or fees for the ECE program, the number of families charged, and the amount charged relative to family income.

The state uses the Kindergarten Readiness Assessment – Literacy (KRAL) to assess students at kindergarten entry. Race to the Top and Race to the Top-Early Learning Challenge grant funding will allow Ohio to expand KRAL to address all essential domains of school readiness with plans for statewide implementation in the 2014-2015 school year.

Prior to the 2009-2010 school year, this report also profiled the Early Learning Initiative (ELI) program, which used funding from Temporary Assistance for Needy Families (TANF) to provide the educational and comprehensive services of the ECE program through full-day, full-year programs for working families with incomes up to 200 percent of FPL. However, funding for the ELI program was eliminated entirely from the state budget for the 2009-2010 and 2010-2011 program years and therefore ELI is not profiled in this report.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	19

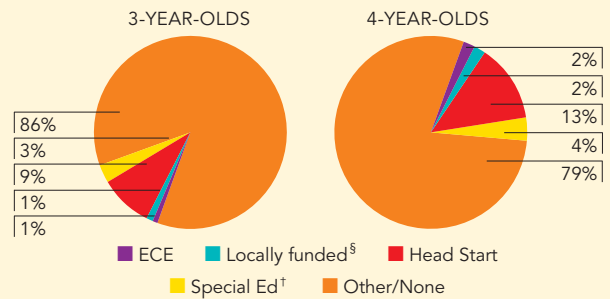
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	26

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	5,700 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	14,523
Federally funded Head Start enrollment	31,092
State-funded Head Start enrollment.....	0

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



[§]These are children served in ECE programs through local and federal funds.

[†] 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 ⁴	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.....	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	Depend on length of program day ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring ⁷	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET

2

RESOURCES

Total state pre-K spending	\$22,467,862
Local match required?	No
State spending per child enrolled	\$3,942
All reported spending per child enrolled*	\$3,942

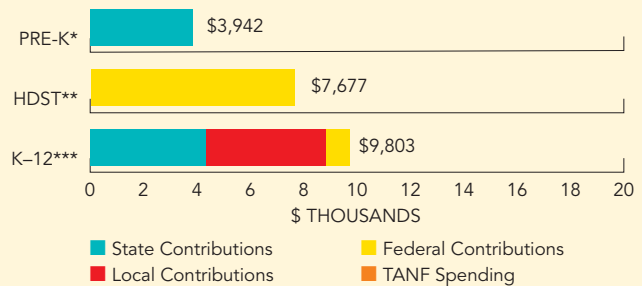
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,116. Enrollment breakdowns are estimated figures based on the funded enrollment of 5,700 children only and not the total enrollment.

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 are 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 are 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, Intervention Specialist, Early Childhood

Intervention Specialist (P-3), or K-3 or K-8 certificate plus four courses in ECE or CD 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.

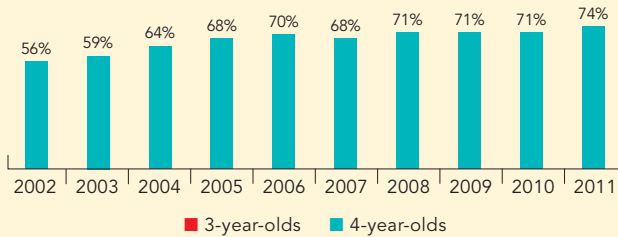
⁵ Screening and referrals for hemoglobin and lead are also required. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

⁶ Programs are required to provide breakfast, lunch, or snack depending on hours of attendance.

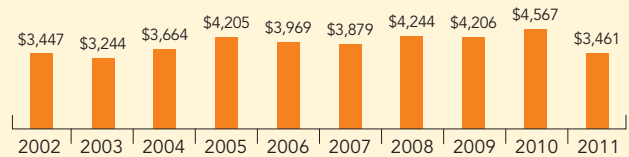
⁷ Annual visits are conducted for basic health and safety compliance indicators. Many visits also include the monitoring of quality, but this is not required. Programs monitor progress on their goals using the Integrated Monitoring Process and Continuous Improvement Tool (IMPACT) annually. In the 2010-2011 school year, the state began planning and piloting a new process for monitoring, which includes desk audit review, internal monitoring, and site visits. Beginning in fall 2011, all sites will be visited on a three-year cycle for program monitoring by staff consultants.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1980, Oklahoma established the Early Childhood Four-Year-Old Program, a pilot preschool education program, with the goal of eventually serving all 4-year-olds in the state. In 1990, the program received statewide funding, though enrollment was limited to those 4-year-olds who were eligible for the federal Head Start program. Districts were allowed to provide the program to additional 4-year-olds through local funds or tuition if they chose. Oklahoma became the second state in the nation to offer free, voluntary access to preschool programs for all 4-year-olds in 1998. Over the years, enrollment in the Early Childhood Four-Year-Old Program has steadily increased. Currently, the program is offered in 98 percent of school districts.

Public school districts receive funding for the Early Childhood Four-Year-Old Program through the state's school finance formula. Districts are reimbursed with a per-pupil rate calculated using weights determined by the age of the child and the length of the program day. Districts may subcontract with other classroom providers by placing public school teachers in community-based programs, child care centers, and Head Start program settings. Children receiving services in these collaborative sites are considered public school enrollees and receive the same services as children in public school settings. In the 2010-2011 program year, nearly 4,000 students were served through collaboration programs. This program has been evaluated for program impact/child outcomes in several studies since 2004, including a 2008 effectiveness study, and an ongoing longitudinal study by Georgetown University on the impacts of pre-K.

While the state does not provide specific funding for 3-year-olds, some Oklahoma school districts offered classroom programs for these younger students. Through a combination of funding sources, including Title I, Head Start, special education, and general funds, 2,238 3-year-olds were served in pre-K classrooms during the 2010-2011 school year. In the 2006-2007 school year, the state also launched the Pilot Early Childhood Program. The Oklahoma state Board of Education established rules and regulations for this program, though funding comes from both public and private sources. This program provides services year-round to at-risk children from birth through age 3. Enrollment is expanded each year and the program served 1,099 3-year-olds in the 2010-2011 school year. The five-year pilot ended in 2010-2011 school year. A new term began in the 2011-2012 school year using yearly contracts with the Community Action Project of Tulsa County. Another program, the Early Childhood Expansion Project, uses public and private funding to serve children in this age range. As of the 2011-2012 school year, there are 26 classrooms serving 314 children from birth through age 4. Oklahoma also supplements the federal Head Start program providing \$2,191,700 in state funds to the program in fiscal year 2011 for extended-day and additional services.

In the 2011 Oklahoma state legislative session, a new law was enacted, overhauling the state's former Reading Sufficiency Act. The law is designed to ensure that all students are reading on grade level by the end of third grade and focuses on early intervention for children in pre-K. Specific requirements include conducting a series of assessments, reviewing literacy instruction in kindergarten through third grade, and providing intensive interventions (including an individualized reading plan and ongoing progress monitoring) to those students identified as having a reading deficiency.

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

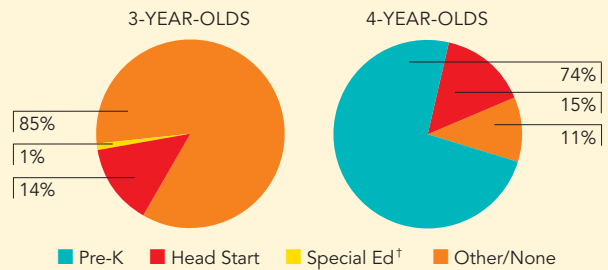
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	9

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment	38,441
School districts that offer state program	98%
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	4,137
Federally funded Head Start enrollment	15,124
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	ECE 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;	Vision, hearing, health; and	<input checked="" type="checkbox"/>
and support services	and support services ⁴	at least 1 support service	
Meals.....	At least 1 meal ⁵	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

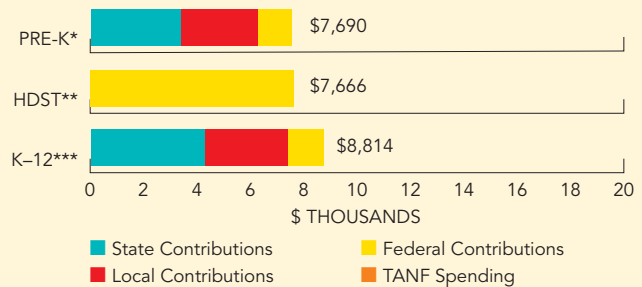
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$133,029,544 ⁶
Local match required?	No
State Head Start spending	\$2,191,700 ²
State spending per child enrolled	\$3,461
All reported spending per child enrolled*	\$7,690

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 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 provide extended-day and 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.

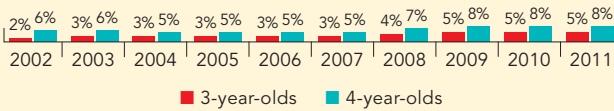
⁴ Support services include parent conferences and/or home visits annually, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities. Programs must also offer or make referrals for other services including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

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

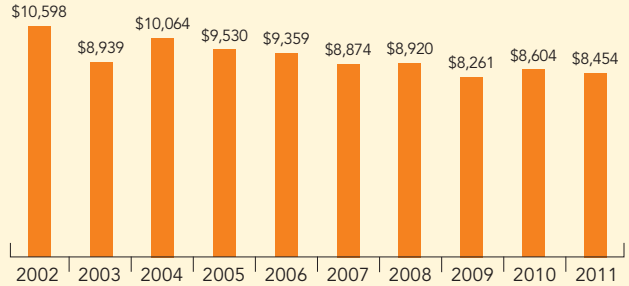
⁶ This is an estimate of total state spending as the state did not report actual spending.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 1987, the Oregon Head Start Prekindergarten program provides education/child development, health, mental health, nutrition, parent education and family support services to 3- and 4-year-old children from low-income families in the state. Beginning in 1992, a state-federal partnership supporting a collaborative federal Head Start and state prekindergarten system was formalized through a Memorandum of Understanding (MOU) between the Oregon Department of Education and the Region X Office of Head Start. The MOU is updated every biennium. The program served 5,908 children during the 2010-2011 school year.

Any non-sectarian organization is eligible to apply for state prekindergarten funding. Through a state-wide competitive grant process, all federal Head Start grantees in Oregon have been awarded state prekindergarten funds to expand enrollment as jointly funded grantees. Additionally, non-sectarian private and public organizations that do not receive federal Head Start funding have been awarded state prekindergarten funds. These organizations include programs in private agencies, public schools, government agencies, faith-based organizations, and colleges and universities. All programs are held to the federal Head Start Performance Standards and monitoring requirements. Approximately 45 percent of children were served in Head Start classrooms, 30 percent in public schools, and the remainder in a variety of other settings. Oregon Head Start Prekindergarten programs ensure children receive services in inclusive settings.

The state early learning standards, Early Childhood Foundations for Children Birth to Five, were developed in 2007 and are under revision.

The goal of the Oregon Head Start Prekindergarten program is to provide access for all eligible 3- and 4-year-olds in the state. Significant enrollment expansion has occurred, though recent budget reductions have negatively impacted this growth. During the 2008-2009 school year, the last half of the budget biennium, the budget was reduced by 1.1 percent. For the 2009-2011 biennium, all state agencies were required to take a 9 percent reduction, which affected both state pre-K and state Early Head Start funding. Continuing state budget challenges resulted in a \$5 million reduction in funding in the 2010-2011 school year though the program will see a \$16.5 million funding increase for the 2011-2013 biennium.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	13

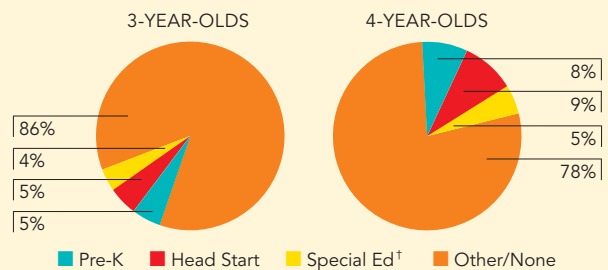
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	6

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	5,908
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 ²
Special education enrollment	6,047
Federally funded Head Start enrollment	6,944
State-funded Head Start enrollment	5,908 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	BA (public); CDA (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	License + 15 ECE cr. (public); Meets CDA requirements (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/year	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 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"/>

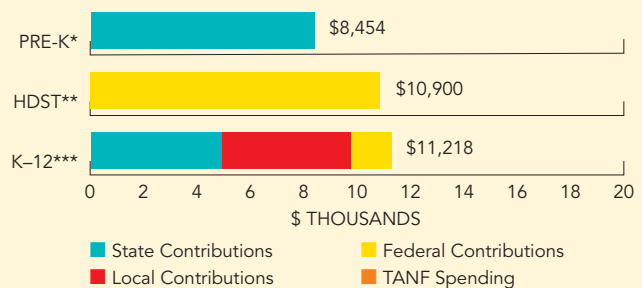
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$49,946,739 ⁷
Local match required?	No
State Head Start spending	\$49,946,739 ⁷
State spending per child enrolled	\$8,454
All reported spending per child enrolled*	\$8,454

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 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 only has state pre-K funding, 80 percent of children must meet the income requirement. In addition, 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 100 percent or below FPL.

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

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

⁴ In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. In nonpublic schools, half of grantee teachers must have at least an AA or higher in ECE or a related credential with a minimum of 15 credits in ECE. Teachers in nonpublic settings who do not have an AA must have a CDA. The

Head Start Reauthorization Act of 2007 requires that by the 2011-2012 school year, all lead teachers must 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.

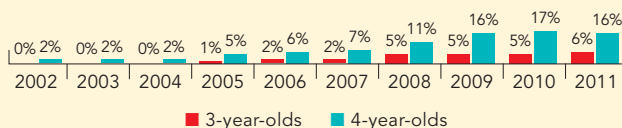
⁵ Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and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

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.

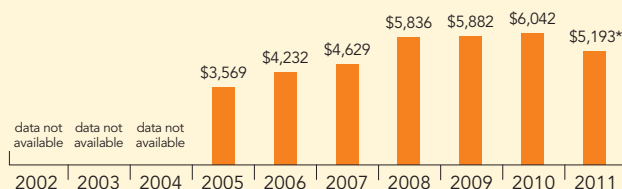
⁷ This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Pennsylvania did not have a state-funded prekindergarten program considered such under state law until 2004, though districts could provide preschool education services through Pennsylvania’s Kindergarten for Four-Year-Olds (K4) program or provide preschool to 4-year-olds through the School Based Pre-K program (SBPK). If districts offer the K4 program, they are required to follow Pennsylvania’s kindergarten regulations, while districts offering SBPK are required to follow the state’s preschool regulations. Children enrolled in K4 are counted in daily membership counts for public school attendance in districts and so are partially funded through the state’s basic instructional subsidy formula. As in the past, the School Based Pre-K program is profiled along with the K4 program for the 2010-2011 school year.

Since the 2004-2005 school year, districts have been able to offer prekindergarten through the Education Accountability Block Grant (EABG). This is part of an effort to offer high-quality preschool education programs to build strong foundations of learning and support children’s academic success. Children qualify for this program two years before meeting the locally determined kindergarten eligibility age, though districts may set additional criteria such as a lack of academic readiness or low-income status. Funds can be used for a number of options, including providing full-day kindergarten, reducing class size in kindergarten through third grade, offering prekindergarten, or other activities that promote academic success. Districts determine how to allocate these funds. A reduced allocation in the fiscal year 2012 budget is likely to reduce the number of districts using EABG for both pre-K and kindergarten.

During the 2004-2005 program year, Pennsylvania established the Head Start Supplemental Assistance Program (HSSAP) with an initial investment of \$15 million. Both state funding and enrollment in the program have increased over time. HSSAP uses state funds to provide extended-day services for federally funded Head Start children or to create additional Head Start slots. This state-funded program is available to federal Head Start grantees as well as child care partners who receive a minimum STAR 3 level in the Keystone STARS quality initiative program. All programs are required to follow the federal Head Start Performance Standards regardless of setting. As of the 2009-2010 school year, programs must enter program, staff, and child data into a web-based reporting system, the Early Learning Network (ELN), in a step toward comprehensive reporting as well as the ability to gather data to guide future program enhancements.

The Pennsylvania Pre-K Counts Program, a fourth state-funded initiative, was started in the 2007-2008 school year. As in EABG, children are eligible for this program two years before their locally determined kindergarten eligibility age, though districts may set additional criteria based on local need. Funding for Pre-K Counts is allocated through a competitive award system. Eligible grantees include Head Start programs, public school districts, and nursery schools or child care centers that hold a STAR 3 or 4 credential in Keystone STARS.

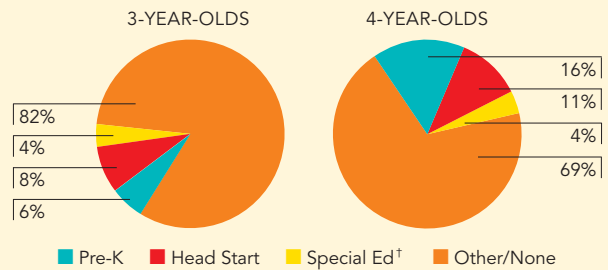
The first two pages of this state profile present information on Pennsylvania’s overall commitment and contribution to state-funded preschool education, including state spending and enrollment for the four Pennsylvania preschool programs. The third page focuses exclusively on EABG, the fourth page describes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

* The difference in total and per-child funding from 2009-2010 is not due to a policy change but rather using actual program spending from K4/SBPK, rather than estimates, for the first time.

STATE OVERVIEW

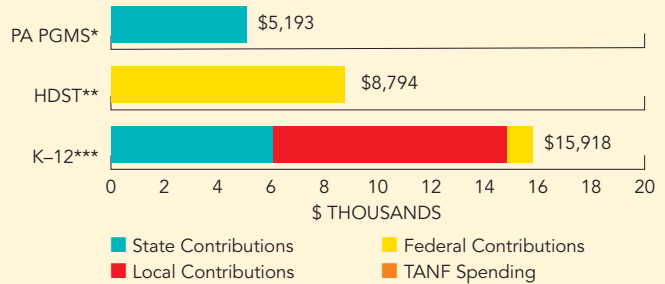
Total state program enrollment	33,037 ¹
Total state spending	\$171,544,870
State Head Start spending	\$37,311,687
State spending per child enrolled	\$5,193
All reported spending per child enrolled*	\$5,193

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
25	10

RESOURCES RANKINGS

STATE SPENDING	ALL REPORTED SPENDING
10	20

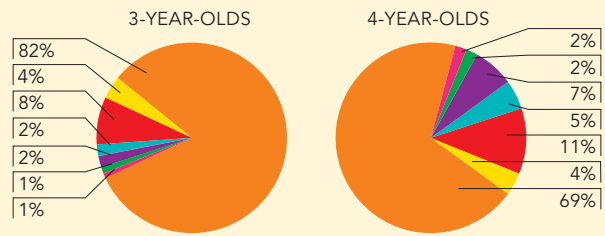
¹ The state did not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2009-2010.

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment	3,563 ¹
School districts that offer state program	7%
Income requirement.....	None ²
Hours of operation	Determined locally ³
Operating schedule	Determined locally ³
Special education enrollment	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 ⁴

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



■ EAGB
 ■ HSSAP
 ■ K4
 ■ Pre-K Counts
 ■ Head Start
 ■ Special Ed[†]
■ Other/None

[†] 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 and ECE certification (public); AA in ECE (community partners) ⁵	BA	<input type="checkbox"/>
Teacher specialized training	Certification in ECE; PK-4, N-3 (public); AA in ECE (community partners) ⁵	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ⁶	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	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

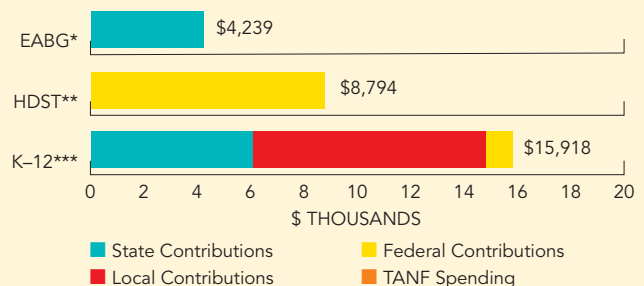
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$15,105,162
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$4,239
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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The state could not break EAGB 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 age 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2010-2011.

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 All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

⁵ 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, all ECE certifications also apply. For nonpublic school settings contracted by an LEA prior to September 2006, teachers have until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified.

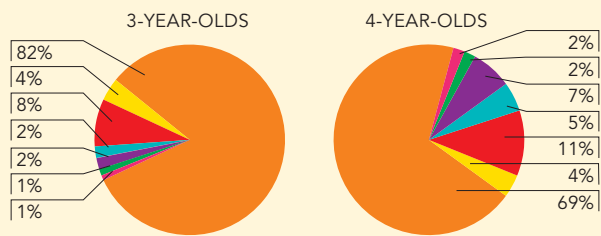
⁶ All assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

PENNSYLVANIA KINDERGARTEN FOR FOUR-YEAR-OLDS AND SCHOOL BASED PRE-K

ACCESS

Total state program enrollment	12,650 ¹
School districts that offer state program	19%
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	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 ²

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



■ EAGB ■ HSSAP ■ K4 ■ Pre-K Counts
■ Head Start ■ Special Ed[†] ■ Other/None

[†] 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	EE or ECE certification (K4); ECE certification (SBPK)	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	Meets NCLB requirements (SBPK); None (K4) 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 type="checkbox"/>
3-year-olds	NA		
4-year-olds	No limit (K4); 20 (SBPK) ⁴		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	1:10		
4-year-olds	No limit (K4); 1:10 (SBPK) ⁴		
Screening/referral	Health	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None	Site visits	<input type="checkbox"/>

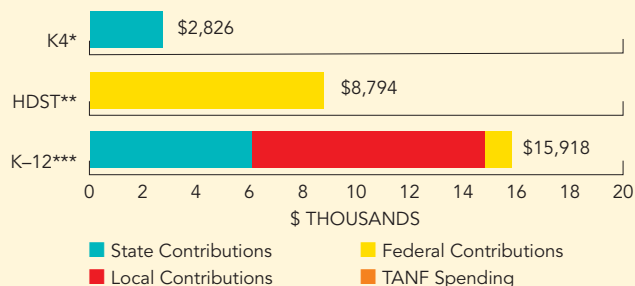
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending	\$35,744,420 ⁵
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$2,826
All reported spending per child enrolled*	\$2,826

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ The state could not break K4 & SBPK 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 2010-2011.

² All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

³ Beginning in the 2009-2010 school year, all assistant teachers in SBPK are required to meet NCLB requirements. This requires completing at least two years of post-

secondary study/60 college credits, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁴ The K4 program follows kindergarten requirements, which do not limit class size or staff-to-child ratio. However, most programs have 20 children and a 1:10 staff-child ratio. School Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio of 1:10.

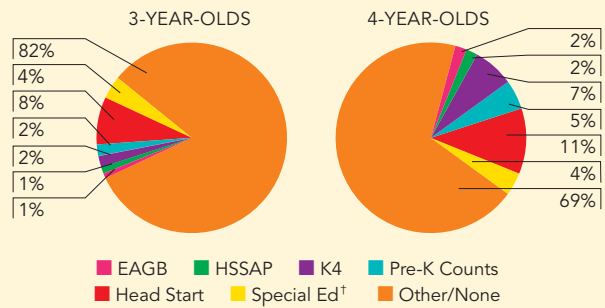
⁵ The difference in funding from 2009-2010 to 2010-2011 is not due to a policy change but rather using actual program spending rather than estimates based on the state's average K-12 per-child expenditure for the first time.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment	5,465
School districts that offer state program	27%
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	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 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 ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD 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 .....	.....	2:17	
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 either breakfast or snack	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

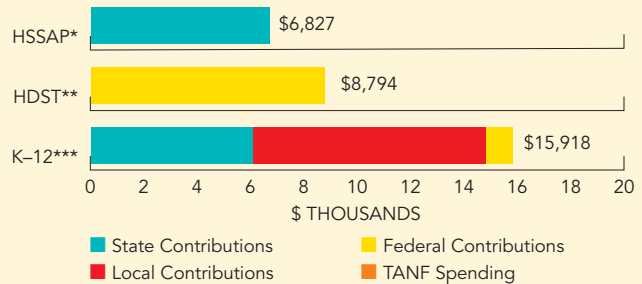
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	\$37,311,687 ⁶
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$6,827
All reported spending per child enrolled*	\$6,827

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

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 income is 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 All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

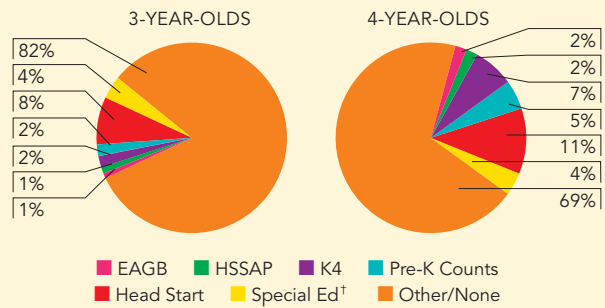
⁴ The Head Start Reauthorization Act of 2007 requires that by 2011 all lead teachers must have at least an AA; by 2013, 50 percent must have at least a BA. If teachers are employed by a school district, ECE certification is required. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years.
⁵ Support services include 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.
⁶ All spending through this initiative is directed toward Head Start programs.

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment	11,359
School districts that offer state program	81%
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	20,117
Federally funded Head Start enrollment	27,752
State-funded Head Start enrollment	5,297 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 in ECE (public); AA in ECE (nonpublic); or ECE cert. and 18 credits (nurse) ³	BA	<input type="checkbox"/>
Teacher specialized	ECE certification (public); AA in ECE or ECE cert. or 18 credits in ECE (nonpublic) ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	Must meet NCLB requirements ⁴	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Determined locally; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack ⁶	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

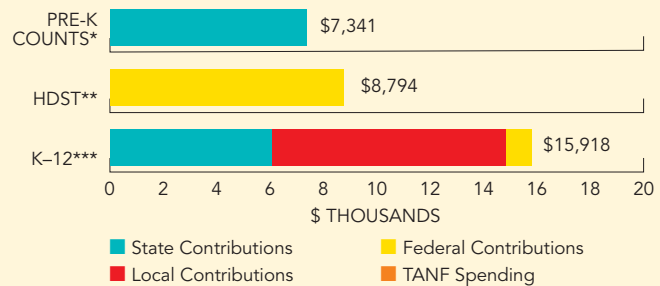
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$83,383,601
Local match required?	No
State Head Start spending	\$37,311,687
State spending per child enrolled	\$7,341
All reported spending per child enrolled*	\$7,341

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

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

² All state-funded Head Start enrollment is through HSSAP, but the state could not break the enrollment figure into specific numbers of 3- and 4-year-olds. As a result, age breakdowns used in the Access pie charts were estimated using proportions of federal Head Start enrollees in each age category.

³ 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.

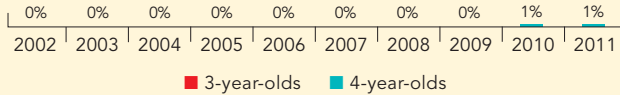
⁴ Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

⁵ 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.

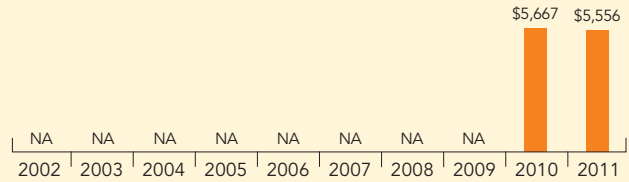
⁶ Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



The Rhode Island Prekindergarten Demonstration Project was launched as a prekindergarten demonstration initiative in the fall of 2009. As of September 2010, the program was available to 4-year-old children in seven classrooms located in four of the state's urban communities. Four of the seven demonstration classrooms were funded with \$700,000 allocated by the state, while local school districts funded the other three classrooms using federal Title I dollars. A total of 126 preschool education slots were available to 4-year-olds in these seven classrooms during the 2010-2011 school year.

Teachers in the Rhode Island Prekindergarten Demonstration Project are required to hold a bachelor's degree with an early childhood teaching certificate. The Rhode Island Department of Education provides teachers with training and technical assistance on an ongoing basis at all seven locations. The program is available to all children in each participating community who are 4 years old by September 1, though enrollment is determined by a lottery. Public schools, private child care, and Head Start programs are eligible to apply to be pre-K sites and receive funding through a competitive request for proposal process conducted by the Rhode Island Department of Education. The Rhode Island Prekindergarten Demonstration Project is included in the state's newly adopted school funding formula enacted through legislation in 2010.

Funding for the Rhode Island Prekindergarten Demonstration Project was not included in the school funding formula for the 2011-2012 school year during the state's transition to the new funding methodology. However, alternate bridge funding consisting of a combination of funds from the state, private foundations, and Title I was used. Rhode Island plans to fully implement the state funding formula, which will include funding for the state pre-K program, in the 2012-2013 school year. The funding formula includes an expansion plan for pre-K that will increase the state investment each year for 10 years up to \$10 million per year.

Through an ongoing process, starting in the 2009-2010 school year, this program is evaluated for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, mathematics, and social-emotional development.

Rhode Island also provides supplemental state funding to the federal Head Start program through the Department of Human Services, but substantial cutbacks have been made to this initiative in recent years. During the 2010-2011 school year, 156 children were served using \$800,000 in state funds, including \$200,000 through TANF.

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

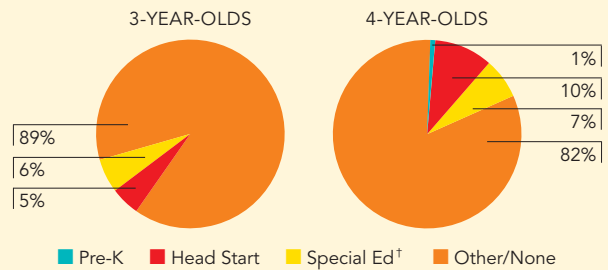
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	5

RHODE ISLAND PREKINDERGARTEN DEMONSTRATION PROJECT

ACCESS

Total state program enrollment	126 ¹
School districts that offer state program	10% (communities)
Income requirement.....	None
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	1,753
Federally funded Head Start enrollment	1,774
State-funded Head Start enrollment.....	120 ²

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA	BA	<input checked="" type="checkbox"/>
Teacher specialized training	EC certification (pre-K–grade 2)	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD + 12 college credits of ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	20 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral.....	Vision, hearing, health, developmental, 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"/>

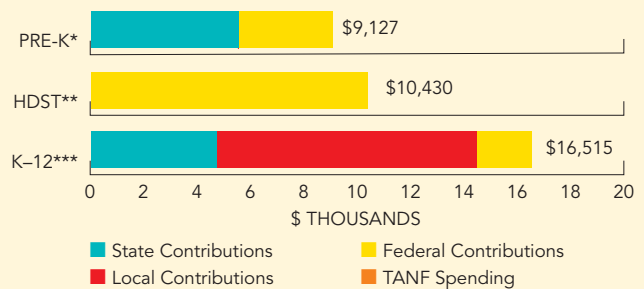
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending.....	\$700,000
Local match required?	No
State Head Start spending.....	\$800,000 ⁴
State spending per child enrolled	\$5,556
All reported spending per child enrolled*	\$9,127

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ This is the total enrollment, which is made up of 76 children being served with state funds only and 50 children being served with Title I funds only.

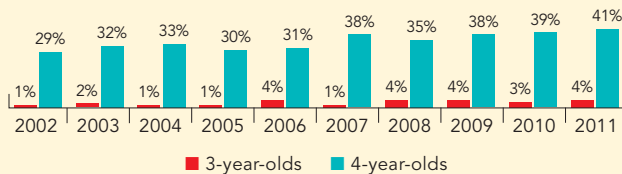
² Rhode Island was not able to break its state-funded Head Start enrollment down by single year of age. As a result, this figure is an estimate based on the percentage of federal Head Start enrollees in Rhode Island who were 3 or 4 years old.

³ Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Support services include parent conferences, parent involvement activities, and transition to kindergarten activities.

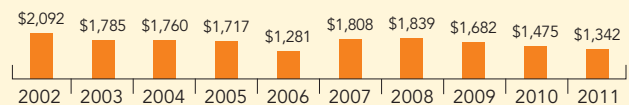
⁴ This sum also represents \$200,000 in TANF funds dedicated to Head Start.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1984, the South Carolina Education Improvement Act established the Half-Day Child Development Program. Known as 4K, this program seeks to improve school readiness by providing half-day preschool education programs to at-risk 4-year-olds. Each district in the state is required to have at least one 4K classroom, though districts determine their own eligibility requirements based on local needs as well as a list of state-specified risk factors. These risk factors include child history of foster care, homelessness, low family income, low parent education level, or teen parent.

Funding for 4K is distributed to school districts based on the number of kindergarteners eligible for free or reduced-price lunch in their districts. Districts may partner with Head Start programs to offer preschool education, though most children are served in public school settings. About 15 percent of the 4K programs provide full-day preschool services by leveraging funds from other sources. In the 2010-2011 school year, 4K programs did not receive program review or technical assistance due to reductions in staff.

The Child Development Education Pilot Program (CDEPP), the state's second early education initiative, was established in 2006 as a result of the lawsuit *Abbeville County School District v. South Carolina*. A court decision deemed full-day preschool must be provided in the counties named in the lawsuit if those counties decided to offer the 4K program. Children are eligible for the full-day program if they are eligible for free or reduced-price lunch or Medicaid. Public school programs must be approved by the state Department of Education to offer CDEPP, while private child care centers must receive approval by South Carolina First Steps to School Readiness. Beginning with the 2009-2010 program year, CDEPP is also available to students with a documented developmental delay. This program was evaluated for both process quality and program impact/child outcomes in the 2009-2010 school year. Due to reductions in staff, CDEPP programs only received site visits or technical assistance upon request in the 2010-2011 school year.

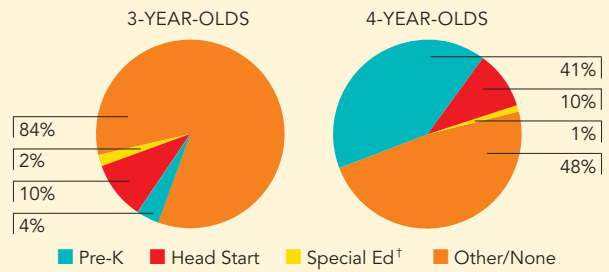
A third initiative, First Steps to School Readiness, provides additional services for preschool-age children. Funds are distributed at the local level by the First Steps County Partnerships to provide services for children and their families, which include home visiting, parenting courses, and nurse-family partnership programs. Some communities are able to use these funds in collaboration with 4K or CDEPP to extend preschool services to a full-day program or provide additional slots.

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

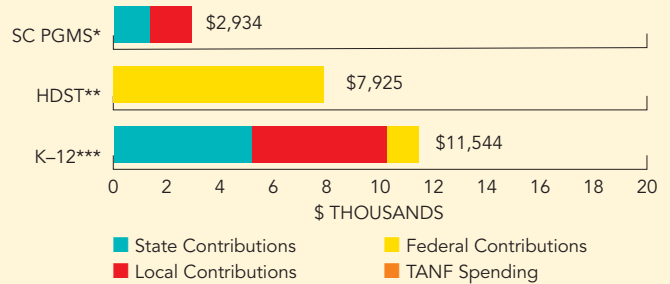
Total state program enrollment	26,518
Total state spending	\$35,598,474
State spending per child enrolled	\$1,342
All reported spending per child enrolled*	\$2,934

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
11	15

RESOURCES RANKINGS

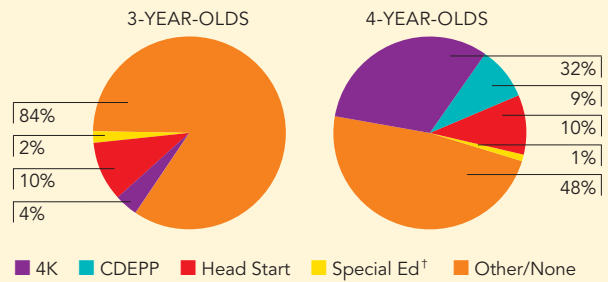
STATE SPENDING	ALL REPORTED SPENDING
39	36

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

ACCESS

Total state program enrollment	21,469
School districts that offer state program	58%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,866
Federally funded Head Start enrollment	11,980
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	ECE 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	Support services only ¹	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Snack	At least 1/day	<input type="checkbox"/>
Monitoring	None ²	Site visits	<input type="checkbox"/>

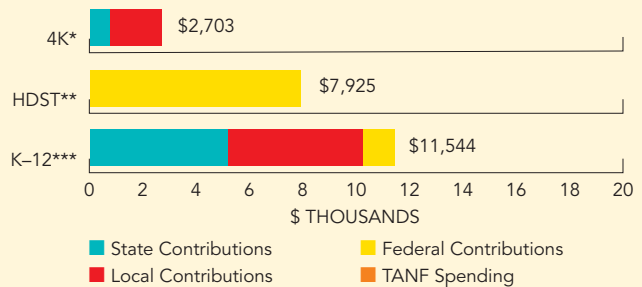
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	\$15,813,846 ³
Local match required?	No
State spending per child enrolled	\$737
All reported spending per child enrolled*	\$2,703

SPENDING PER CHILD ENROLLED



* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
 ** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).
 *** K-12 expenditures include capital spending as well as current operating expenditures.
 Data are for the '10-'11 school year, unless otherwise noted.

¹ 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, and has not been required in the past. Support services include 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.

² For the 2010-2011 school year, reductions in staff at the state level do not allow for program review.

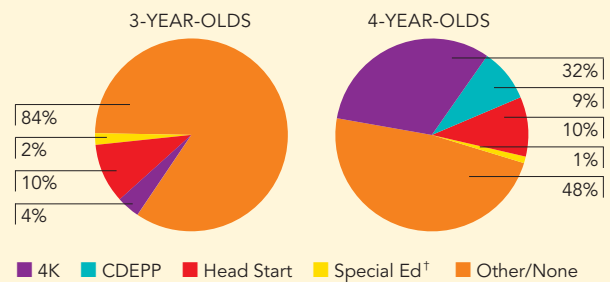
³ Total state spending is the appropriated amount rather than actual spending.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment	5,049
School districts that offer state program	42%
Income requirement	185% FPL ¹
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	5,866
Federally funded Head Start enrollment	11,980
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	ECE certification for pre-K-3 (public); AA in ECE (nonpublic)	Specializing in pre-K at least 1 support service	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD ²	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	20		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	NA		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health; and support services ³	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals	Breakfast and lunch	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	None ⁴	Site visits	<input type="checkbox"/>

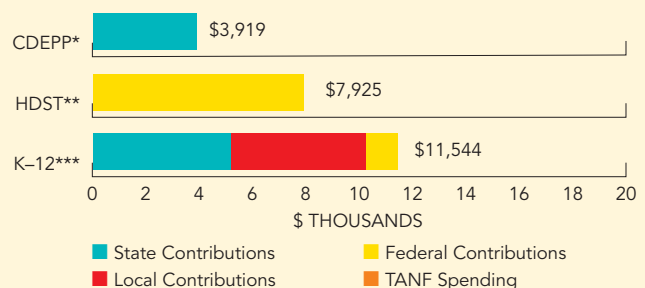
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$19,784,628 ⁵
Local match required?	No
State spending per child enrolled	\$3,919 ⁵
All reported spending per child enrolled*	\$3,919 ⁵

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Children are also eligible if they receive Medicaid services. If classes are not full, developmental delays can be considered as eligibility criteria.

² Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers in certain instances.

³ Immunizations have been required since the 2008-2009 school year. Due to this clarification, this policy meets NIEER's quality standard benchmark. Support services include parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities. Other support services are determined locally.

⁴ For the 2010-2011 school year, reductions in staff at the state level do not allow for program review unless requested. This no longer meets NIEER's requirement for monitoring.

⁵ These figures include general funds (\$17,300,000) and South Carolina First Steps funds (\$2,484,628) used to serve children in CDEPP classrooms. State spending from the general fund is the appropriated amount rather than actual spending.

South Dakota

NO PROGRAM

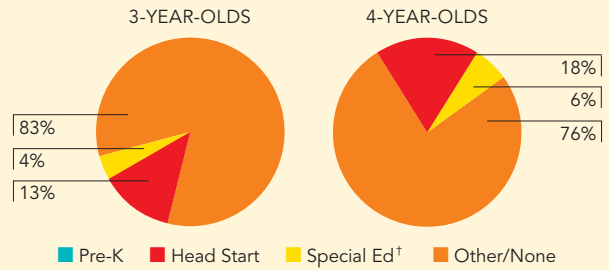
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,546
Federally funded Head Start enrollment	3,661
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

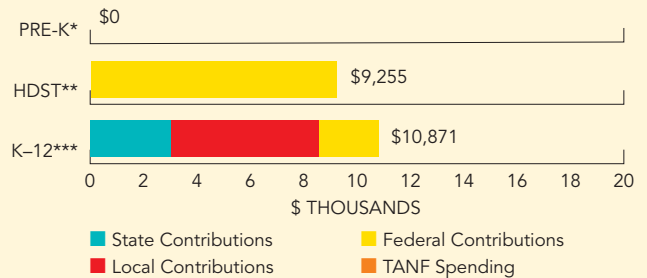
TOTAL BENCHMARKS MET

No Program

RESOURCES

Total state pre-K spending	\$0
Local match required?	NA
State 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.

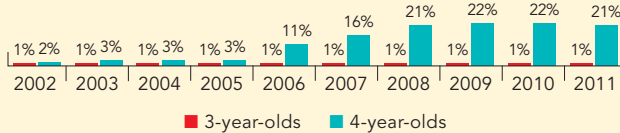
** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

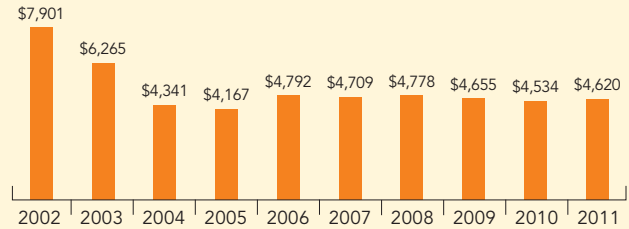
Data are for the '10-'11 school year, unless otherwise noted.

Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Started in 1998 with 30 classrooms, Tennessee’s Early Childhood Education (ECE) Pilot Project was a competitive grant program for public schools, Head Start agencies, private child care agencies, public housing authorities, and institutions of higher education to provide preschool education programs. Tennessee launched the Tennessee Voluntary Pre-K (VPK) program in the 2005-2006 school year, adding 300 new classrooms to the existing ECE Pilot Project. During the 2010-2011 school year, a total of 18,453 children were served across 934 VPK classrooms with every district in the state offering at least one classroom.

Only public schools may compete for state-funded VPK grants, though these schools may subcontract with Head Start agencies, private child care agencies, public housing authorities, institutions of higher education, and any three-star rated community-based or private child-serving agency. Contracted programs must operate within the LEA’s jurisdiction.

Eligibility is determined using a three-tier prioritization system. Four-year-olds whose family income meets up to 185 percent of poverty income guidelines, as determined by Department of Health and Human Services, are top priority for enrollment. If space is still available, children who have an IEP, have a history of abuse or neglect, are English Language Learners, or are in state custody may enroll. Any remaining spots may then be offered based on locally determined risk factors, including low parent education level, single-parent families, teen parents, or a parent on active military duty. VPK only serves 4-year-olds, although at-risk 3-year-olds may be enrolled in pilot programs.

Since its inception, VPK has received funding from multiple sources, including lottery revenue, general education revenue, and, in the past, TANF funds. The use of lottery funds had allowed program enrollment to expand. In 2010-2011, the VPK program was funded fully through general education revenue. Other funds used to provide the required local match for VPK include federal Head Start, Title I Even Start, and IDEA. Since the 2008-2009 school year, the program has maintained its funding for 934 classrooms. While the budgets have included inflationary adjustments, there have been no additional funds for expansion.

The Division of School Readiness and Early Learning (DSREL), formerly the Office of Early Learning, within the Tennessee Department of Education, grew out of the Voluntary Pre-K for Tennessee Act of 2005. The DSREL is responsible for technical assistance, program administration, monitoring, oversight, training, and data collection for VPK. This office is also responsible for coordinating and collaboration with local school systems, community providers, and intra-state agencies to gather best practices and information in support of early childhood education. DSREL includes the Head Start State Collaboration Office, Even Start State Coordinator Office, Family Resource Centers, Pre-K Data monitoring, and School Administered Child Care Program Evaluation.

A five-year, external evaluation on the effectiveness of the VPK program is being conducted by the Peabody Research Institute at Vanderbilt University. This study began in the fall of 2009.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
20	22

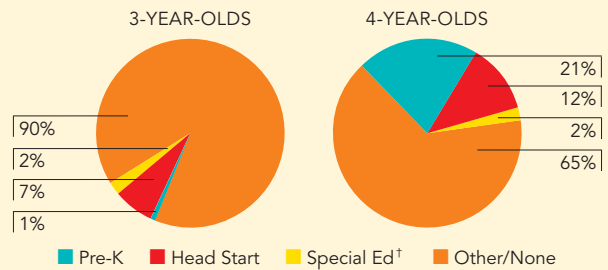
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	16

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	18,453
School districts that offer state program	100%
Income requirement	185% FPL ¹
Hours of operation	5.5 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	6,679
Federally funded Head Start enrollment	15,657
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 ⁶		
4-year-olds	20 ⁶		
Staff-child ratio		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral	Vision, hearing, health, and support services developmental; and support services ⁷	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"/>

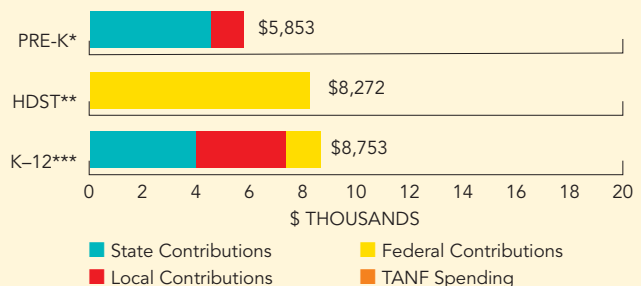
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$85,254,000
Local match required?	Yes ⁸
State spending per child enrolled	\$4,620
All reported spending per child enrolled*	\$5,853

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 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 Naptime cannot be counted in the 5.5 hour minimum.

³ Permissible types of endorsements include those in: Pre-K-Grade 3, Pre-K-4, Pre-K-K, Pre-K-1 Special Education, and Pre-K-3 Special Education. The Pre-K-4 certification and Special Education Pre-K-1 are no longer issued, but are still accepted for pre-K teachers in public and nonpublic settings.

⁴ The LEA is required to hire an assistant teacher with a CDA or AA if one is available. If not, the LEA may hire one with a high school diploma and relevant experience working with ECE programs and the assistant must demonstrate progress toward completion of a CDA.

⁵ All lead 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.

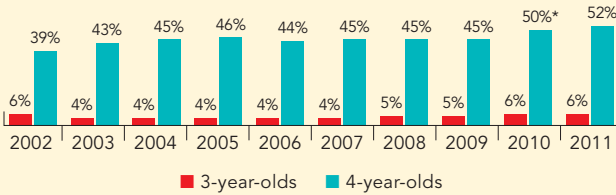
⁶ In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

⁷ Dental screening and referrals are locally determined. Support services include 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.

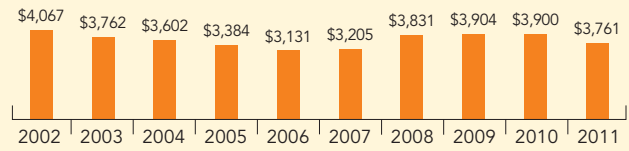
⁸ The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The local match may include in-kind contributions.

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



The Texas Public School Prekindergarten initiative was launched in 1985 to provide half-day preschool education services to at-risk 4-year-olds. School districts must offer the initiative if they serve 15 or more eligible 4-year-olds. Eligibility is based on meeting one of a number of risk factors: qualifying for free or reduced-price lunch, limited English proficiency, homelessness or unstable housing, participation in foster care, or a parent on active military duty or who has been injured or killed on duty. Non-eligible children may enroll at a district's discretion if parents pay tuition. Some districts may offer the program to 3-year-olds using additional state and district funds.

Funding is distributed directly to school districts, though these districts are encouraged to partner with licensed child care centers and Head Start programs to provide preschool services. State and local funds support the Texas Public School Prekindergarten program. The initiative is part of the K-12 system through the Foundation School Program, which offers funding to support half-day services, though programs can apply for full-day through the competitive Prekindergarten Expansion Grant Program. Expansion grants usually prioritize school districts that have low third grade reading scores.

The Texas Education Code amended its reporting requirement in the 2007-2008 school year to work with the Texas School Ready Certification System (SRCS), a quality rating system meant to improve the school readiness of pre-K students. The SRCS is available across settings, including public preschool programs, Head Start agencies, and both for-profit and nonprofit licensed child care centers. Additionally, online training is now available on the Texas Prekindergarten Curriculum Guidelines.

The Texas Education Agency (TEA) and its contractor conducted a comprehensive needs assessment to identify effective outreach strategies and partnerships. As a result, a toolkit was developed to help districts assist families in enrolling eligible children in prekindergarten programs, including resources to help districts notify eligible families about free local prekindergarten programs. The toolkit is available online in English and Spanish.

The restructured Prekindergarten Expansion Grant Program became the Prekindergarten Early Start (PKES) grant in September 2009. Eligible school districts and charter schools use PKES grant funds to prepare preschoolers to enter kindergarten at or above grade levels. Grantees must engage in continual monitoring of student programs in the classroom as well as professional development and must implement high-quality, developmentally appropriate curricula. Programs are required to participate in the School Readiness Certification Systems. They must also develop a School Readiness Integration Plan, which is a collaboration among multiple partners, including prekindergarten and early education providers as well as local workforce development boards, to share resources across delivery settings. Funds were not appropriated for this initiative for the 2011-2012 program year.

For the first time, state spending figures include spending for all aspects of program: Foundation School Program, Prekindergarten Early Start Grant, and Texas School Ready. Spending from the 2009-2010 school year reported here also includes all three funding sources.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	12

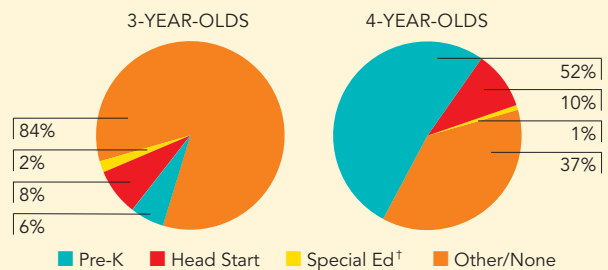
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	27

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	224,306
School districts that offer state program	83%
Income requirement	185% FPL ¹
Hours of operation	3 hours/day, 5 days/week ²
Operating schedule	Academic year
Special education enrollment	23,556
Federally funded Head Start enrollment	67,484
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.

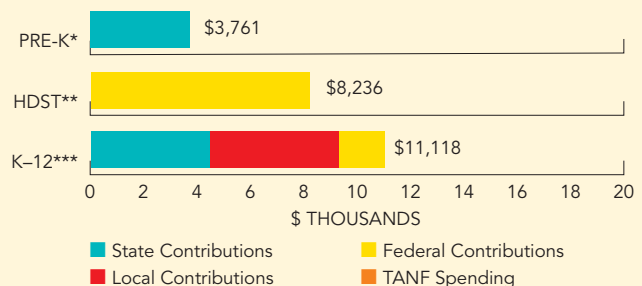
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	<div style="border: 1px solid black; padding: 5px; text-align: center;"> TOTAL BENCHMARKS MET 4 </div>
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	Generalist (EC-Grade 6) 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	Health 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"/>	

RESOURCES

Total state pre-K spending	\$843,723,501 ⁷
Local match required?	No
State spending per child enrolled	\$3,761 ⁷
All reported spending per child enrolled*	\$3,761

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Children may also qualify if they are homeless or have unstable housing, have a history of foster care, 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 was discontinued after August 2010.

⁴ Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) are preferred but not required.

⁵ Some support services are required, but specific services are 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 For the first time, this figure includes spending for all aspects of program: Foundation School Program, Prekindergarten Early Start Grant, and Texas School Ready. Reported spending from the 2009-2010 school year has been increased retroactively to also include all three funding sources.

Utah

NO PROGRAM

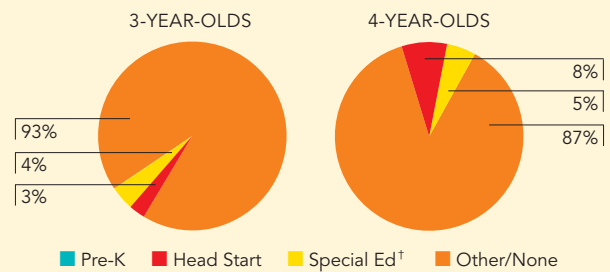
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,516
Federally funded Head Start enrollment	5,651
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

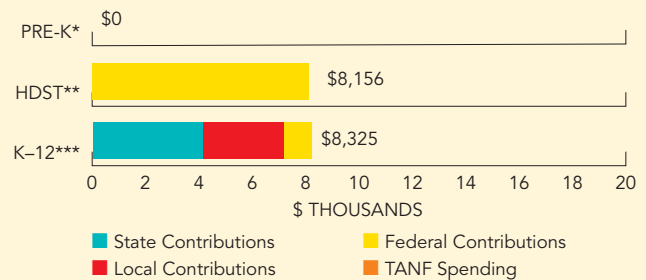
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

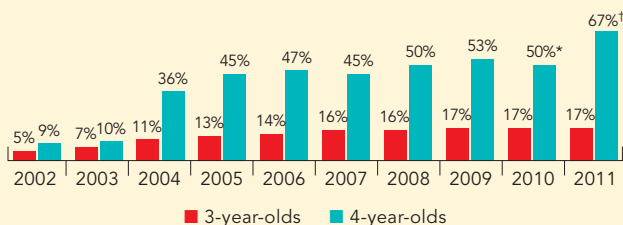
Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

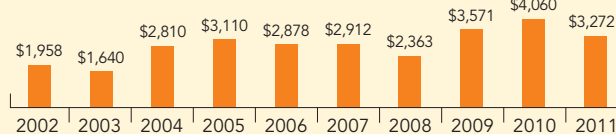


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Established in 1987, the Vermont Early Education Initiative (EEI) funds early childhood services including, but not limited to, preschool programs. Eligibility for EEI is based on family incomes below 185 percent of the federal poverty level or another child risk factor, including developmental delay, limited English proficiency, social isolation, or a history of abuse or neglect. Partnerships, composed of at least one school district and one community early care and education program, may submit grant applications. EEI funding has remained relatively stable over the past few years. Since the 2009-2010 school year, the competitive grant process requires all programs to submit proposals, even those that have received EEI funding in the past.

In 2003, Vermont established a second preschool initiative that allows school districts to include 3- to 5-year-olds in their school census. Formally called Publicly Funded Prekindergarten using Average Daily Membership (PFP-ADM), the program has been known as the Vermont Prekindergarten Education-Act 62 since the 2007-2008 program year. These pre-K programs are supported by the state's Education Fund in the same way as K-12 education, based on enrollment counts in the previous years. Pre-K programs are offered at the district's discretion, and children's participation is voluntary. Approximately 80 percent of Vermont's local education agencies (LEAs) offer pre-K through a combination of school-based programs and partnerships with private family-based or center-based providers, and/or with Head Start programs. State education funds offer access to 6 to 10 hours per week of preschool education services for children ages 3 to 5. Using Act 62 funds, public schools may subcontract with other preschool providers, including faith-based centers, private child care, Head Start agencies, and family child care homes for service provision.

Initially, the state had a cap on the number of pre-K children a district could count in its enrollment census. In the spring of 2010, Vermont's Act 62 was amended so that the cap was waived for any town with a K-12 school that failed to make Adequate Yearly Progress under NCLB as of the 2010-2011 school year. In the spring of 2011, the state eliminated the pre-K cap in all towns, effective in the 2011-2012 school year. School budgets had already been set for the 2011-2012 school year, but lifting the cap may have a positive effect on enrollment for future years.

Since the 2008-2009 school year, only one teacher per center in Act 62 programs operating in nonpublic settings is required to have an ECE educator license, rather than requiring one teacher with an educator license in each preschool classroom. However, most classrooms do have a lead teacher with a BA and licensing in both public and private settings. New rules for Vermont's quality rating system, Step Ahead Recognition Systems (STARS), also went into effect this same year, requiring that programs achieve at least 4 out of 5 stars in the system or hold NAEYC accreditation. In the 2009-2010 program year, programs began assessing child progress with either the Work Sampling System or Creative Curriculum Developmental Continuum.

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.

* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

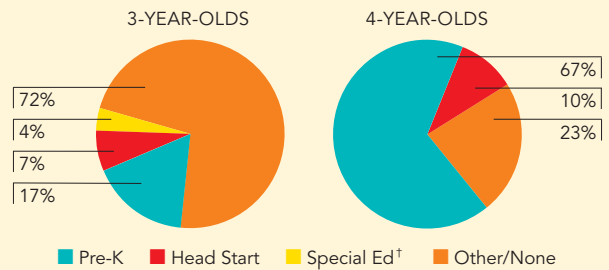
† Enrollment in the Act 62 program in the 2010-2011 year was 5,553, including an estimated 802 children who were also receiving special education services. Unduplicated enrollment figures for EEI were not available although it was reported that the majority of EEI children participating in center-based programs are reported in Act 62 figures. EEI figures are excluded from the state total to avoid duplication of enrollment.

§ Act 62 funding is based on the average of the previous two years' enrollment and so lags enrollment changes. We could not pull FY11 expenditure data and so relied on FY10 data adjusted for inflation. This underestimates expenditures potentially by as much as \$400 per child for the 2010-2011 school year.

STATE OVERVIEW

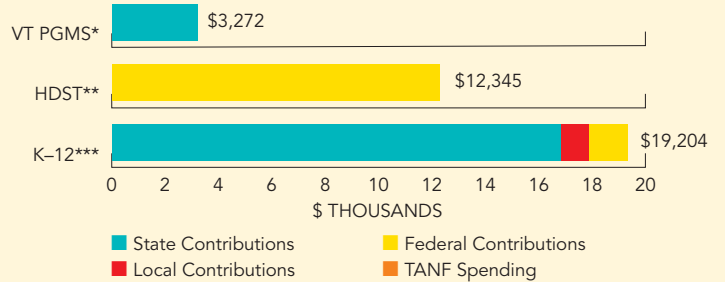
Total state program enrollment	5,553
Total state spending	\$18,167,265
State spending per child enrolled	\$3,272
All reported spending per child enrolled*	\$3,272

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

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

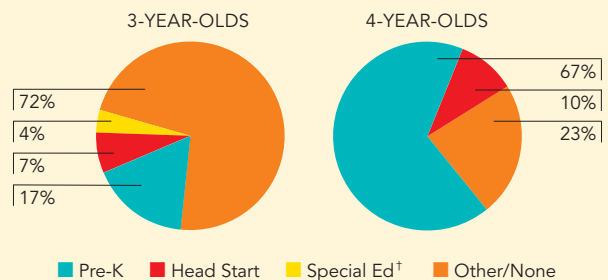
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	34

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	5,553
School districts that offer state program	89% (communities)
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	1,081
Federally funded Head Start enrollment	1,123
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); Meets child care regulations (nonpublic) ²	BA	<input type="checkbox"/>
Teacher specialized	ECE or ECSE endorsement (public); None (nonpublic) ²	Specializing in pre-K training	<input type="checkbox"/>
Assistant teacher degree	AA (public); HSD + CD course (nonpublic) ³	CDA or equivalent	<input type="checkbox"/>
Teacher in-service.....	9 credit hours/7 years	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size		20 or lower	<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio.....		1:10 or better	<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral	Determined locally; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	Other monitoring	Site visits	<input type="checkbox"/>

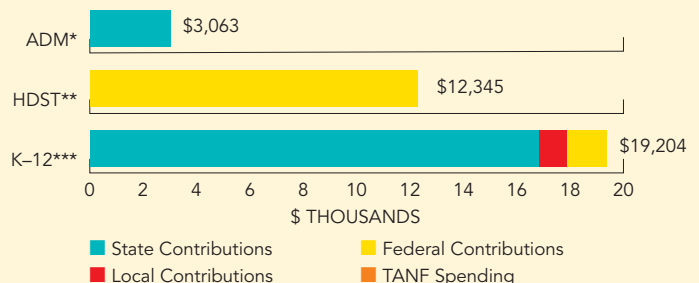
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	\$17,044,928 ⁵
Local match required?	No
State spending per child enrolled	\$3,063 ⁵
All reported spending per child enrolled*.....	\$3,063

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Programs are funded to operate 6-10 hours per week. Most programs operate about 3 hours/day, 6-10 hours/week, 3-4 days/week for at least 35 weeks per year.

² 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. Effective as of July 2008, nonpublic centers only must have one licensed teacher per center rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or post-secondary child care certificate. Registered child care homes require only brief supervision by a licensed teacher. The majority of lead teachers possess a BA and are certified.

³ 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 and a 30-hour course in child development. Other training is not specified in Act 62 legislation and depends on the type of pre-K provider for whom they work

⁴ Screenings and referrals are determined locally; programs that are Head Start programs require various screenings. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

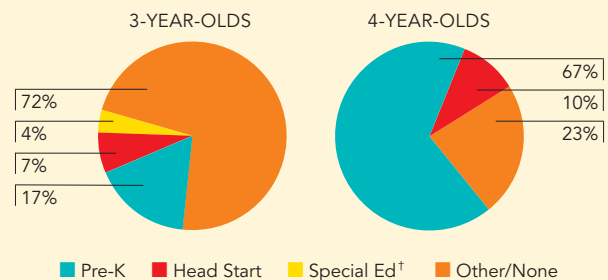
⁵ Actual funding totals for the 2010-2011 school year were not yet available. Funding totals reflect the 2009-2010 spending amounts, adjusted for inflation.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	771
School districts that offer state program	52% (districts) ¹
Income requirement	185% FPL ²
Hours of operation	Determined locally ³
Operating schedule	Academic year
Special education enrollment	1,081
Federally funded Head Start enrollment	1,123
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

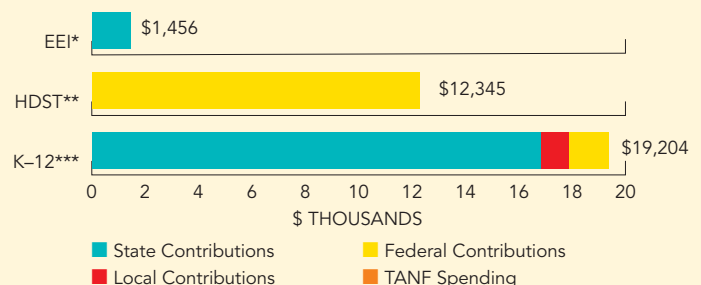
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	BA (public); Meets child care regulations (nonpublic) ⁴	BA	<input type="checkbox"/>
Teacher specialized training	ECE or ECSE (public); Meets child care regulations (nonpublic) ⁴	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	AA (public); HSD + 30 hr course in CD (nonpublic)	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	9 credit hours/7 years (public); 12 clock hours (nonpublic)	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 ⁵	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	None	At least 1/day	<input type="checkbox"/>
Monitoring	None ⁶	Site visits	<input type="checkbox"/>

TOTAL BENCHMARKS MET
4

RESOURCES

Total state pre-K spending	\$1,122,337
Local match required?	No
State spending per child enrolled	\$1,456
All reported spending per child enrolled*	\$1,456

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ EEI is a competitive grant program. A total of 41 grants were awarded in 2010-2011.

² Children may also qualify based on other risk factors such as developmental delay, risk for abuse or neglect, limited English proficiency, exposure to violence, homelessness, or geographic isolation.

³ Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 6-10 hours/week, for 2-3 days/week.

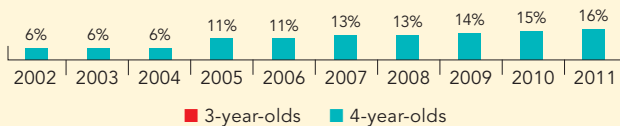
⁴ Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have a minimum of an AA in ECE, a CDA, or a post-secondary child care certificate (9 specific early education classes) with two years experience.

⁵ Screenings and referrals are up to the EEI grantee to determine. Support services include parent conferences or home visits, parent involvement activities, and transition to kindergarten activities. Other comprehensive services are determined locally.

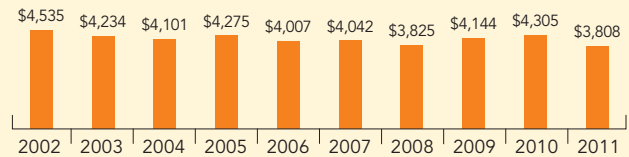
⁶ State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2011 DOLLARS)



Since 1995, the Virginia Preschool Initiative (VPI) has served at-risk 4-year-olds who are not enrolled in existing preschool programs. Enrollment in the Virginia Preschool Initiative increased in the 2010-2011 school year by 6 percent over the previous year, serving 15,881 four-year-olds. More than 80 percent of districts offer VPI services with most children participating in public school settings. While funding allocations to local school divisions are based on free lunch eligibility numbers, eligibility criteria for students are based on locally determined risk factors including, but not limited to, limited English proficiency, family unemployment, homelessness, poverty, parent incarceration, and parent with limited education.

Funding for VPI is distributed to public school districts and local departments of social services, though these agencies may subcontract with Head Start programs or private child care centers to offer preschool education services. Communities are required to contribute matching funds, as calculated by a local composite index of district resources. During the 2010-2011 school year, the local match remained capped at one-half the per-pupil amount regardless of local composite index with the state contributing at least half of the \$6,000 per-pupil rate. Local matching funds accounted for over 20 percent of total costs statewide. Programs operating on a half-day schedule received half of the full-day funding allocation.

In the 2004-2005 school year, funding allocations were increased to serve 90 percent of at-risk children who were not already enrolled in other preschool programs. An increase in funding in the 2006-2007 school year allowed access to be extended to all at-risk 4-year-olds. An additional \$22 million in the 2008-2009 school year, allocated over the biennium, allowed an increase in the per-pupil rate. In the 2010-2011 school year, there was an overall reduction in funding of \$401,010 from the previous year as local spending increased by \$2.2 million to compensate for a decrease of \$2.6 million in state funding. All state funding for VPI in the 2010-2011 school year came from lottery proceeds.

The Virginia Preschool Initiative was evaluated by the University of Virginia for both process quality and program impact/child outcomes in 2011. Monitoring of VPI is conducted by state education staff and consultants once every two years in addition to annual review of program-level outcomes based on review of local plans and results of child assessments.

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

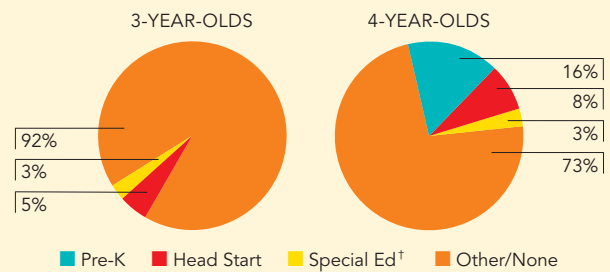
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	15

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	15,881
School districts that offer state program	83%
Income requirement.....	None
Hours of operation	3 hours/day (part-day), 5.5 hours/day (full-day); 5 days/week ¹
Operating schedule	Academic year
Special education enrollment	9,608
Federally funded Head Start enrollment	12,456
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.

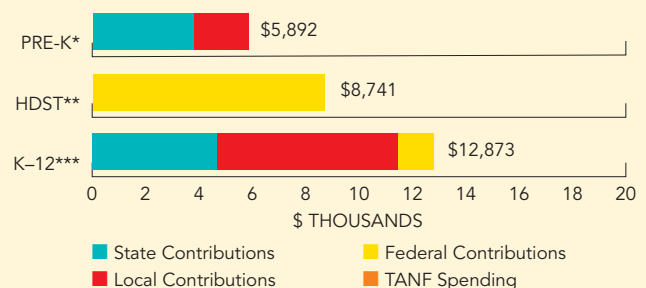
QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?	TOTAL BENCHMARKS MET 7
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>	
Teacher degree	BA (public); HSD (nonpublic) ²	BA	<input type="checkbox"/>	
Teacher specialized training	Certification in Pre-K-3 or Pre-K-6 (public and nonpublic) 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 and other monitoring	Site visits	<input checked="" type="checkbox"/>	

RESOURCES

Total state pre-K spending	\$60,474,645
Local match required?	Yes, based on composite index of local ability to pay
State spending per child enrolled	\$3,808
All reported spending per child enrolled*	\$5,892

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Localities may choose to offer half-day programs for 3 hours per day or full-day programs for 5.5 hours per day. Most programs operate on a full-day schedule. All programs operate 5 days per week.

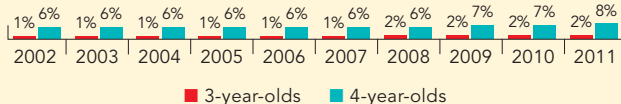
² For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices. This policy does not meet NIEER's benchmark requirement.

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 parent conferences or home visits, are determined locally.

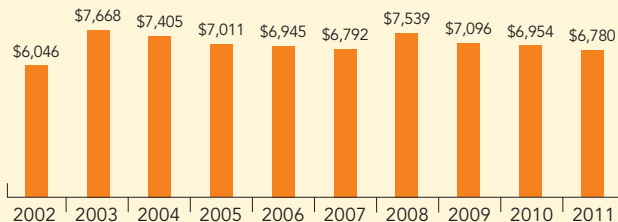
⁴ Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. The number of programs providing at least one meal is not known.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In response to evidence that early education and family support build a stronger, more competitive workforce, the Washington Early Childhood Education and Assistance Program (ECEAP) was established in 1985. The Department of Early Learning (DEL) oversees ECEAP and works with the nonprofit organization Thrive by Five Washington and the state Office of the Superintendent of Public Instruction to coordinate programs to improve school readiness.

ECEAP is offered in a variety of public and private settings, including those run by educational service districts, public school districts, nonsectarian organizations, local governments, nonprofit organizations, and community and technical colleges. While most children served are 4-year-olds from families at or below 110 percent of the federal poverty level, up to 10 percent of slots may be filled by children whose families are over the income cutoff if there are environmental and developmental risk factors present. Beginning in the 2010-2011 school year, children who qualify for special education due to a disability were eligible for ECEAP regardless of family income. Some 3-year-olds with risk factors may also enroll.

ECEAP provides a number of services beyond preschool education to the children and families in the program, including health services coordination, nutrition, social services, family support, and parent involvement, as well as medical and dental services coordination. ECEAP seeks to increase children's social-emotional, physical, and pre-academic skills through these services while building families' capacities to support the success of their children.

During the 2010-2011 school year, children and families in 37 of the state's 39 counties participated in ECEAP. The 2011-2012 year will provide an additional 367 slots. The state selected Teaching Strategies GOLD to use as the statewide ECEAP child assessment tool beginning in the 2012-13 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
31	17

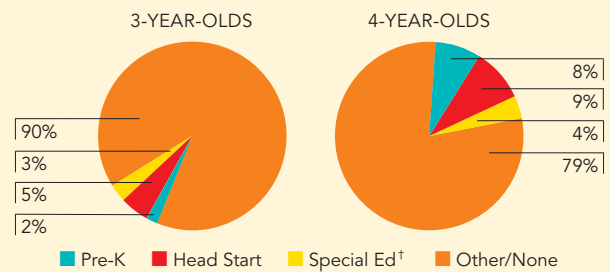
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	13

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment	8,022
School districts that offer state program	95% (counties)
Income requirement	90% of children must be at or below 110% FPL
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	8,237
Federally funded Head Start enrollment	11,598
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 ²	BA	<input type="checkbox"/>
Teacher specialized training.....	30 quarter units in ECE ²	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	CDA or 12 quarter credits in ECE	CDA or equivalent	<input checked="" type="checkbox"/>
Teacher in-service	15 clock hours	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size .....	.....	20 or lower	<input checked="" type="checkbox"/>
3-year-olds .....	.....	20	
4-year-olds .....	.....	20	
Staff-child ratio.....	.....	1:10 or better	<input checked="" type="checkbox"/>
3-year-olds .....	.....	1:9	
4-year-olds .....	.....	1:9	
Screening/referral.....	Vision, hearing, health, dental, and support services	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	\$54,389,496
Local match required?	No
State spending per child enrolled	\$6,780
All reported spending per child enrolled*	\$6,780

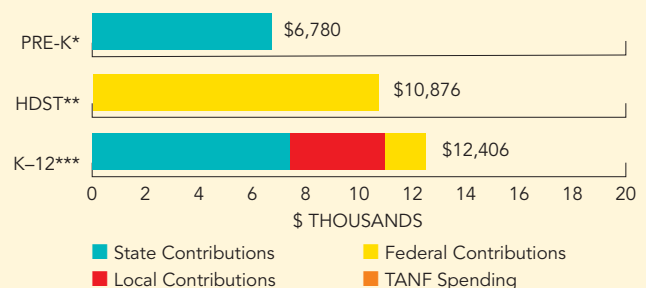
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



¹ A minimum of 320 classroom hours per year is required, and each class session must be at least 2.5 hours long. A typical program may meet 3 hours per day, 3 or 4 days per week, through the school year.

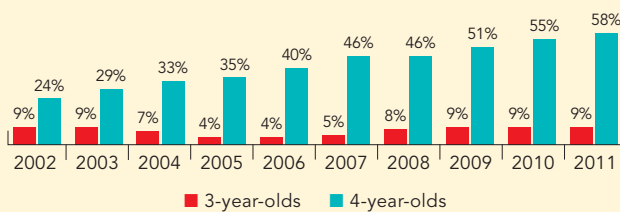
² Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K-3) or EC Special Education.

³ Support services include 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.

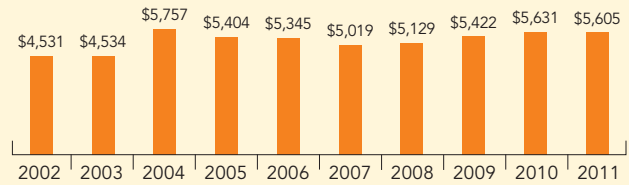
⁴ Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



In 1983, the Public School Early Childhood Education Initiative was formed after revisions to West Virginia's school code allowed local school boards to offer preschool programs for 3- and 4-year-olds. However, since July 2004, 3-year-olds are only eligible for state-funded preschool if they have an Individualized Education Plan (IEP). In 2002, the state expanded preschool education and set the goal of making it available to all 4-year-olds statewide by the 2012-2013 school year. Now known as the West Virginia Universal Pre-K System, this program offers prekindergarten programs in all school districts throughout the state. The state and its 55 counties anticipate that an increase in classrooms will enable the state to meet its goal of universal, voluntary access on schedule, and are working together to ensure classrooms meet state quality standards. Counties are required to share their plans for expanding preschool access with the state each year.

Funding for the West Virginia Universal Pre-K System goes directly to public schools, though these schools may subcontract with other agencies to provide services. In order to facilitate the expansion of the program, half of programs are required to operate in collaborative settings with child care centers, private prekindergarten centers, and Head Start agencies. Since the 2008-2009 school year, as the state revised its funding calculation, full-time equivalency is now based on the hours of instruction for all children, regardless of location. This has resulted in more children enrolling in full-day programs throughout the state. Supplementary funding sources used by some programs include federal Head Start, IDEA, and Titles I and II, although districts are shifting over to state aid funding as the state moves toward universal access.

As of 2009, the West Virginia Board of Education requires programs to provide meals, regardless of the hours of instruction, as well as to establish a process for phasing in the requirement for lead teachers in community partnerships to have a bachelor's degree. During the 2011-2012 program year, West Virginia also plans to revise and strengthen the assistant teacher requirements.

In 2010, the state's early learning standards were updated to align with kindergarten content standards and objectives and to address assessment and school readiness. These policy revisions went into effect with the 2010-2011 program year. The West Virginia Universal Pre-K program was evaluated for process quality in 2009 and for program impact/child outcomes in 2005.

As most programs participating in the West Virginia Universal Pre-K System use Creative Curriculum in their classrooms, the state uses a web-based portfolio designed around Creative Curriculum. Teachers track student progress and assessment outcomes as required by the West Virginia Early Learning Standards Framework using these portfolios. During the 2010-2011 school year, child assessment was revised and, beginning in 2011, will include a comprehensive assessment system that will encompass the Early Learning Scale, health data, and additional information from the West Virginia Early Learning Standards Framework. Program assessment requirements were also revised and programs will no longer be required to complete an ECERS-R annually. Instead, programs will use the ECERS-R once every three years and develop a comprehensive monitoring system to provide ongoing continuous quality improvement.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	7

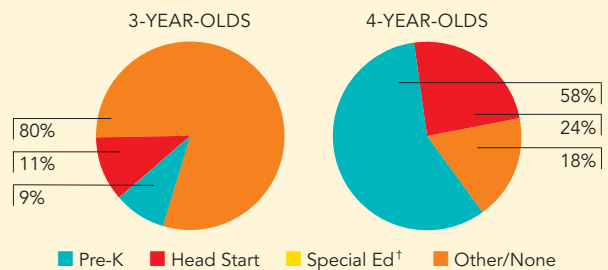
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	14,647
School districts that offer state program	100%
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year ¹
Special education enrollment	2,907
Federally funded Head Start enrollment	7,336
State-funded Head Start enrollment.....	0

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



[†] Fewer 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) ²	BA	<input type="checkbox"/>
Teacher specialized training.....	See footnote ³	Specializing in pre-K	<input checked="" type="checkbox"/>
Assistant teacher degree	HSD	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	15 clock hours per year	At least 15 hours/year	<input checked="" type="checkbox"/>
Maximum class size	20 or lower		<input checked="" type="checkbox"/>
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		<input checked="" type="checkbox"/>
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral.....	Vision, hearing, health, dental, and support services developmental; and support services ⁴	Vision, hearing, health; and at least 1 support service	<input checked="" type="checkbox"/>
Meals.....	At least 1 meal	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	\$82,100,333
Local match required?	No
State spending per child enrolled	\$5,605
All reported spending per child enrolled*	\$9,136

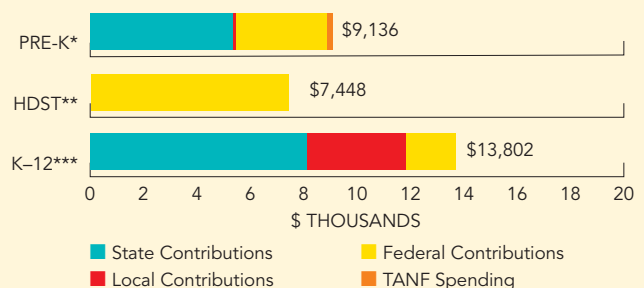
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



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.

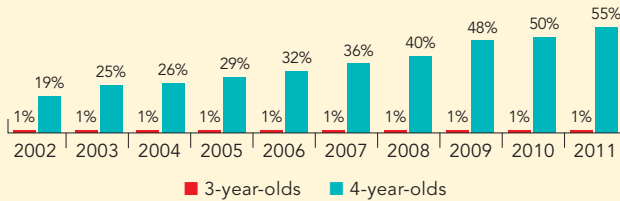
² Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA.

³ 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 AA in child development/early childhood or in occupational development with an emphasis in child development.

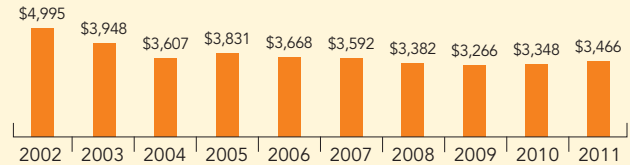
⁴ Support services include parent conferences or home visits, transition to kindergarten activities, and other locally determined services.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Wisconsin's constitution has presented a commitment to provide free education to 4-year-old children since it became a state in 1848. The Four-Year-Old Kindergarten (4K) program, established in 1873, continues to operate today despite a suspension of state funding from 1957 to 1984. Funds for 4K are allocated directly to public schools, though these schools may subcontract with Head Start agencies, private child care centers, and other community-based programs. Half-day 4K slots receive 50 percent of the standard per-pupil K–12 state funding amount, though programs providing parent support may receive 60 percent of this amount.

Recent efforts to open new 4K programs in districts that did not previously offer programs as well as efforts to expand access in existing programs have resulted in an increase in enrollment. In the 2010-2011 program year, 17 additional districts began offering the program. As the 4K program continues to expand, there is particular interest in providing services in diverse settings. There has been an increase in the number of partnerships between local school districts and Head Start grantees collaborating on 4K programs in recent years. Since the 2008-2009 school year, the state has offered start-up grants to encourage further collaboration. In the 2010-2011 school year, 105 school districts collaborated with Head Start and/or child care programs to provide preschool education services.

While not required to do so, programs participating in the 4K program are encouraged to follow the Wisconsin Model Early Learning Standards. This program was evaluated for both process quality and program impact/child outcomes in the 2003-2004 year.

The Wisconsin Head Start program is a separate state-funded initiative that provides comprehensive early childhood education for 3- and 4-year-olds who have disabilities or are from low-income families. This program provides supplemental state funds to federal Head Start grantees to enhance services and increase access. Participating programs must follow the federal Head Start Performance Standards. At both the state and local levels, efforts have been made to align Head Start technical assistance and training with other professional development efforts.

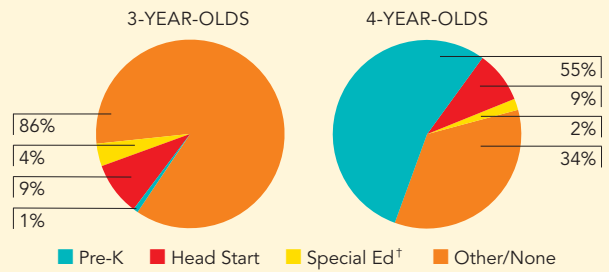
The Governor's Advisory Council on Early Education, formed under the Head Start Reauthorization Act, seeks to raise awareness of preschool education and encourage collaboration among agencies. The Council is responsible for identifying opportunities for, and barriers to, coordination and collaboration. The Council also develops recommendations on how to increase enrollment in existing early child programs, enhance statewide professional development and career advancement, improve early learning standards, and create a unified data collection system.

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

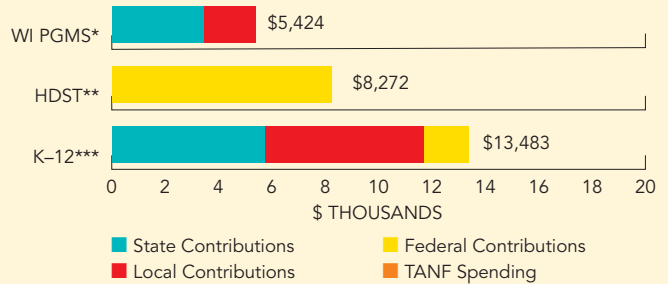
Total state program enrollment	42,395
Total state spending	\$146,960,062
State Head Start spending	\$6,960,062
State spending per child enrolled	\$3,466
All reported spending per child enrolled*	\$5,424

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.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

ACCESS RANKINGS

4-YEAR-OLDS	3-YEAR-OLDS
6	20

RESOURCES RANKINGS

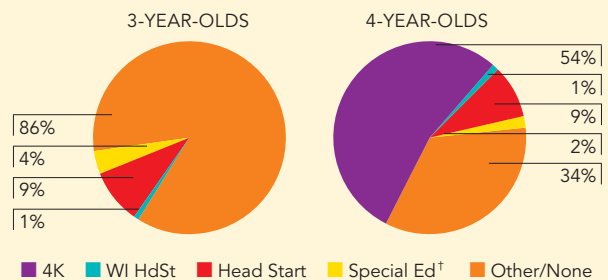
STATE SPENDING	ALL REPORTED SPENDING
26	19

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	41,176
School districts that offer state program	85%
Income requirement.....	None
Hours of operation	Determined locally ¹
Operating schedule	Academic year
Special education enrollment	9,172
Federally funded Head Start enrollment	12,989
State-funded Head Start enrollment	1,187 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	ECE Birth-age 8, EC Birth-age 11, 4K-grade 3	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		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	Health and developmental; and support services	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Depend on length of program day ⁵	At least 1/day	<input type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

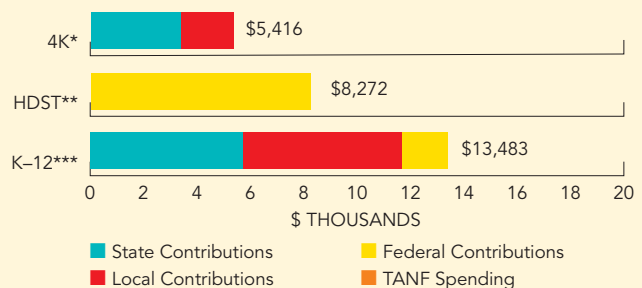
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	\$140,000,000
Local match required?	Yes, local share of school revenue generated through property tax
State Head Start spending	\$6,960,062
State spending per child enrolled	\$3,400
All reported spending per child enrolled*.....	\$5,416

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Most programs are part-day 4-5 days per week, but 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 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.

⁴ 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, referral for special education, parent conferences and/or home visits, and access to a school nurse, psychologist, and social worker.

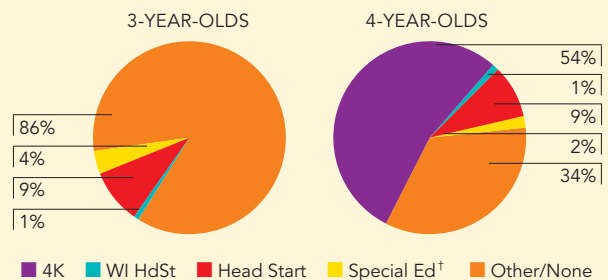
⁵ If a school-based program operates longer than 2.5 hours, it is required to provide a meal or snack through the school nutrition program. Programs being implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment	1,219 ¹
School districts that offer state program	100% (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	9,172
Federally funded Head Start enrollment	12,989
State-funded Head Start enrollment	1,187 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	ECE Birth–age 8, EC Birth–age 11 (public); Meets CDA requirements (nonpublic) ⁴	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 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"/>

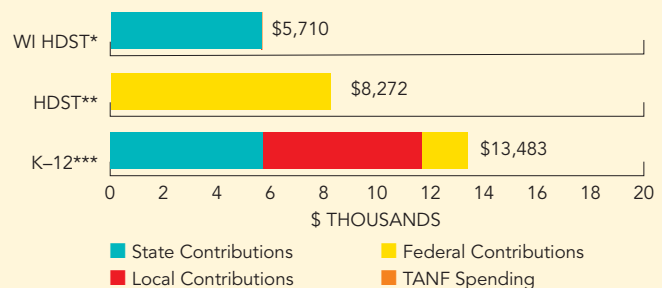
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	\$6,960,062 ⁸
Local match required?	No
State Head Start spending	\$6,960,062 ⁸
State spending per child enrolled	\$5,710
All reported spending per child enrolled*	\$5,710

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart 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 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.

⁷ The state itself does not conduct monitoring of these programs though grantees are monitored by the federal Head Start system. 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

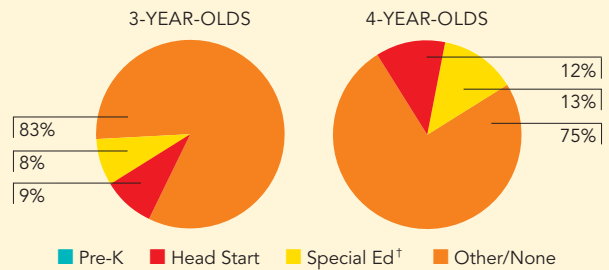
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	2,203 ¹
Federally funded Head Start enrollment	1,685
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 spending per child enrolled	\$0
All reported spending per child enrolled*	\$0

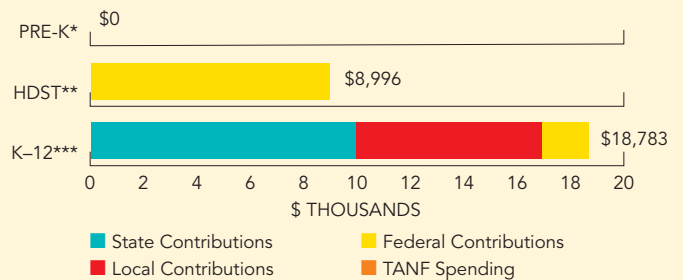
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

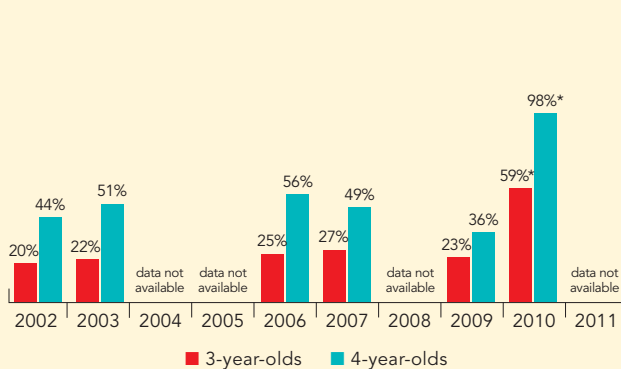
SPENDING PER CHILD ENROLLED



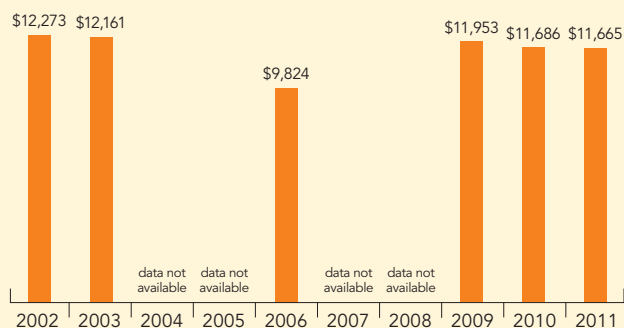
¹ Wyoming did not report special education enrollment. The numbers were estimated based on the percentage of 3- and 4-year-olds in special education in the 2009-2010 school year.

District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED
(2011 DOLLARS)



Since the 1960s, the District of Columbia has provided funding for prekindergarten programs. In 2008, the District of Columbia passed the Pre-Kindergarten Enhancement and Expansion Amendment Act, which aims to provide high-quality, universally available prekindergarten education services through a mixed delivery system across all education sectors, while improving both quality and access. As of 2010, community-based organizations could participate in the program, after emergency legislation increased access for these providers. All 3- and 4-year-olds in the District of Columbia are eligible to participate, and enrollment has consistently increased throughout the systems since 2010.

The District of Columbia Office of the State Superintendent of Education (OSSE) is responsible for the distribution of funds based on the cost-per-pupil funding formula and for administering the comprehensive plan to provide high-quality pre-K in the District of Columbia Public Schools (DCPS), public charter schools, and community-based organizations by 2014. During the 2008-2009 school year, the program was evaluated for both process quality and program impact/child outcomes.

In the 2010-2011 school year, DCPS piloted blended classrooms that enroll pre-K students funded through various sources in the pre-K program. Non-public providers were also granted additional freedom to manage their own contracts for technical assistance and comprehensive health service consultants. In 2012, OSSE will focus on enhancing professional practices, providing professional development, and dedicating resources to support the improvement of educational success of all children from birth to age 5.

Participating programs in charter school settings are here referred to as D.C. Public Charter School Pre-K and are also administered by the D.C. Public Charter School Board (PCSB). Charter schools that participated in the public school program were required to meet the standards set by OSSE as well as those set by the charter board. The Charter program began requiring the development of specific early childhood accountability plans for each school during the 2010-2011 year. The 2011-2012 program year will bring a revised Performance Development Review (PDR) to better analyze early childhood indicators.

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services.

The District of Columbia has the unique situation of being a city that is not within a state. 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 D.C. Public Charter School Pre-K program is profiled separately from the Pre-Kindergarten Enhancement and Expansion Program because they are individual LEAs and have variability in their standards and requirements.

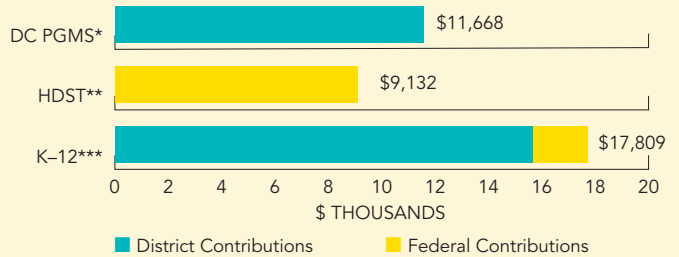
* Percentages served prior to 2010 are not perfectly comparable to 2010 and 2011. The latter figures use data from the 2010 Census, whereas the earlier figures are based on population estimates.

DISTRICT OVERVIEW

Total district program enrollment	10,432
Total district spending	\$121,687,892
District spending per child enrolled	\$11,665
All reported spending per child enrolled*	\$11,668

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services. As a result, unduplicated enrollment pie charts could not be created.

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.


D.C. PRE-KINDERGARTEN ENHANCEMENT AND EXPANSION PROGRAM

ACCESS

Total district program enrollment	6,092 ¹
School districts that offer state program	100%
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	551
Federally funded Head Start enrollment	2,785
District-funded Head Start enrollment	0

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services. As a result, unduplicated enrollment pie charts could not be created.

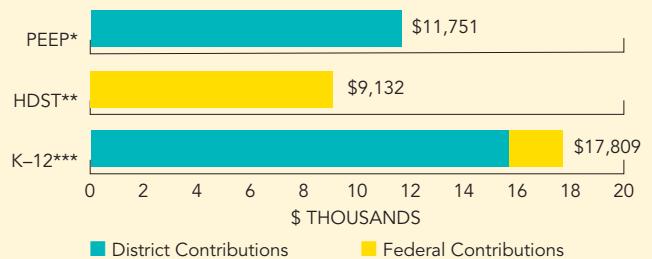
QUALITY STANDARDS CHECKLIST

POLICY	DISTRICT 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 (public and nonpublic) ²	BA	<input checked="" type="checkbox"/>	
Teacher specialized training	EC Certification (public); AA (nonpublic) ²	Specializing in pre-K	<input checked="" type="checkbox"/>	
Assistant teacher degree	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ³	CDA or equivalent	<input type="checkbox"/>	
Teacher in-service	90 hours/4 years (DCPS); 1 day/month (CBO)	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	2:16			
4-year-olds	1:10			
Screening/referral and support services	Health, dental; and support services ⁴	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"/>	

RESOURCES

Total district pre-K spending	\$71,553,310 ⁵
Local match required?	No
District spending per child enrolled	\$11,745 ⁵
All reported spending per child enrolled*	\$11,751 ⁵

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ Some duplication may exist in enrollment counts for the Pre-K Enhancement and Expansion Program and federal Head Start although that amount is unknown.

² Teachers in public settings are required to have a BA with early childhood certification. Teachers in nonpublic settings, Community-Based Organizations (CBOs), 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 by September 1, 2017.

³ Public school assistant teachers must have an associate degree or 48 college credit hours or have passed the paraprofessional exam, which is a basic skills test and so

does not meet this benchmark. It is not required that the degree be in ECE. Nonpublic 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 by September 1, 2017.

⁴ Support services include annual parent conferences (plus one annual home visit for Head Start programs) and transition to kindergarten activities. Other support services are determined locally.

⁵ Spending is based on the per-pupil funding formula of \$11,752 per 3-year-old and \$11,401 per 4-year-old.

D.C. PUBLIC CHARTER SCHOOL PRE-K

ACCESS

Total district program enrollment	4,340
School districts that offer state program	100% ¹
Income requirement	None
Hours of operation	Determined locally ²
Operating schedule	Academic year
Special education enrollment	551
Federally funded Head Start enrollment	2,785
District-funded Head Start enrollment	0

The District of Columbia has sought to align early learning programs, including district-funded preschool and pre-K, Head Start, and special education, to increase availability of services. Unduplicated figures could not be provided, but a majority of 3- and 4-year-olds are receiving services. As a result, unduplicated enrollment pie charts could not be created.

QUALITY STANDARDS CHECKLIST

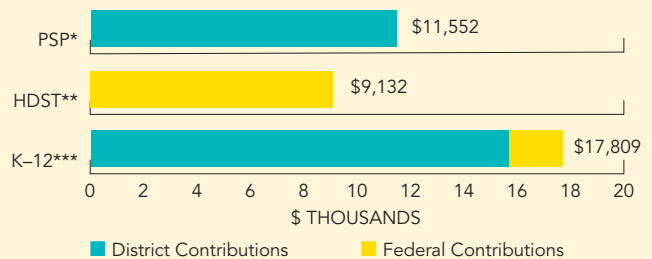
POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	<input checked="" type="checkbox"/>
Teacher degree	None ³	BA	<input type="checkbox"/>
Teacher specialized training	None ³	Specializing in pre-K	<input type="checkbox"/>
Assistant teacher degree	AA	CDA or equivalent	<input type="checkbox"/>
Teacher in-service	Determined locally	At least 15 hours/year	<input type="checkbox"/>
Maximum class size		20 or lower	<input type="checkbox"/>
3-year-olds	Determined locally		
4-year-olds	Determined locally		
Staff-child ratio		1:10 or better	<input type="checkbox"/>
3-year-olds	Determined locally		
4-year-olds	Determined locally		
Screening/referral and support services	Health, dental	Vision, hearing, health; and at least 1 support service	<input type="checkbox"/>
Meals	Lunch ⁴	At least 1/day	<input checked="" type="checkbox"/>
Monitoring	Site visits and other monitoring	Site visits	<input checked="" type="checkbox"/>

TOTAL BENCHMARKS MET
3

RESOURCES

Total district pre-K spending	\$50,134,582 ⁵
Local match required?	No
District spending per child enrolled	\$11,552
All reported spending per child enrolled*	\$11,552

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2010-2011 year includes funding from the American Recovery and Reinvestment Act (ARRA).

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

Data are for the '10-'11 school year, unless otherwise noted.

¹ D.C. Public Charter Schools that are "chartered" to offer preschool (3-year-olds) and/or pre-K (4-year-olds) must have approval by their charters from the D.C. Public Charter School Board to open a preschool or pre-K classroom.

² Programs must offer at least 180 days or 900 hours of instruction per year. Most programs are 5 days per week, although some offer a longer school day to accommodate a half day for professional development within a 4.5 day per week school schedule.

³ PCSB can only regulate lead and assistant teacher degree requirements for schools that accept Title I funds, which must require lead teachers have a BA and assistant teachers have an AA. All but one charter school in the 2010-2011 year

received Title I funds. Each LEA can determine specific requirements/specialty of the degree, though child development, early childhood education, and/or child/family studies is preferred. Charter schools that receive additional funds from the Office of the State Superintendent (OSSE) must abide the OSSE policy that any lead teacher without a BA must have it by 2014 and any assistant teacher must have an AA by 2014. In light of this clarification, the Charter School program no longer meets benchmarks for lead and assistant teacher degrees.

⁴ Most programs also provide breakfast and snack.

⁵ Charter schools receive an additional \$2,800 per pupil facilities amount. This amount is not included in the total spending figure.

METHODOLOGY

The data in this report were collected primarily through surveys of state preschool administrators and focus on the 2010-2011 school year. During July of 2011, links to a web-based survey were sent to administrators of the state-funded prekindergarten initiatives covered in NIEER's 2010 *State Preschool Yearbook*. We also checked with other sources to determine whether any comparable new initiatives had been started since the 2009-2010 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 2010 report, with two noted exceptions. Arizona's Early Childhood Block Grant program was eliminated for the 2010-2011 program year due to state budget cuts and therefore is not profiled in this report. In Massachusetts, the Preschool Child Care Enrichment (PSCCE) Quality Add-On Initiative, a small effort funded by ARRA dollars, was added to the existing profile of Massachusetts Grant 391 and UPK programs.



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 2010 *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 2010-2011 program year.

In terms of topics, the survey included questions on access, operating schedule, child eligibility and reassessment, program standards, statewide early learning standards, personnel, resources, program monitoring and evaluations, 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 2010-2011 program year. The wording of some questions—such as those on evaluations and age eligibility—was revised to make them clearer and to gather more precise data. Several other questions for which many states could not provide data or that were not as relevant to the focus of the report were removed. 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. Later, we contacted them again to provide them with an opportunity to verify the data we had gathered. At that time, we asked them to review a table with all of the data from their state survey, as well as 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 the 2010-2011 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*. 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 the fall 2010 enrollment. We estimated the breakdown of expenditure per child by source, based on the 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. In addition, some data were obtained through surveys administered to the directors of Head Start State Collaboration Offices and through the Head Start Program Information Reports (PIR) for the 2010-2011 program year. Head Start data are provided in Appendix B.

The 2011 *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 2010-2011*. 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 was obtained from *The 2008 Child Care Licensing Study*, a report prepared by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration. Some child care licensing data were provided by tables from the report that were updated in 2011; see citations in Appendix C for specifics. 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 datasets and are shown in Appendix D. In the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2009 for the 2009-2010 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education. However, for the 2011 *State Preschool Yearbook*, population estimates were unavailable and the 2010 Census data were used instead. These actual population figures were applied to data for both the 2009-2010 and 2010-2011 school years for comparability. As the population estimates are only estimates, there were some differences seen with actual Census data used this year. In some cases, this led to large increases or decreases in the percent of children served, which are noted on those relevant state profiles.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2010-2011 program year. These data are provided in Appendix E.

In the 2011 *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-two 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 25 of the 32 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 11 remaining states were unable to report special education enrollment numbers and therefore estimates 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 all 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 2010-2011 PIR, were also removed from the special 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 total special education enrollment and the percentage of all Head Start enrollees who were 3 or 4 years old. Three-year-olds enrolled in Early Head Start programs were not included in this estimate.

New data from the 2010 Current Population Survey, combined with information from the National Household Education Survey, allowed us to break out national enrollment by income and ethnicity. We also use these data to identify the percentages of children served in “other public” (beyond state pre-K, Head Start, and special education) and in private settings.

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 above, using state data on enrollment in the preschool initiatives and Census population data. When a state did not report separate enrollment numbers of 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 and ARRA spending directed toward the state preschool initiative) by enrollment. All reported spending per child was calculated by dividing the sum of reported local, state (including TANF), and federal 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 initiative that spent the most per child. States that did not serve children at age 3 receive notations of “None Served” on the rankings of access for 3-year-olds. The 11 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 fifth 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 per-child spending estimate for a half- or full-day program depending on the operating schedule of the state’s program. If a state’s program(s) served children in both half- and full-day programs, a weighted estimate was used based on the percent of children served in each type of operating schedule. 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 using 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.



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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TO DIRECTLY VIEW AND DOWNLOAD THE APPENDICES,
VISIT OUR WEBSITE WWW.NIEER.ORG/YEARBOOK

APPENDIX A: STATE SURVEY DATA 2010-2011

STATE	ACCESS
	State agency with administrative authority over state pre-K
Alabama	Alabama Department of Children's Affairs, Office of School Readiness; The Governor's Office ¹
Alaska	Alaska Department of Education and Early Development
Arkansas	Arkansas Department of Education; Arkansas Department of Human Services, Division of Child Care and Early Childhood Education
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut	State Department of Education; Department of Social Services ¹
Delaware	Delaware Department of Education
Florida	Florida Department of Education; Florida Department of Children and Families; Agency for Workforce Innovation ¹
Georgia	Bright from the Start: Georgia Department of Early Care and Learning
Illinois	Illinois State Board of Education
Iowa Shared Visions	Iowa Department of Education
Iowa SVPP	Iowa Department of Education
Kansas At-Risk	Kansas State Department of Education
Kansas Pre-K Pilot	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana 8(g)	Louisiana State Board of Elementary and Secondary Education
Louisiana LA4	Louisiana Department of Education ¹
Louisiana NSECD	Louisiana Governor's Office of Community Programs
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts	Massachusetts Department of Early Education and Care ¹
Michigan	Michigan Department of Education, Office of Early Childhood Education and Family Services
Minnesota	Minnesota Department of Education
Missouri	Missouri Department of Elementary and Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education
New Jersey Abbott	Department of Education, Division of Early Childhood; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing ¹
New Jersey ECPA	Department of Education, Division of Early Childhood; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing ¹
New Jersey ELLI	Department of Education, Division of Early Childhood; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing ¹
New Mexico	New Mexico Public Education Department and Children, Youth and Families Department
New York	New York State Office of Early Education ¹
North Carolina	North Carolina Department of Public Instruction; Office of Early Learning
Ohio	Ohio Department of Education, Office of Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon	Oregon Department of Education
Pennsylvania EABG	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare ¹
Pennsylvania HSSAP	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare
Pennsylvania K4 & SBPK	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare ¹
Pennsylvania Pre-K Counts	Office of Child Development and Early Learning; Department of Education; Department of Public Welfare
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	South Carolina Department of Education
South Carolina CDEPP	South Carolina Department of Education; South Carolina First Steps to School Readiness ¹
Tennessee	Tennessee Department of Education, Division of School Readiness and Early Learning ¹
Texas	Texas Education Agency
Vermont Act 62	Vermont Department of Education; Department for Children and Families, Agency of Human Services ¹
Vermont EEI	Vermont Department of Education
Virginia	Virginia Department of Education
Washington	Washington State Department of Early Learning
West Virginia	West Virginia Department of Education, Office of School Readiness; West Virginia Head Start State Collaboration Office; West Virginia Department of Health and Human Resources ¹
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction
D.C. PEEP	District of Columbia Office of the State Superintendent of Education
D.C. Charter	DC Public Charter School Board (PCSB)

STATE	ACCESS	Availability of program	Are districts, etc., required to offer programs?
Alabama		64 out of 67 counties (96%)	No, competitive
Alaska		6 out of 54 school districts (11%) ¹	No, competitive
Arkansas		234 out of 239 school districts (98%)	Required for some
California		56 out of 58 counties (97%)	No, competitive
Colorado		169 out of 178 school districts (95%) ¹	No, competitive
Connecticut		64 out of 169 communities (38%) ²	No, optional
Delaware		3 out of 3 counties (100%)	No, competitive
Florida		67 out of 67 counties (100%)	Required for all
Georgia		159 out of 159 counties (100%) ¹	No, competitive
Illinois		102 out of 102 counties (100%) ¹	No, competitive
Iowa Shared Visions		32 out of 359 school districts (9%) ¹	No, competitive
Iowa SVPP		325 out of 359 school districts (91%)	No, optional
Kansas At-Risk		184 out of 293 school districts (63%)	No, optional
Kansas Pre-K Pilot		14 out of 105 counties (13%) ¹	No, competitive
Kentucky		174 out of 174 school districts (100%) ¹	Required for all
Louisiana 8(g)		67 out of 70 school districts (96%)	No, optional
Louisiana LA4		64 out of 71 school districts (90%); 12 charter schools ²	No, optional
Louisiana NSECD		64 out of 64 parishes (100%)	No, optional
Maine		182 out of 409 elementary schools (44%) ¹	No, optional
Maryland		24 out of 24 school districts (100%) ¹	Required for all
Massachusetts		97 out of 351 towns (28%) (UPK); 96 out of 300 school districts (32%) (Grant 391); 61 out of 300 towns (20%) (PSCCE) ²	No, funding is competitive ³
Michigan		435 out of 553 school districts (79%); 37 of 253 public school academies (charter schools) (15%) ¹	No, competitive for agencies, allocated by formula to districts that choose to participate
Minnesota		87 out of 87 counties (100%)	Required for all ¹
Missouri		157 out of 522 school districts (30%) ¹	No, competitive
Nebraska		175 out of 251 school districts (70%)	No, competitive ¹
Nevada		10 out of 17 school districts (59%) ¹	No, competitive
New Jersey Abbott		35 out of 591 school districts (6%) ²	Required for some ²
New Jersey ECPA		96 out of 591 school districts (16%)	Required for some ²
New Jersey ELLI		24 out of 591 school districts (4%) ²	No, competitive
New Mexico		48 out of 89 school districts (54%)	No, competitive ¹
New York		447 out of 677 school districts (66%)	Required for some ²
North Carolina		100 out of 100 counties (100%)	No, optional ¹
Ohio		204 out of 612 school districts (33%)	No, competitive ¹
Oklahoma		519 out of 527 school districts (98%)	No, optional ¹
Oregon		36 out of 36 counties (100%)	No, competitive
Pennsylvania EABG		35 out of 500 school districts (7%)	No, optional ²
Pennsylvania HSSAP		135 out of 500 school districts (27%)	No, competitive ¹
Pennsylvania K4 & SBPK		96 out of 500 school districts (19%)	No, optional
Pennsylvania Pre-K Counts		403 out of 500 school districts (81%)	No, competitive ¹
Rhode Island		4 out of 40 communities (10%)	No, competitive ¹
South Carolina 4K		50 out of 86 school districts (58%)	Required for some ¹
South Carolina CDEPP		36 out of 86 school districts (42%)	Required for some ²
Tennessee		135 out of 135 school districts (100%) ²	No, competitive
Texas		1,046 out of 1,259 school districts (83%)	Required for some ¹
Vermont Act 62		231 out of 260 communities (89%)	No, optional
Vermont EEI		32 out of 61 school districts (52%) ¹	No, competitive
Virginia		113 out of 136 school districts (83%)	No, optional ¹
Washington		37 out of 39 counties (95%) ¹	No, competitive ²
West Virginia		55 out of 55 counties (100%)	Required for all
Wisconsin 4K		350 out of 414 school districts (85%) ¹	No, optional
Wisconsin HdSt		37 out of 37 federal Head Start grantees (100%)	No, optional ¹
D.C. PEEP		1 out of 1 school districts (100%) ¹	No, optional ¹
D.C. Charter		1 out of 1 school districts (100%)	NA ¹

Footnotes are grouped by state at the end of Appendix A. All data are for the '10-'11 school year, unless otherwise noted.

STATE	Program enrollment – Fall 2010, total	Program enrollment – Fall 2010, by age
Alabama	3,870	3,870 4-year-olds
Alaska	248	248 4-year-olds
Arkansas	22,015	428 under age 3; 4,117 3-year-olds; 17,470 4-year-olds ²
California	149,756	2,343 under age 3; 52,037 3-year-olds; 95,376 4-year-olds
Colorado	19,486	326 under age 3; 4,286 3-year-olds; 14,820 4-year-olds; 54 5-year-olds ³
Connecticut	9,117 ³	94 under age 3; 3,115 3-year-olds; 5,517 4-year-olds; 391 5-year-olds
Delaware	843	843 4-year-olds
Florida	164,388	164,388 4-year-olds
Georgia	82,608	82,608 4-year-olds ²
Illinois	83,997	34,387 3-year-olds; 49,112 4-year-olds; 498 5-year-olds
Iowa Shared Visions	2,053	546 3-year-olds; 1,464 4-year-olds; 43 5-year-olds
Iowa SVPP	19,799 ²	19,799 4-year-olds ²
Kansas At-Risk	7,137	7,137 4-year-olds
Kansas Pre-K Pilot	1,500	1,500 4-year-olds
Kentucky	22,165	4,049 3-year-olds; 18,116 4-year-olds ²
Louisiana 8(g)	3,244	3,244 4-year-olds
Louisiana LA4	15,706	15,706 4-year-olds ³
Louisiana NSECD	1,308	1,308 4-year-olds
Maine	4,050	3,905 4-year-olds; 145 5-year-olds ³
Maryland	27,071	27,071 4-year-olds ²
Massachusetts	14,071 ⁴	Data not available
Michigan	22,067	22,067 4-year-olds ²
Minnesota	1,914	Data not available
Missouri	4,219	1,279 3-year-olds; 2,940 4-year-olds
Nebraska	10,182	518 under age 3; 2,518 3-year-olds; 6,980 4-year-olds; 166 5-year-olds
Nevada	1,353	285 3-year-olds; 1,032 4-year-olds; 36 5-year-olds ²
New Jersey Abbott	43,286	20,077 3-year-olds; 23,209 4-year-olds
New Jersey ECPA	7,411	328 3-year-olds; 7,083 4-year-olds
New Jersey ELLI	510	510 4-year-olds ³
New Mexico	4,264	4,264 4-year-olds
New York	103,646	201 3-year-olds; 103,445 4-year-olds ³
North Carolina	30,767	30,767 4-year-olds
Ohio	5,700 ²	41 under age 3; 1,614 3-year-olds; 3,572 4-year-olds; 473 5-year-olds
Oklahoma	38,441	38,441 4-year-olds ²
Oregon	5,908	2,245 3-year-olds; 3,663 4-year-olds
Pennsylvania EABG	3,563	Data not available
Pennsylvania HSSAP	5,465	Data not available ²
Pennsylvania K4 & SBPK	12,650 ²	Data not available
Pennsylvania Pre-K Counts	11,359	3,641 3-year-olds; 7,718 4-year-olds
Rhode Island	126	126 4-year-olds ²
South Carolina 4K	21,469	2,251 3-year-olds; 19,218 4-year-olds
South Carolina CDEPP	5,049 ³	5,049 4-year-olds
Tennessee	18,453	644 3-year-olds; 17,697 4-year-olds; 112 5-year-olds
Texas	224,306	91 under age 3; 23,618 3-year-olds; 200,181 4-year-olds; 416 5-year-olds
Vermont Act 62	5,553 ²	Data not available
Vermont EEI	771 ²	312 3-year-olds; 446 4-year-olds; 13 5-year-olds
Virginia	15,881	15,881 4-year-olds
Washington	8,022	1,372 3-year-olds; 6,650 4-year-olds
West Virginia	14,647	153 under age 3; 1,939 3-year-olds; 12,188 4-year-olds; 334 5-year-olds; 33 over age 5
Wisconsin 4K	41,176	10 under age 3; 139 3-year-olds; 39,636 4-year-olds; 1,642 5-year-olds ²
Wisconsin HdSt	1,219	Data not available
D.C. PEEP	6,092	4,188 3-year-olds; 1,904 4-year-olds
D.C. Charter	4,340	1,865 3-year-olds; 2,475 4-year-olds

STATE	ACCESS	
	Enrollment explanation, if not unduplicated Fall 2010 count	Number of English Language Learners
Alabama	Funded slots	232
Alaska	NA	Exact number unknown
Arkansas	Spring 2011	2,797
California	Duplicated count, October 2010	Exact number unknown
Colorado	NA	Exact number unknown
Connecticut	Best estimate of unduplicated count ³	Exact number unknown
Delaware	Funded slots	124
Florida	NA	Exact number unknown
Georgia	Filled slots as of March 2011	7,955
Illinois	NA	12,698
Iowa Shared Visions	NA	Exact number unknown
Iowa SVPP	NA	Exact number unknown
Kansas At-Risk	NA	1,839
Kansas Pre-K Pilot	Possible duplication ²	Exact number unknown
Kentucky	Unduplicated count from December 1, 2010	1,803
Louisiana 8(g)	NA	Exact number unknown
Louisiana LA4	January 2011 data	Approximately 5% of total based on demographic data at school entry
Louisiana NSECD	Funded slots	Exact number unknown
Maine	NA	Exact number unknown
Maryland	Possible duplication, number unknown ²	4,984
Massachusetts	Possible duplication	Exact number unknown
Michigan	NA	2,904
Minnesota	NA	Not reported
Missouri	Number of children receiving classroom services as of May 2011	144
Nebraska	NA	851
Nevada	NA	674
New Jersey Abbott	NA	Exact number unknown
New Jersey ECPA	NA	Exact number unknown
New Jersey ELLI	Unduplicated	Exact number unknown
New Mexico	Budgeted enrollment number	Exact number unknown
New York	NA	Exact number unknown
North Carolina	Funded contracted slots, January 2011	6,615
Ohio	Funded slots ²	55 ²
Oklahoma	NA	2,960
Oregon	Funded enrollment, January 2011	2,067
Pennsylvania EABG	NA	Exact number unknown
Pennsylvania HSSAP	Funded slots	Exact number unknown
Pennsylvania K4 & SBPK	Estimated duplicate count	Exact number unknown
Pennsylvania Pre-K Counts	May 2011 enrollment	1,082
Rhode Island	NA	38
South Carolina 4K	135th day of school spring 2011	Exact number unknown
South Carolina CDEPP	135th day of school spring 2011	950
Tennessee	NA	808
Texas	NA	90,465
Vermont Act 62	NA	Exact number unknown
Vermont EEI	Primarily funded slots	43
Virginia	NA	Exact number unknown
Washington	Funded slots	2,792
West Virginia	NA	31
Wisconsin 4K	Enrollment count on third Friday count	Exact number unknown
Wisconsin HdSt	Funded slots	Exact number unknown
D.C. PEEP	Funded slots	813
D.C. Charter	NA	453

STATE

ACCESS

Are children receiving special education services counted in enrollment total?

Alabama	Yes, 232
Alaska	Yes, number unknown ²
Arkansas	Yes, 3,058
California	Yes, number unknown
Colorado	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
Connecticut	Yes, 250
Delaware	Yes, 87
Florida	Yes, approximately 5%
Georgia	Yes, 2,705 ³
Illinois	Yes, 13,236
Iowa Shared Visions	Yes, 276
Iowa SVPP	Yes, 235 ³
Kansas At-Risk	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
Kansas Pre-K Pilot	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
Kentucky	Yes, 11,447
Louisiana 8(g)	Yes, number unknown
Louisiana LA4	Yes, 1,217 ⁴
Louisiana NSECD	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
Maine	Yes, number unknown
Maryland	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
Massachusetts	Yes, 2,696 ⁵
Michigan	Yes, 5,540 ³
Minnesota	Not reported
Missouri	Yes, 581
Nebraska	Yes, 2,560
Nevada	Yes, 162
New Jersey Abbott	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
New Jersey ECPA	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
New Jersey ELLI	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
New Mexico	No, children who receive special education services may attend state pre-K classrooms but are not counted in state pre-K enrollment
New York	Yes, number unknown
North Carolina	Yes, 1,754
Ohio	Yes, 821 ²
Oklahoma	Yes, 2,180 ³
Oregon	Yes, 886
Pennsylvania EABG	Yes, number unknown
Pennsylvania HSSAP	Yes, number unknown
Pennsylvania K4 & SBPK	Yes, number unknown
Pennsylvania Pre-K Counts	Yes, 576
Rhode Island	Yes, 6
South Carolina 4K	Yes, number unknown ²
South Carolina CDEPP	Yes, number unknown ⁴
Tennessee	Yes, 1,931 ³
Texas	Yes, 8,972
Vermont Act 62	Yes, 811 ²
Vermont EEI	Yes, 127
Virginia	Yes, number unknown ²
Washington	Yes, 594
West Virginia	Yes, 2,775
Wisconsin 4K	Yes, 4,230
Wisconsin HdSt	Yes, number unknown
D.C. PEEP	Yes, 304
D.C. Charter	Yes, 121

STATE

ACCESS

Special education enrollment, by age

Alabama	232 4-year-olds ²
Alaska	Number unknown
Arkansas	603 3-year-olds; 1,841 4-year-olds; 614 5-year-olds
California	Number unknown
Colorado	NA
Connecticut	77 3-year-olds; 168 4-year-olds; 5 5-year-olds
Delaware	87 4-year-olds
Florida	Number unknown
Georgia	2,705 4-year-olds
Illinois	6,028 3-year-olds; 6,836 4-year-olds; 372 5-year-olds
Iowa Shared Visions	Age breakdown unknown
Iowa SVPP	235 4-year-olds ³
Kansas At-Risk	NA
Kansas Pre-K Pilot	NA
Kentucky	5,226 3-year-olds; 6,221 4-year-olds ³
Louisiana 8(g)	Number unknown
Louisiana LA4	1,217 4-year-olds ⁴
Louisiana NSECD	NA
Maine	Number unknown
Maryland	NA
Massachusetts	Age breakdown unknown
Michigan	5,540 4-year-olds ⁴
Minnesota	Not reported
Missouri	176 3-year-olds; 405 4-year-olds ²
Nebraska	256 under age 3; 812 3-year-olds; 1,346 4-year-olds; 146 5-year-olds
Nevada	162 4-year-olds
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	Number unknown
North Carolina	1,754 4-year-olds
Ohio	25 under age 3; 249 3-year-olds; 414 4-year-olds; 133 5-year-olds
Oklahoma	2,180 4-year-olds ³
Oregon	354 3-year-olds; 532 4-year-olds
Pennsylvania EABG	Number unknown
Pennsylvania HSSAP	Number unknown
Pennsylvania K4 & SBPK	Number unknown
Pennsylvania Pre-K Counts	128 3-year-olds; 448 4-year-olds
Rhode Island	6 4-year-olds
South Carolina 4K	Number unknown ²
South Carolina CDEPP	Number unknown ⁴
Tennessee	129 3-year-olds; 1,720 4-year-olds; 82 5-year-olds ³
Texas	30 under age 3; 1,064 3-year-olds; 7,783 4-year-olds; 95 5-year-olds
Vermont Act 62	Not reported
Vermont EEI	Not reported
Virginia	Number unknown ²
Washington	107 3-year-olds; 487 4-year-olds
West Virginia	153 under age 3; 976 3-year-olds; 1,483 4-year-olds; 156 5-year-olds; 7 over age 5
Wisconsin 4K	35 3-year-olds; 3,413 4-year-olds; 775 5-year-olds ³
Wisconsin HdSt	Number unknown
D.C. PEEP	95 3-year-olds; 209 4-year-olds
D.C. Charter	1 under age 3; 26 3-year-olds; 74 4-year-olds; 20 5-year-olds

STATE

ACCESS

Program enrollment – Fall 2010, by type of school

Alabama	Public, 1,962; HdSt, 702; Private CC, 1,044; Faith-based, 108; College/university labs, 36; Military agencies, 18
Alaska	Public, 248 ³
Arkansas	Public, 12,082; HdSt, 615; Private CC, 8,125; Faith-based, 267; Family CC, 213; University, 713
California	Center-based, 149,756 ¹
Colorado	Public, 13,139; HdSt, 3,326; Private CC, 3,021 ⁴
Connecticut	Public, 2,780; HdSt, 1,384; Private CC, 5,279; Faith-based, 909; Montessori, 784
Delaware	Public, 387; HdSt, 321; Private CC, 17; Non-profit child care or technical college, 118
Florida	Public, 27,363; Private CC, 109,144; Faith-based, 29,214; Family CC, 878 ³
Georgia	Public, 35,823; Private CC, 45,907; Non-profits, military bases, or universities, 878 ⁴
Illinois	Not reported
Iowa Shared Visions	Public, 1,127; HdSt, 694; Private CC, 232 ²
Iowa SVPP	Not reported
Kansas At-Risk	Public, 7,137
Kansas Pre-K Pilot	Approximately 50 percent are served in public settings ³
Kentucky	Not reported ⁴
Louisiana 8(g)	Public, 3,244
Louisiana LA4	Public, 15,580; HdSt, 60; Private CC, 66
Louisiana NSECD	Private CC, 60; Faith-based, 1,248 ¹
Maine	Not reported
Maryland	Public, 25,491; HdSt, 1,500; Private CC, 80 ³
Massachusetts	Public, 5,512; HdSt, 2,815; Private CC, 5,158; Family CC, 546; Private school, 40
Michigan	Public, 19,852; HdSt, 553; Private CC, 1,132; Faith-based, 162; Colleges/universities, 368
Minnesota	Not reported
Missouri	Public, 3,882; Private CC, 309
Nebraska	Not reported
Nevada	Public, 1,321; Private CC, 32
New Jersey Abbott	Public, 17,487; HdSt, 4,553; Private CC, 21,246 ³
New Jersey ECPA	Public, 7,241; Private CC, 170 ³
New Jersey ELLI	Public, 510
New Mexico	Public, 2,061; HdSt, 609; Private CC, 1,072; Faith-based, 90; Family CC, 24; Municipality, 264; University, 144
New York	Public, 47,773; HdSt, 4,404; Private CC, 10,457; Faith-based, 2,554; Family CC, 143; BOCES, special Ed 4,410, museums or libraries, 38,315 ⁴
North Carolina	Public, 15,251; HdSt, 4,960; Private CC, 9,575; Head Start administered by public schools, 981 ²
Ohio	Public, 3,990; HdSt, 285; Private CC, 114; Joint vocational schools and educational service centers, 1,311 ²
Oklahoma	Public, 32,871; HdSt, 2,322; Private CC, 943; Faith-based, 88; Assisted living center, university child development center, private school, tribal Head Start, vo-tech, or corporate facility, 549 ⁴
Oregon	Public, 1,832; HdSt, 2,659; Private CC, 177; Faith-based, 354; Higher education, community colleges, government agencies, 886
Pennsylvania EABG	Public, 3,563 ³
Pennsylvania HSSAP	Public, 1,238; HdSt, 3,349; Private CC, 843; Licensed nurseries, 35
Pennsylvania K4 & SBPK	Public, 15,350
Pennsylvania Pre-K Counts	Public, 3,364; HdSt, 2,553; Private CC, 5,035; Licensed nurseries, 407
Rhode Island	Public, 18; HdSt, 18; Private CC, 90 ³
South Carolina 4K	Public, 21,469
South Carolina CDEPP	Public, 4,500; First Steps, 549
Tennessee	Public, 16,124; HdSt, 1,092; Private CC, 913; Faith-based, 159; Housing authorities, 19; Institutions of higher education, 106; Adult learning center, 40
Texas	Public, 224,335 ²
Vermont Act 62	Not reported
Vermont EEI	Public, 421; HdSt, 63; Private CC, 249; Family CC, 24; Home visiting, 14
Virginia	Not reported ³
Washington	Public, 4,669; HdSt, 578; Private CC, 1,917; Faith-based, 417; Colleges and universities, 441
West Virginia	Public, 9,959; HdSt, 1,906; Private CC, 2,782 ²
Wisconsin 4K	Not reported ⁴
Wisconsin HdSt	HdSt, 1,219 ²
D.C. PEEP	Public/HdSt, 5,596; Private CC, 480; Faith-based, 16
D.C. Charter	Public, 4,529

STATE

OPERATING SCHEDULE

	Hours of operation per day	Program enrollment – Fall 2010, by operating schedule
Alabama	Full day, 6.5 hours/day	Full day, 3,870
Alaska	Part day, at least 3 hours/day but no more than 5 hours/day ⁴	Part day, 248
Arkansas	Full day, 7 hours/day	Full day, 22,015
California	Part day, minimum of 3 hours/day; Full day, minimum of 6.5 hours/day ²	Part day, 101,306; Full day, 48,450 ²
Colorado	Part day, at least 2.5 hours per day for 4 days per week or equivalent ⁵	Not reported ⁶
Connecticut	Determined locally ⁵	Part day, 1,796; Full day, 6,649; School day, 1,309; Determined locally, 676 ⁴
Delaware	Part day, 3.5 hours/day ¹	Part day, 612; Full day, 231 ¹
Florida	Determined locally ⁴	School year, 157,067; Summer program, 7,321
Georgia	Full day, 6.5 hours/day	Full day, 82,608
Illinois	Determined locally, at least 2.5 hours/day ²	Not reported
Iowa Shared Visions	Determined locally ³	Part day, 518; Full day, 936; School day, 599 ²
Iowa SVPP	Part day, 10 hours/week ⁴	Part day, 18,054; Full day, 1,745
Kansas At-Risk	Part day, 3 hours/day ¹	Part day, 7,137
Kansas Pre-K Pilot	Part day, 3 hours/day ⁴	Part day, 1,500 ⁴
Kentucky	Part day, 2.5 hours plus meal	Not reported ⁵
Louisiana 8(g)	School day, 6 instructional hours per day	School day, 3,244
Louisiana LA4	Full day, 10 hours; School day, 6 hours ⁵	Full day, 1,292; School day, 14,414 ⁵
Louisiana NSECD	Full day, up to 10 hours/day	School day, 1,308
Maine	Determined locally ⁴	Determined locally, 4,050
Maryland	Part day, 2.5 hours per day; Full day, 6.5 hours per day ⁴	Part day, 12,672; Full day, 14,399 ⁵
Massachusetts	Determined locally ⁴	Part day, 267; Full day, 6,396; School day, 1,408 ⁶
Michigan	Part day, 3 hours/day; School day, 6-7 hours/day ⁵	Part day, 14,823; School day, 6,363; Determined locally, 881
Minnesota	Determined locally ²	Not reported
Missouri	Part day, 3 hours/day; School day, 6.5 hours/day ³	Part day, 1,341; School day, 2,878
Nebraska	Determined locally ²	Not reported
Nevada	Determined locally ³	Part day, 1,353 ³
New Jersey Abbott	School day, 6 hours/day ⁴	School day, 43,286 ⁵
New Jersey ECPA	Determined locally ⁴	Part day, 5,051; School day, 2,360
New Jersey ELLI	Part day, 2.75 hours/day; School day, 6 hours/day ⁴	Part day, 286; School day, 224
New Mexico	Part day, 2.5-3 hours per day ²	Not reported
New York	Part day, 2.5 hours/day; School day, 5 hours/day ⁵	Part day, 77,407; School day, 26,239 ⁶
North Carolina	School day, 6-6.5 hours/day	School day, 30,767
Ohio	Part day, 3-3.5 hours per day ⁴	Determined locally, 5,700 ⁴
Oklahoma	Part day, 2.5 hours; Full day, 6 hours ⁵	Part day, 14,674; Full day, 23,767 ⁶
Oregon	Part day, 3.5-4 hours/day ¹	Not reported
Pennsylvania EABG	Determined locally ⁴	Not reported
Pennsylvania HSSAP	Part day, 3.5 hours/day; Full day, 5.5 hours/day ³	Not reported
Pennsylvania K4 & SBPK	Part day, at least 2.5 hours/day; Full day, 5 hours/day	Not reported
Pennsylvania Pre-K Counts	Part day, 2.5 hours/day; Full day, 5 instructional hours/day	Part day, 2,618; Full day, 8,741
Rhode Island	Full day, 6 hours per day	Full day, 126
South Carolina 4K	Part day, 2.5 hours/day ³	Part day, 21,469 ³
South Carolina CDEPP	Full day, 6.5 hours/day	Full day, 5,049
Tennessee	School day, minimum of 5.5 hours/day ⁴	School day, 18,453
Texas	Part day, 3 hours/day ³	Part day, 224,306 ³
Vermont Act 62	Determined locally ³	Determined locally, 5,565 ³
Vermont EEI	Determined locally ³	Determined locally, 771 ³
Virginia	Part day, 3 hours/day; Full day, 5.5 hours/day ⁴	Part day, 567; Full day, 15,314
Washington	Determined locally ³	Part day, 7,829; Full day, 48; School day, 144 ⁴
West Virginia	Determined locally ³	Part day, 2,607; Full day, 12,040
Wisconsin 4K	Determined locally ⁵	Determined locally, 41,300
Wisconsin HdSt	Determined locally ³	Determined locally, 1,219
D.C. PEEP	School day, 6.5 hours/day ²	School day, 6,092
D.C. Charter	Determined locally ²	Determined locally, 4,340 ²

STATE

OPERATING SCHEDULE

	Days of operation per week	Yearly operating schedule
Alabama	5 days per week	Academic or school year
Alaska	Determined locally ⁵	Academic or school year
Arkansas	5 days per week	Academic or school year
California	5 days per week	Determined locally ²
Colorado	5 days per week ⁵	Academic or school year
Connecticut	5 days per week	Determined locally ⁵
Delaware	5 days per week	Determined locally ¹
Florida	Determined locally ⁴	Determined locally ⁵
Georgia	5 days per week	Academic or school year
Illinois	5 days per week	Academic or school year
Iowa Shared Visions	Determined locally ³	Determined locally ³
Iowa SVPP	Determined locally ⁴	Academic or school year
Kansas At-Risk	Determined locally ¹	Academic or school year
Kansas Pre-K Pilot	Determined locally ⁴	Determined locally ⁵
Kentucky	Determined locally ⁶	Academic or school year ⁶
Louisiana 8(g)	Determined locally ¹	Academic or school year
Louisiana LA4	5 days per week ⁵	Academic or school year
Louisiana NSECD	5 days per week	Academic or school year
Maine	Determined locally ⁵	Academic or school year
Maryland	5 days per week ⁶	Academic or school year
Massachusetts	Determined locally ⁶	Determined locally ⁶
Michigan	4 days per week ⁶	30 weeks/year ⁷
Minnesota	Determined locally ²	Determined locally ²
Missouri	5 days per week	Determined locally ³
Nebraska	Determined locally ²	Academic or school year
Nevada	Determined locally ³	Academic or school year
New Jersey Abbott	5 days per week	Academic or school year ⁶
New Jersey ECPA	5 days per week	Academic or school year
New Jersey ELLI	5 days per week	Academic or school year
New Mexico	Determined locally ²	Academic or school year
New York	5 days per week	Academic or school year
North Carolina	5 days per week	Academic or school year
Ohio	5 days per week ⁴	Academic or school year
Oklahoma	5 days per week	Academic or school year
Oregon	Determined locally ¹	Academic or school year ¹
Pennsylvania EABG	5 days per week ⁴	Determined locally ⁴
Pennsylvania HSSAP	Determined locally ³	Academic or school year ³
Pennsylvania K4 & SBPK	5 days per week	Academic or school year
Pennsylvania Pre-K Counts	5 days per week	Academic or school year
Rhode Island	5 days per week	Academic or school year
South Carolina 4K	5 days per week	Academic or school year
South Carolina CDEPP	5 days per week	Academic or school year
Tennessee	5 days per week	Academic or school year
Texas	5 days per week	Academic or school year
Vermont Act 62	Determined locally ³	Academic or school year ³
Vermont EEI	Determined locally ³	Academic or school year
Virginia	5 days per week	Academic or school year
Washington	Determined locally ³	Academic or school year
West Virginia	Determined locally ³	Academic or school year
Wisconsin 4K	Determined locally ⁵	Academic or school year ⁶
Wisconsin HdSt	Determined locally ³	Determined locally ³
D.C. PEEP	5 days per week ²	Academic or school year
D.C. Charter	Determined locally ²	Academic or school year

STATE

AGE ELIGIBILITY

	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by September 1	5 by September 1
Alaska	4 by September 1	5 by September 1
Arkansas	3 by August 1 ³	5 by August 1 ³
California	3 by December 2	5 by December 2
Colorado	3 by October 1	Determined locally ⁷
Connecticut	2 years, 9 months by September 1	5 by January 1 ⁶
Delaware	4 by August 31	5 by August 31
Florida	4 by September 1	5 by September 1
Georgia	4 by September 1	5 by September 1
Illinois	3 by September 1 ³	5 by September 1
Iowa Shared Visions	3 by September 15 ⁴	6 by September 15 ⁴
Iowa SVPP	4 by September 15 ⁵	5 by September 15 ⁵
Kansas At-Risk	4 by August 31	5 by August 31
Kansas Pre-K Pilot	4 by August 31	5 by August 31
Kentucky	3 by October 1	5 by September 30
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana LA4	4 by September 30	5 by September 30
Louisiana NSECD	4 by September 30	5 by September 30
Maine	4 by October 15	Determined locally ⁶
Maryland	4 by September 1 ⁷	5 by September 1
Massachusetts	2 years, 9 months by locally determined date ⁷	Determined locally ⁷
Michigan	4 by December 1	5 by December 1
Minnesota	3 by September 1 ³	5 by September 1 ³
Missouri	3 by July 31	5 by July 31
Nebraska	3 by locally determined date ³	5 by October 15
Nevada	3 by September 30	5 by September 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 September 1	5 by September 1
New York	4 by December 1 ³	5 by December 1
North Carolina	4 by August 31	5 by August 31
Ohio	3 by August 1 or September 30 ⁵	5 by August 1 or September 30 ⁵
Oklahoma	4 on or before September 1	5 by September 1 ⁷
Oregon	3 by September 1	5 by September 1
Pennsylvania EABG	Determined locally ⁵	Determined locally ⁵
Pennsylvania HSSAP	Determined locally ⁴	Determined locally ⁴
Pennsylvania K4 & SBPK	Determined locally ³	Determined locally
Pennsylvania Pre-K Counts	Determined locally ²	Determined locally ²
Rhode Island	4 by September 1	5 by September 1
South Carolina 4K	4 by September 1 ⁴	5 by September 1
South Carolina CDEPP	4 by September 1	4 by September 1
Tennessee	4 by September 30 ⁵	5 by September 30
Texas	3 by September 1	5 by September 1
Vermont Act 62	3 by locally determined date ⁴	6 by locally determined date ⁴
Vermont EEI	Determined locally ⁴	Determined locally ⁴
Virginia	4 by September 30	5 by September 30
Washington	3 by August 31	5 by August 31
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1	Determined locally
Wisconsin HdSt	3 by September 1	5 by September 1
D.C. PEEP	3 by September 30	5 by September 30
D.C. Charter	3 by September 30 or by December 31 ³	5 by September 30 or December 31 ³

STATE

AGE ELIGIBILITY

	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by September 1	No
Alaska	5 by September 1	Yes, for children with IEPs ⁶
Arkansas	5 by August 15 ³	Yes, for children with special needs ³
California	5 by December 2	Yes ³
Colorado	5 by October 1 ⁸	Yes ⁹
Connecticut	5 by January 1 ⁶	Yes ⁶
Delaware	5 by August 31	Yes ²
Florida	5 by September 1	No
Georgia	5 by September 1	Yes ⁵
Illinois	5 by September 1	Yes, for children with IEPs ⁴
Iowa Shared Visions	5 by September 15	Yes, children with IEPs may participate based on their IEP
Iowa SVPP	5 by September 15	Yes ⁵
Kansas At-Risk	5 by August 31	No
Kansas Pre-K Pilot	5 by August 31	No
Kentucky	5 by October 1	Yes ⁷
Louisiana 8(g)	5 by September 30	No
Louisiana LA4	5 by September 30	Yes ⁶
Louisiana NSECD	5 by September 30	No
Maine	5 by October 15	Yes ⁶
Maryland	5 by September 1	Yes ⁸
Massachusetts	Determined locally ⁷	No ⁸
Michigan	5 by December 1 ⁸	No
Minnesota	5 by September 1 ³	Yes ³
Missouri	5 by July 31	Yes ⁴
Nebraska	5 by October 15	Yes, children with IEPs may participate based on their IEPs ⁴
Nevada	5 by September 30	No
New Jersey Abbott	5 by locally determined date	Yes ⁷
New Jersey ECPA	5 by locally determined date	Yes ⁵
New Jersey ELLI	5 by locally determined date	Yes ⁵
New Mexico	5 by September 1	Yes ³
New York	5 by December 1 ³	Yes ³
North Carolina	5 by August 31	Yes ³
Ohio	5 by August 1 or September 30 ⁵	No
Oklahoma	5 by September 1 ⁷	Yes, determined locally ⁷
Oregon	5 by September 1	Yes ²
Pennsylvania EABG	Determined locally ⁵	Yes, determined locally ⁵
Pennsylvania HSSAP	Determined locally ⁴	Yes, determined locally ⁴
Pennsylvania K4 & SBPK	Determined locally ⁴	Yes, locally determined by local board of directors ⁴
Pennsylvania Pre-K Counts	Determined locally ²	Yes, local boards may decide exceptions for kindergarten ³
Rhode Island	5 by September 1	Yes, determined locally ⁴
South Carolina 4K	5 by September 1	No ⁴
South Carolina CDEPP	5 by September 1	No ⁵
Tennessee	5 by September 30	Yes ⁶
Texas	5 by September 1	No
Vermont Act 62	5 by locally determined date ⁴	Yes ⁴
Vermont EEI	5 by locally determined date ⁴	Yes
Virginia	5 by September 30	Yes ⁵
Washington	5 by August 31	No ⁵
West Virginia	5 by September 1	Yes ⁴
Wisconsin 4K	5 by September 1	Yes, determined locally ⁷
Wisconsin HdSt	5 by September 1	Yes, determined locally ⁴
D.C. PEEP	5 by September 30	No
D.C. Charter	5 by September 30 or December 31 ³	No

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
Alaska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁶
Arkansas	Children may not enroll in pre-K if they are age-eligible for kindergarten ³
California	Children may not enroll in pre-K if they are age-eligible for kindergarten
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 at local program's discretion or parent's request ⁶
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 ⁵
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁴
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	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁷
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten ⁸
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 ⁵
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 ⁷
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
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 ³
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	Children may not enroll in pre-K if they are age-eligible for kindergarten
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K ⁷
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
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K ⁵
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 ³
Rhode Island	Children may not enroll in pre-K if they are age-eligible for kindergarten
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 ⁶
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 with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion ⁵
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 ⁵
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
D.C. PEEP	Children may not enroll in pre-K if they are age-eligible for kindergarten
D.C. Charter	Kindergarten age-eligible children may enroll in pre-K at local program's discretion

STATE

INCOME REQUIREMENT

Besides age, how is eligibility determined for individual children?

Alabama	All age-eligible children in districts offering the program, or in the entire state, may enroll
Alaska	Eligibility is determined by individual child or family characteristics in addition to age
Arkansas	Eligibility is determined by individual child or family characteristics in addition to age
California	Eligibility is determined by individual child or family characteristics in addition to age
Colorado	Eligibility is determined by individual child or family characteristics in addition to age
Connecticut	All age-eligible children in districts or towns offering the program may enroll ⁷
Delaware	Eligibility is determined by individual child or family characteristics in addition to age
Florida	All age-eligible children in districts offering the program, or in the entire state, may enroll
Georgia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Illinois	Eligibility is determined by individual child or family characteristics in addition to age
Iowa Shared Visions	Eligibility is determined by individual child or family characteristics in addition to age
Iowa SVPP	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
Kansas At-Risk	Eligibility is determined by individual child or family characteristics in addition to age
Kansas Pre-K Pilot	Eligibility is determined by individual child or family characteristics in addition to age
Kentucky	Eligibility is determined by individual child or family characteristics in addition to age ⁹
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age ²
Louisiana LA4	All age-eligible 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 in addition to age
Maine	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁸
Maryland	Eligibility is determined by individual child or family characteristics in addition to age
Massachusetts	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁹
Michigan	Eligibility is determined by individual child or family characteristics in addition to age
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁴
New Jersey Abbott	All age-eligible children in districts offering the program may enroll ⁸
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁶
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age ⁶
New Mexico	Eligibility is determined by individual child or family characteristics in addition to age ⁴
New York	All age-eligible children in districts offering the program, or in the entire state, may enroll
North Carolina	Eligibility is determined by individual child or family characteristics in addition to age
Ohio	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Oklahoma	All age-eligible children in districts offering the program, or in the entire state, may enroll
Oregon	Eligibility is determined by individual child or family characteristics in addition to age ³
Pennsylvania EABG	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Pennsylvania HSSAP	Eligibility is determined by individual child or family characteristics in addition to age ⁶
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)
Pennsylvania Pre-K Counts	Eligibility is determined by individual child or family characteristics in addition to age ⁴
Rhode Island	All age-eligible children in districts offering the program may enroll
South Carolina 4K	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics in addition to age
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont Act 62	All age-eligible children in districts offering the program, or in the entire state, may enroll ⁵
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age
Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁶
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	Eligibility is determined by individual child or family characteristics in addition to age ⁵
Wisconsin 4K	All age-eligible children in districts offering the program may enroll
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age ⁵
D.C. PEEP	All age-eligible children in districts offering the program, or in the entire district, may enroll
D.C. Charter	All age-eligible children in districts offering the program, or in the entire district, may enroll

STATE	INCOME REQUIREMENT	
	Income requirement	To whom does the income requirement apply?
Alabama	None	NA
Alaska	100% FPL ⁷	All children ⁷
Arkansas	200% FPL	90% of children ⁴
California	75% SMI	All children, except those who are receiving protective services or are at risk for abuse, neglect, or exploitation
Colorado	Eligibility for free or reduced-price lunch (185% FPL) ¹⁰	Income is the most frequently used risk factor for eligibility
Connecticut	75% SMI ⁷	60% of children ⁷
Delaware	100% FPL ³	90% of children ³
Florida	None	NA
Georgia	None	NA
Illinois	None ⁵	NA
Iowa Shared Visions	Eligibility for free lunch (130% FPL)	80% of children ⁵
Iowa SVPP	None	NA
Kansas At-Risk	Eligibility for free lunch (130% FPL)	Every child must have at least one risk factor ²
Kansas Pre-K Pilot	Eligibility for free or reduced-price lunch (185% FPL)	50 percent of children must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 50% of children)
Louisiana 8(g)	None	NA
Louisiana LA4	Eligibility for free- or reduced-priced 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 ⁹
Massachusetts	85% SMI (UPK & PSCCE); None (Grant 391)	All children receiving subsidy money (UPK & PSCCE); None (Grant 391) ¹⁰
Michigan	300% FPL	At least 75% in each grantee/agency ⁹
Minnesota	100% FPL ⁴	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care) ⁴
Missouri	None ⁵	NA ⁵
Nebraska	Eligibility for free or reduced-price lunch (185% FPL)	70% of each programs's grant funding must be used to serve children having at least one risk factors, only one of which is family income.
Nevada	None ⁴	NA
New Jersey Abbott	None ⁸	NA
New Jersey ECPA	None ⁶	NA
New Jersey ELLI	Eligibility for free or reduced-price lunch (185% FPL) ⁶	All children, unless an exception is granted
New Mexico	None ⁴	NA ⁴
New York	None	NA
North Carolina	75% SMI or below ⁴	At least 80% of children ⁴
Ohio	Up to 200% FPL ⁶	All children except those with IEPs ⁶
Oklahoma	None	NA
Oregon	100% FPL ³	80% to 90% of children ³
Pennsylvania EABG	None	NA
Pennsylvania HSSAP	100% FPL ⁶	At least 90% of children ⁶
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)	None (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	300% FPL ⁴	100%
Rhode Island	None	NA
South Carolina 4K	Eligibility for free or reduced-price lunch (185% FPL)	All children
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
Texas	Eligibility for free or reduced-price lunch (185% FPL)	All children
Vermont Act 62	None	NA
Vermont EEI	Eligibility for free or reduced-price lunch (185% FPL)	67% of children enrolled were at or below 185% FPL
Virginia	None	NA
Washington	110% FPL	At least 90% of enrolled children must be income eligible
West Virginia	None	NA
Wisconsin 4K	None	NA
Wisconsin HdSt	100% FPL ⁵	90% of children ⁵
D.C. PEEP	None	NA
D.C. Charter	None	NA

STATE

OTHER ELIGIBILITY REQUIREMENTS

Risk factors besides income that can be used to determine eligibility

Alabama	NA
Alaska	Locally determined risk factors ⁷
Arkansas	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Non-English speaking family members, Parental substance abuse, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental overseas military duty
California	History of abuse, neglect, or family violence, Homelessness or unstable housing
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	NA ⁴
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
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 ²
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, Social and Rehabilitation Services referral, migrant status, developmentally or academically delayed ²
Kansas Pre-K Pilot	Low parental education level, Non-English speaking family members, Teen parent, Parental active military duty, Other risk factors, Social and Rehabilitation Services referral, Developmentally or academically delayed based upon valid assessment, Early Childhood referral from another program ⁶
Kentucky	Child disability or developmental delay, Homelessness or unstable housing, Child history of foster care, Locally determined risk factors ¹⁰
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	Child disability or developmental delay, homelessness or unstable housing, child history of foster care, Non-English speaking family, Risk that child will not be ready for kindergarten, Locally determined risk factors ⁹
Massachusetts	NA
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, Other state-specified risk factors ¹⁰
Minnesota	Homelessness or unstable housing, Child history of foster care ⁵
Missouri	NA ⁵
Nebraska	Child disability or developmental delay, Low parental education level, Non-English speaking family members, Teen parent, Low birth weight or other child health risk
Nevada	NA ⁴

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	None
New Mexico	Other state-specified risk factors ⁴
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 chronic health condition ⁴
Ohio	None
Oklahoma	NA
Oregon	Child disability or developmental delay, Locally determined risk factors ³
Pennsylvania EABG	Locally determined risk factors ⁶
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
Pennsylvania K4 & SBPK	None (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
Rhode Island	NA
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, Parental active military duty
South Carolina CDEPP	Child receiving Medicaid services, Developmental delay ⁶
Tennessee	Child disability or developmental delay, 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
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 military duty
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, Geographic isolation
Virginia	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Parental active military duty, Locally determined risk factors
Washington	Child disability or developmental delay, Low parental education level, History of abuse, neglect, or family violence, Homelessness or unstable housing, Non-English speaking family members, Parental substance abuse, Risk that child will not be ready for kindergarten, Teen parent, Low birth weight or other child health risk, Child history of foster care, Other locally determined risk factors ⁶
West Virginia	Child disability or developmental delay ⁶
Wisconsin 4K	NA
Wisconsin HdSt	Locally determined risk factors ⁵
D.C. PEEP	NA
D.C. Charter	NA

STATE

OTHER ELIGIBILITY REQUIREMENTS

	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	NA/No income cutoff
Alaska	1	Meeting the income criteria can count as one of the risk factors
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	NA/No income cutoff
Delaware	NA ⁴	Income is the only state-specified risk factor
Florida	NA	NA/No income cutoff
Georgia	NA	NA/No income cutoff
Illinois	Multiple risk factors ⁶	Meeting the income criteria can count as one of the risk factors
Iowa Shared Visions	1	Income is the primary eligibility consideration ⁵
Iowa SVPP	NA	NA/No income cutoff
Kansas At-Risk	1	Meeting the income criteria can count as one of the risk factors ²
Kansas Pre-K Pilot	1 ⁶	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	NA/No income cutoff
Louisiana NSECD	NA	Meeting the income criteria can count as one of the risk factors
Maine	NA	NA/No income cutoff
Maryland	1	Meeting the income criteria can count as one of the risk factors ⁹
Massachusetts	NA	NA/No income cutoff
Michigan	1 to 3 ¹⁰	Meeting the income criteria can count as one of the risk factors ¹⁰
Minnesota	1	Meeting the income criteria can count as one of the risk factors
Missouri	NA ⁵	NA/No income cutoff ⁵
Nebraska	1 ⁶	Meeting the income criteria can count as one of the risk factors
Nevada	NA	NA/No income cutoff
New Jersey Abbott	NA	NA/No income cutoff
New Jersey ECPA	NA	NA/No income cutoff
New Jersey ELLI	NA	NA/No income cutoff
New Mexico	NA ⁴	NA/No income cutoff
New York	NA	NA/No income cutoff
North Carolina	1	80% must meet income requirement 20% may meet another risk factor ⁴
Ohio	NA	NA/No income cutoff
Oklahoma	NA	NA/No income cutoff
Oregon	NA ³	80-90% of children must meet income requirement ³
Pennsylvania EABG	Determined locally	NA/No income cutoff
Pennsylvania HSSAP	Determined locally ⁶	Children must have specified number of risk factors in addition to meeting the income criteria ⁶
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 ⁴
Rhode Island	NA	NA/No income cutoff
South Carolina 4K	1 or more	Children must have specified number of risk factors in addition to meeting the income criteria
South Carolina CDEPP	1 ⁶	Children must meet the income requirement or be eligible for Medicaid
Tennessee	1 or more, determined locally ⁸	Meeting the income criteria can count as one of the risk factors ⁷
Texas	1	Meeting the income criteria can count as one of the risk factors
Vermont Act 62	NA	NA/No income cutoff
Vermont EEI	1	Meeting the income criteria can count as one of the risk factors
Virginia	1	NA/No income cutoff
Washington	1 ⁶	Meeting the income criteria can count as one of the risk factors
West Virginia	NA ⁶	NA/No income cutoff
Wisconsin 4K	NA	NA/No income cutoff
Wisconsin HdSt	Per federal Head Start requirements ⁵	Income is the first consideration ⁵
D.C. PEEP	NA	NA/No income cutoff
D.C. Charter	NA	NA/No income cutoff

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 88 state-supported slots grant programs	No
Alaska	No	No
Arkansas	Yes, for children whose gross family income is 200-250% FPL	No
California	Yes, only for full-day programs ⁴	Yes, only for full-day program ⁵
Colorado	No	No
Connecticut	Yes, for all children ⁸	Yes ⁹
Delaware	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of the children	No
Iowa SVPP	No	No
Kansas At-Risk	No	No
Kansas Pre-K Pilot	No	No
Kentucky	Determined locally ¹¹	No
Louisiana 8(g)	No	No
Louisiana LA4	Determined locally ⁸	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Yes, scale is determined locally (UPK) ¹¹	No
Michigan	No	No
Minnesota	No	Yes ⁶
Missouri	Determined locally ⁵	No
Nebraska	Yes ⁷	No
Nevada	No	No
New Jersey Abbott	No	No ⁹
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	Yes, for children of families that are 101-200% of FPL	No
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
Rhode Island	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
D.C. PEEP	No	No
D.C. Charter	No	No

STATE

PROGRAM STANDARDS

	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 20 ³	4-year-olds, 1:10 ³
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit ⁶	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut	3- and 4-year-olds, 20 ¹⁰	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
Florida	4-year-olds, 18 (540-hour program); 12 (300-hour program)	4-year-olds, 1:11 or 2:11-18 (540-hour program); 1:12 (300-hour program)
Georgia	4-year-olds, 20	4-year-olds, 1:10
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Iowa Shared Visions	3-year-olds, 18; 4-year-olds, 20 ⁶	3- and 4-year-olds, 1:8
Iowa SVPP	4-year-olds, 20 ⁷	4-year-olds, 1:10 ⁷
Kansas At-Risk	4-year-olds, 20	4-year-olds, 1:10
Kansas Pre-K Pilot	4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana LA 4	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20	4-year-olds, 1:10
Maine	4-year-olds, No limit ⁹	4-year-olds, 1:15 ⁹
Maryland	4-year-olds, 20	4-year-olds, 1:10
Massachusetts	3- and 4-year-olds: 20 (UPK, PSCCE); 15 (Grant 391)	3- and 4-year-olds: 1:10 (UPK); 1:7 (Grant 391, PSCCE)
Michigan	4-year-olds, 18	4-year-olds, 1:8 ¹¹
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10
New Jersey Abbott	3- and 4-year-olds, 15	3- and 4-year-olds, 2:15
New Jersey ECPA	3- and 4-year-olds, 18	3- and 4-year-olds, 1:9
New Jersey ELLI	4-year-olds, 20	4-year-olds, 1:10
New Mexico	4-year-olds, 20	4-year-olds, 1:10
New York	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9
North Carolina	4-year-olds, 18	4-year-olds, 1:9
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3-year-olds, 17; 4-year-olds, 20	3- and 4-year-olds, 2:17
Pennsylvania K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK) ⁵	3- and 4-year-olds, No limit (K4); 1:10 (SBPK) ⁵
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20 ⁹	3-year-olds, 1:8; 4-year-olds, 1:10 ⁹
Texas	3- and 4-year-olds, No limit ⁶	3- and 4-year-olds, No limit
Vermont Act 62	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Vermont EEI	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Virginia	4-year-olds, 18	4-year-olds, 2:18
Washington	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9
West Virginia	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10 ⁷
Wisconsin 4K	4-year-olds, determined locally ⁸	4-year-olds, determined locally ⁸
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
D.C. PEEP	3-year-olds, 16; 4-year-olds, 20 ³	3-year-olds, 2:16; 4-year-olds, 2:20 ³
D. C. Charter	3- and 4-year-olds, determined locally ⁴	3- and 4-year-olds, determined locally ⁴

STATE	PROGRAM STANDARDS
	Meal requirement
Alabama	Lunch and Snack ⁴
Alaska	Breakfast or Lunch and one snack
Arkansas	Breakfast, Lunch, and Snack
California	Depends on length of program day ⁷
Colorado	Depends on length of program day ¹³
Connecticut	Depends on length of program day ¹¹
Delaware	At least one meal and snack ⁵
Florida	Depends on length of program day ⁶
Georgia	Lunch ⁶
Illinois	Lunch and Snack (full day); Snack (half day)
Iowa Shared Visions	Lunch and Snack ⁷
Iowa SVPP	Snack ⁸
Kansas At-Risk	Snack
Kansas Pre-K Pilot	Snack
Kentucky	At least one meal a day, Breakfast or Lunch
Louisiana 8(g)	Breakfast, Lunch, and Snack
Louisiana LA4	Lunch and Snack
Louisiana NSECD	Breakfast, Lunch, and Snack
Maine	No meals are required ¹⁰
Maryland	Breakfast and Lunch (full day); Breakfast or Lunch (half day)
Massachusetts	Depends on length of program day ¹²
Michigan	Snack (half day); At least one meal and one snack (full day) ¹²
Minnesota	Lunch and/or breakfast ⁷
Missouri	Depends on length of program day ⁶
Nebraska	Snack ⁸
Nevada	No meals are required ⁵
New Jersey Abbott	Breakfast, Lunch, and Snack
New Jersey ECPA	Depends on length of program day ⁸
New Jersey ELLI	Depends on length of program day ⁸
New Mexico	At least one meal per day, breakfast or lunch depending on schedule
New York	Depends on length of program day ⁷
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day ⁷
Oklahoma	At least one meal ⁸
Oregon	Lunch and either Breakfast or Snack ⁴
Pennsylvania EABG	No meals are required
Pennsylvania HSSAP	Lunch and either Breakfast or Snack
Pennsylvania K4 & SBPK	No meals are required
Pennsylvania Pre-K Counts	Snack (half day); Snack and one meal (full day)
Rhode Island	Lunch and Snack
South Carolina 4K	Snack
South Carolina CDEPP	Breakfast and Lunch
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day ⁷
Vermont Act 62	No meals are required
Vermont EEI	No meals are required ⁶
Virginia	No meals are required ⁷
Washington	Depends on length of program day ⁷
West Virginia	At least one meal ⁸
Wisconsin 4K	Depends on length of program day ⁹
Wisconsin HdSt	Lunch and Snack ⁶
D.C. PEEP	Breakfast and Lunch
D.C. Charter	Lunch ⁵

STATE

PROGRAM STANDARDS

Screening and referral requirements

Alabama	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Physical exam, Developmental, Dental ⁵
Alaska	Vision, Hearing, Immunizations, Psychological/Behavioral, Developmental ⁸
Arkansas	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Physical exam, Developmental, Dental; Psychological/Behavioral - determined locally ⁵
California	Full physical exam, Developmental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Dental - determined locally ⁸
Colorado	Immunizations, Physical exam, Developmental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Dental, Social-emotional screenings - determined locally ¹⁴
Connecticut	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ¹²
Delaware	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁶
Florida	Determined locally ⁷
Georgia	Vision, Hearing, Immunizations, Dental ⁷
Illinois	Vision, Hearing, Immunizations, Developmental; Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Dental - determined locally
Iowa Shared Visions	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁸
Iowa SVPP	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁹
Kansas At-Risk	Vision, Hearing, Height/Weight/BMI, Immunizations, Physical exam; Psychological/Behavioral, Developmental, Dental - determined locally ³
Kansas Pre-K Pilot	Vision, Hearing, Physical exam, Developmental; Height/Weight/BMI, Immunizations, Psychological/Behavioral, Dental - determined locally ⁷
Kentucky	Vision, Hearing, Height/Weight, Blood pressure, Immunizations, Psychological/Behavioral, Developmental
Louisiana 8(g)	Immunizations, Psychological/Behavioral, Developmental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Physical exam, Dental - determined locally
Louisiana LA4	Vision, Hearing, Immunizations, Psychological/Behavioral; Height/Weight/BMI, Blood pressure, Physical exam, Developmental, Dental - determined locally
Louisiana NSECD	Vision, Hearing, Immunizations, Speech; Psychological/Behavioral, Developmental, Dental, Height/Weight/BMI - determined locally
Maine	Vision, Hearing, Immunizations, Developmental; Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Dental - determined locally
Maryland	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam; Developmental, Dental - determined locally ¹⁰
Massachusetts	Vision, Hearing, Health ¹³
Michigan	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Physical exam, Developmental; Psychological/Behavioral, Dental - determined locally ¹³
Minnesota	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Nutritional ⁸
Missouri	Vision, Hearing, Height/Weight/BMI, Immunizations, Physical exam, Developmental, Dental; Blood pressure, Psychological/Behavioral - determined locally ⁷
Nebraska	Determined locally
Nevada	Determined locally

STATE

PROGRAM STANDARDS

Screening and referral requirements

New Jersey Abbott	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Blood pressure, Physical exam - determined locally ¹⁰
New Jersey ECPA	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Blood pressure, Physical exam - determined locally ⁹
New Jersey ELLI	Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Blood pressure, Physical exam - determined locally ⁹
New Mexico	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Developmental, Dental
New York	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁸
North Carolina	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁵
Ohio	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Hemoglobin and Lead ⁸
Oklahoma	Vision, Hearing, Immunizations Height/Weight/BM, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental
Oregon	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Nutrition assessments required for all families ⁵
Pennsylvania EABG	Immunizations; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental - determined locally
Pennsylvania HSSAP	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental
Pennsylvania K4 & SBPK	Immunizations; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental - determined locally
Pennsylvania Pre-K Counts	Determined locally
Rhode Island	Vision, Hearing, Immunizations, Psychosocial/Behavioral, Developmental, Speech/language development ⁵
South Carolina 4K	Determined locally ⁵
South Carolina CDEPP	Vision, Hearing, Immunizations; Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental - determined locally
Tennessee	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental; Dental - determined locally ¹⁰
Texas	Immunization; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Physical exam, Developmental, Dental - determined locally
Vermont Act 62	Determined locally
Vermont EEI	Determined locally
Virginia	Vision, Hearing, Immunizations; Height/Weight/BMI, Blood Pressure, Psychosocial/Behavioral, Physical Exam, Developmental, Dental - Determined locally
Washington	Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁸
West Virginia	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental ⁹
Wisconsin 4K	Physical exam, Developmental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Dental - determined locally ¹⁰
Wisconsin HdSt	Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Physical exam, Developmental, Dental, Other
D.C. PEEP	Immunizations, Physical exam, Dental; Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Developmental – determined locally
D.C. Charter	Height/Weight/BMI, Full physical exam, Dental, Immunizations; Vision, Hearing, Developmental - determined locally ⁶

STATE

PROGRAM STANDARDS

Support services for English Language Learners and families

Alabama	State policy does not regulate services for English Language Learners ⁶
Alaska	Bilingual classes are permitted in pre-K; Programs are required to screen and assess all children; Translators or bilingual staff are available if children do not speak English
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	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; 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
Colorado	State policy does not regulate services for English Language Learners
Connecticut	State policy does not regulate services for English Language Learners ¹³
Delaware	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; ESL services must be provided; Translators or bilingual staff are available if children do not speak English; Children are screened in their primary language
Florida	State policy does not regulate services for English Language Learners ⁸
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 ⁸
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; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
Iowa Shared Visions	A home language survey is sent home at the beginning of the school year
Iowa SVPP	A home language survey is sent home at the beginning of the school year
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; A home language survey is sent home at the beginning of the school year; Translators or bilingual staff may be available if some children do not speak English but this is not a state policy requirement
Louisiana 8(g)	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 LA4	Monolingual non-English and bilingual classes are permitted in pre-K; Additional support services including professional development for teachers, information for parents, home language survey, and ESL services are commonly practiced but not required
Louisiana NSECD	Monolingual non-English and bilingual classes are permitted in pre-K
Maine	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 ¹¹
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 ¹⁴
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; 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 ⁹
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
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; 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
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; 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; Translators or bilingual staff are available if children do not speak English
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; 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

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
North Carolina	State policy does not regulate services for English Language Learners ⁶
Ohio	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; Required to have list maintained
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; 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; A systematic, written plan must be in place on how to work with English Language Learners
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
Rhode Island	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year ⁶
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 ¹¹
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
Virginia	State policy does not regulate services for English Language Learners
Washington	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; ESL services must be provided ⁹
West Virginia	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
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
Wisconsin HdSt	Follows federal Head Start requirements
D.C. PEEP	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
D.C. Charter	Professional development or coaching is provided for teachers; A home language survey is sent home at the beginning of the school year; A systematic, written plan must be in place on how to work with English Language Learners; Staff working with ELLs must be certified and trained

STATE

PROGRAM STANDARDS

Support services required for all programs

Alabama	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Parent conferences and/or home visits, Other comprehensive services are required but they are determined locally
Alaska	Parenting support or training, Child health services, Nutrition information ⁹
Arkansas	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits
California	Parent education or job training, Parenting support or training, Parent involvement activities, Child health services, Referral for social services, Transition to K activities, Parent conferences and/or home visits
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, Parent conferences and/or home visits, Information about and referral for immunizations and dental care
Connecticut	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, Family literacy and support for 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, Parent conferences and/or home visits, Mental health consultation
Florida	None
Georgia	Parent involvement activities, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits, Other support services determined locally ⁹
Illinois	Parent education or job training, Parenting support or training, Parent involvement activities, Referral for social services, Transition to K activities, Parent conferences and/or home visits
Iowa Shared Visions	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Parent conferences and/or home visits, Family nights
Iowa SVPP	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits
Kansas At-Risk	Parent involvement activities, Referral for social services, Transition to K activities, Parent conferences and/or home visits
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, Parent conferences and/or home visits ¹²
Louisiana 8(g)	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 program, Housing/utility referrals
Louisiana LA4	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, Parent conferences and/or home visits, Literacy training, GED services, Housing/utility referrals
Louisiana NSECD	Parenting support or training, Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits, Psychosocial/behavior, Developmental, Other support services determined locally
Maine	Parent conferences and/or home visits, Other support services determined locally
Maryland	Parenting support or training, Parent involvement activities, Child health services, Transition to K activities, Parent conferences and/or home visits
Massachusetts	Parent conferences and/or home visits ¹⁴
Michigan	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits
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, Parent conferences and/or home visits
Missouri	Parent involvement activities, Transition to K activities, Parent conferences ⁸
Nebraska	Parent involvement activities, Transition to K activities, Parent conferences and/or home visits, Other services and supports based on family need
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, Parent conferences and/or home visits
New Jersey ECPA	Parent involvement activities, Child health services, Transition to K activities, Parent conferences and/or home visits ¹⁰
New Jersey ELLI	Parent involvement activities, Child health services, Nutrition information, Transition to K activities, Parent conferences and/or home visits
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, Parent conferences and/or home visits
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, Parent conferences and/or home visits
North Carolina	Parent involvement activities, Transition to pre-K and K activities, Other support services ⁷
Ohio	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits
Oklahoma	Parent involvement activities, Child health services, Nutrition information, Referral for social services, Transition to K activities, Parent conferences and/or home visits, Other support services ⁹
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, Parent conferences and/or home visits, Mental health services
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, Parent conferences and/or home visits
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Parent involvement activities, Transition to K activities ⁵
Rhode Island	Parent involvement activities, Transition to K activities, Parent conferences and/or home visits
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, Parent conferences and/or home visits, Other support services determined locally
Texas	Support services determined locally
Vermont Act 62	Parent involvement activities, Transition to K activities, Parent conferences and/or home visits
Vermont EEI	Parent involvement activities, Transition to K activities, Parent conferences and/or home visits
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, Parent conferences and/or home visits
West Virginia	Transition to K activities, Parent conferences and/or home visits, Other support services determined locally
Wisconsin 4K	Parent involvement activities, Child health services, Referral for social services, Referral for special education, Parent conferences and/or home visits, Access to school nurse, school psychologist, 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, Parent conferences and/or home visits, Other support services in accordance with Head Start performance standards
D.C. PEEP	Parent involvement activities, Transition to K activities, Parent conferences and/or home visits, Other support services determined locally
D.C. Charter	Support services determined locally

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Name of early learning standards document
Alabama	Alabama Performance Standards for 4-Year-Olds
Alaska	Alaska Early Learning Guidelines
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations, Volume One
Colorado	Building Blocks to the Colorado K–12 Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Delaware Early Learning Foundations: Preschool
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
Kentucky	Kentucky Early Childhood Standards
Louisiana 8(g)	Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children
Louisiana LA4	Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children
Louisiana NSECD	Bulletin 105: Louisiana Content Standards for Programs Serving 4-year-old Children
Maine	State of Maine Early Learning Guidelines
Maryland	Maryland Model for School Readiness (MMSR) / State Curriculum (SC) 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 Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Outcomes - Full Version
New York	New York State Prekindergarten Learning Standards
North Carolina	Early Learning Standards for North Carolina Preschoolers and Strategies to Guide Their Success
Ohio	Ohio's Early Learning Content Standards and Ohio's Early Learning Program Guidelines
Oklahoma	Priority Academic Student Skills
Oregon	Early Childhood Foundation 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
Rhode Island	Rhode Island Early Learning Standards
South Carolina 4K	South Carolina Early Learning Standards
South Carolina CDEPP	South Carolina Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards
Texas	Revised Texas Prekindergarten 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	2010 ECEAP Performance Standards and Washington State Early Learning and Development Benchmarks
West Virginia	WVBE Policy 2520.15 - West Virginia Early Learning Standards Framework
Wisconsin 4K	Wisconsin Model Early Learning Standards
Wisconsin HdSt	Wisconsin Model Early Learning Standards
D.C. PEEP	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
D.C. Charter	Early Learning Standards: Infant, Toddlers and Pre-kindergarten

STATE

STATEWIDE EARLY LEARNING STANDARDS

Web address of early learning standards document

Alabama	http://www.children.alabama.gov
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arkansas	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/CPPOcs/Building%20BlocksSep2011.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/files/PresscELFFinalJul2010.pdf
Florida	http://www.fldoe.org/earlylearning/perform.asp
Georgia	http://www.dec.al.ga.gov/Prek/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi
Iowa Shared Visions	http://educateiowa.gov/index.php?option=com_content&task=view&id=681&Itemid=1571
Iowa SVPP	http://educateiowa.gov/index.php?option=com_content&task=view&id=681&Itemid=1571
Kansas At-Risk	http://www.ksde.org/Default.aspx?tabid=3321
Kansas Pre-K Pilot	http://www.ksde.org/Default.aspx?tabid=3321
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/uploads/17057.pdf
Louisiana LA4	http://www.louisianaschools.net/lde/uploads/17057.pdf
Louisiana NSECD	http://www.louisianaschools.net/lde/uploads/17057.pdf
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://marylandpublicschools.org/MSDE/divisions/child_care/early_learning/MMSR.htm
Massachusetts	http://www.eec.state.ma.us/docs1/curriculum/20030401_preschool_early_learning_guidelines.pdf
Michigan	http://www.michigan.gov/mde/0,1607,7-140-6530_6809-103343--,00.html
Minnesota	http://education.state.mn.us/MDE/StuSuc/EarlyLearn/index.html
Missouri	http://dese.mo.gov/divimprove/fedprog/earlychild/PreK_Standards/Index.html
Nebraska	http://www.education.ne.gov/OEC/elg.html
Nevada	http://www.doe.nv.gov/Standards/Pre-K/Pre-K_Standards.pdf
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/
New Mexico	https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_Birth-Kindergarten_fullversion.pdf
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/prekindergarten_learning_standards_jan_10_2011.pdf
North Carolina	http://www.ncprek.nc.gov/Foundations/index.asp
Ohio	http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1389&ContentID=1629&Content=116409 (ELCS) http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1390&ContentID=5590&Content=96201 (ELPG)
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
Rhode Island	www.ride.ri.gov/els
South Carolina 4K	http://www.ed.sc.gov/agency/pr/Standards-and-Curriculum/documents/gsgsbookrevised072109.pdf
South Carolina CDEPP	http://www.ed.sc.gov/agency/pr/Standards-and-Curriculum/documents/gsgsbookrevised072109.pdf
Tennessee	http://www.tennessee.gov/education/ci/earlychildhood/
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont Act 62	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Vermont EEI	http://education.vermont.gov/new/pdfdoc/pgm_earlyed/pubs/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
Washington	www.del.wa.gov/development/benchmarks/copy.aspx and www.del.wa.gov/publications/eceap/docs/ECEAP_PerformanceStandards.pdf
West Virginia	http://wvde.state.wv.us/policies/
Wisconsin 4K	http://www.collaboratingpartners.com/wmels-about.php
Wisconsin HdSt	http://www.collaboratingpartners.com/wmels-about.php
D.C. PEEP	http://dcps.dc.gov/downloads/TEACHING%20&%20LEARNING/Learning%20Standards%202009/DCPS-ELA-PREK-STANDARDS-LEARNING-ACTIVITIES.pdf
D.C. Charter	http://dcps.dc.gov/downloads/TEACHING%20&%20LEARNING/Learning%20Standards%202009/DCPS-ELA-PREK-STANDARDS-LEARNING-ACTIVITIES.pdf

STATE

STATEWIDE EARLY LEARNING STANDARDS

	Year standards adopted	Year standards last revised
Alabama	2004	Under revision
Alaska	2006	2006
Arkansas	1996	2004
California	2008	2008 ⁹
Colorado	2007	2011 ¹⁵
Connecticut	1999	Under revision anticipated 2013 ¹⁴
Delaware	2003	2010
Florida	2008	2011 ⁹
Georgia	1996	2005 ¹⁰
Illinois	2003	Under revision
Iowa Shared Visions	2006	Under revision
Iowa SVPP	2007	Under revision
Kansas At-Risk	2006	2009
Kansas Pre-K Pilot	2006	2009
Kentucky	2003	2009
Louisiana 8(g)	2010	2010 ³
Louisiana LA4	2010	2010 ⁹
Louisiana NSECD	2010	2010 ²
Maine	2005	Under revision anticipated 2012 ¹²
Maryland	2004	Under revision anticipated 2012 ¹¹
Massachusetts	2003	2003
Michigan	1986	Under revision
Minnesota	2003	2005
Missouri	2001-2005	2009
Nebraska	2005	Under revision
Nevada	2010	2010
New Jersey Abbott	2002	2009
New Jersey ECPA	2002	2009
New Jersey ELLI	2002	2009
New Mexico	2005	2011
New York	2011	2011 ⁹
North Carolina	2005	2004
Ohio	2003 for Pre-Kindergarten Content Standards (formerly ELCS) 2005 for ELPG	2011 for ELCS, 2009 for ELPG ⁹
Oklahoma	1996	2010
Oregon	2007	Under revision ⁷
Pennsylvania EABG	2005	2009
Pennsylvania HSSAP	2005	2009
Pennsylvania K4 & SBPK	2005	2009
Pennsylvania Pre-K Counts	2005	2009
Rhode Island	2003	2003
South Carolina 4K	2008	2008
South Carolina CDEPP	2008	2008
Tennessee	2004	Under revision anticipated 2012
Texas	2008	2008
Vermont Act 62	2003	Under revision
Vermont EEI	2003	Under revision
Virginia	2003	2007
Washington	1986 for Standards, 2006 for Benchmarks	2010 for Standards, Benchmarks under revision ¹⁰
West Virginia	2004	2010
Wisconsin 4K	2003	2011
Wisconsin HdSt	2003	2011
D.C. PEEP	2008	2008
D.C. Charter	2008	2008

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	✓	✓	✓	✓	✓
Alaska	✓	✓	✓	✓	✓
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			✓	✓	✓
Oklahoma	✓	✓	✓	✓	✓
Oregon	✓	✓	✓	✓	✓
Pennsylvania EABG	✓	✓	✓	✓	✓
Pennsylvania HSSAP	✓	✓	✓	✓	✓
Pennsylvania K4 & SBPK	✓	✓	✓	✓	✓
Pennsylvania Pre-K Counts	✓	✓	✓	✓	✓
Rhode Island	✓	✓	✓	✓	✓
South Carolina 4K	✓	✓	✓	✓	✓
South Carolina CDEPP	✓	✓	✓	✓	✓
Tennessee	✓	✓	✓	✓	✓
Texas	✓	✓	✓	✓	✓
Vermont Act 62	✓	✓	✓	✓	✓
Vermont EEI	✓	✓	✓	✓	✓
Virginia	✓	✓	✓	✓	✓
Washington	✓	✓	✓	✓	✓
West Virginia	✓	✓	✓	✓	✓
Wisconsin 4K	✓	✓	✓	✓	✓
Wisconsin HdSt	✓	✓	✓	✓	✓
D.C. PEEP	✓	✓	✓	✓	✓
D.C. Charter	✓	✓	✓	✓	✓

STATE

PERSONNEL

Minimum teacher degree requirement

Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic) ¹⁰
Arkansas	BA in ECE or CD (one for every three classrooms) & AA in ECE or CD (other classrooms) (public and nonpublic) ⁶
California	Child Development Associate Teacher Permit (public and nonpublic) ¹⁰
Colorado	CDA (public and nonpublic) ¹⁶
Connecticut	CDA (public and nonpublic) ¹⁵
Delaware	CDA (public and nonpublic) ⁷
Florida	BA (summer); CDA or equivalent (school year) ¹⁰
Georgia	BA (public and nonpublic) ¹¹
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); AA in ECE or CD (nonpublic) ⁹
Iowa SVPP	BA (public and nonpublic)
Kansas At-Risk	BA (public)
Kansas Pre-K Pilot	BA (public); AA in ECE working toward BA within five years (nonpublic) ⁹
Kentucky	BA (public and nonpublic) ¹³
Louisiana 8(g)	BA (public)
Louisiana LA4	BA (public and nonpublic) ¹⁰
Louisiana NSECD	BA (nonpublic) ³
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)
Massachusetts	BA (public); None (nonpublic) ¹⁵
Michigan	BA (public and nonpublic) ¹⁵
Minnesota	BA (public); CDA (nonpublic) ¹⁰
Missouri	BA (public and nonpublic) ⁹
Nebraska	BA (public and nonpublic) ⁹
Nevada	BA (public and nonpublic) ⁶
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public); HSD (nonpublic) ⁵
New York	BA and NYS teaching certificate (public); BA in early childhood or related field with 5-year plan to become certified (nonpublic) ¹⁰
North Carolina	BA (public); AA and working toward BA and birth-K license within four years (nonpublic) ⁸
Ohio	AA in ECE (public and nonpublic) ¹⁰
Oklahoma	BA/BS and ECE certification (public and nonpublic)
Oregon	BA and teaching license plus 15 ECE credits (public); CDA (nonpublic) ⁸
Pennsylvania EABG	BA (public); AA (nonpublic) ⁷
Pennsylvania HSSAP	CDA (public and nonpublic) ⁷
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) ⁶
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic) ⁷
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public and nonpublic)
Vermont Act 62	BA (public); Meets child care requirements (nonpublic) ⁶
Vermont EEI	BA (public); Meets child care requirements (nonpublic) ⁷
Virginia	BA (public); HSD (nonpublic) ⁸
Washington	AA (public and nonpublic) ¹¹
West Virginia	BA in ECE or pre-K special education (pre-K only programs); AA (blended programs) ¹⁰
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); CDA (nonpublic) ⁷
D.C. PEEP	BA (public); AA working toward BA by 2017 (nonpublic) ⁴
D.C. Charter	None (public) ⁷

STATE

PERSONNEL

Required teacher certification/licensure/endorsement

Alabama	Early Childhood (P-3) (public); Child Development (Pre-K) (nonpublic) ⁷
Alaska	ECE endorsement (P-3) (public and nonpublic) ¹⁰
Arkansas	Degree in ECE or CD, with P-4 certification for lead teachers (public); Degree in ECE or CD (nonpublic) ⁶
California	Child Development Associate Teacher Permit (public and nonpublic) ¹⁰
Colorado	Meets CDA requirements (public and nonpublic) ¹⁶
Connecticut	Meets CDA requirements (public and nonpublic) ¹⁵
Delaware	Meets CDA requirements (public and nonpublic) ⁷
Florida	Prekindergarten/primary, Preschool, Prekindergarten Disabilities, Family and Consumer Science (summer); CDA (school year) ¹⁰
Georgia	Degree or certification in ECE or Montessori diploma (pre-K) (public and nonpublic)
Illinois	EC certificate (Birth–grade 3) (public and nonpublic)
Iowa Shared Visions	Early childhood endorsement, with or without special education (Birth to grade 3), Pre-K–K (public); AA in ECE or CD (nonpublic)
Iowa SVPP	Birth to grade 3 including special education (public and nonpublic); Birth to grade 3, Ed 106, birth through grade 3 (does not include special education) (public and nonpublic); Pre-K–K, Prekindergarten and Kindergarten (public and nonpublic)
Kansas At-Risk	EE certification (K–6), ECE certification (Birth to age 5), ECE special education (Birth to age 5), Early childhood unified (B–K, Birth to grade three), EE certification with ECE endorsement (K–6) (public)
Kansas Pre-K Pilot	EE certification (K–6), ECE certification (Birth to age 5), ECE special education (Birth to age 5), Early childhood unified (Birth to grade three), B–K (public); EE certification with ECE endorsement, K–6 (public and nonpublic); AA (nonpublic) ⁸
Kentucky	Interdisciplinary Early Childhood Education certificate, birth to kindergarten (public and nonpublic) ¹³
Louisiana 8(g)	Nursery School (PK), Early Intervention (B–5), Pre-K–3 (PK–3), Non-categorical Preschool Handicapped (PK), Kindergarten (K) (public) ⁴
Louisiana LA4	Nursery School (PK), Early Intervention (B–5), Pre-K–3 (PK–3), Non-categorical Preschool Handicapped (PK), Kindergarten (K) (public and nonpublic) ¹⁰
Louisiana NSECD	Nursery School (PK), Early Intervention (B–5), Pre-K–3 (PK–3), Non-categorical Preschool Handicapped (PK), Kindergarten (K) (nonpublic) ⁴
Maine	Early Childhood Educator endorsement (Birth–5) (public and nonpublic)
Maryland	Maryland Early Childhood Certification (PK–3) (public and nonpublic)
Massachusetts	Early childhood teacher of students with and without disabilities, pre-K to grade 2 (public); 3 credits (nonpublic) ¹⁵
Michigan	EE certification with ECE endorsement (K–5 + Birth to age 8) (public); EE certification with ECE endorsement or CDA (K–5 + Birth to age 8 or Birth to age 5) or BA in Child Development (Birth to age 5) (nonpublic) ¹⁵
Minnesota	License or certification in early childhood (public); Meets CDA requirements (nonpublic) ¹⁰
Missouri	ECE or ECSE (B–3rd), 4-year CD Degree (public and nonpublic)
Nebraska	ECE (B to grade 3), Early Childhood Special Education (B to grade 3), Preschool Disabilities (B to K), Early Childhood Education Unified (B to grade 3) (public and nonpublic) ⁹
Nevada	Early childhood certification (B–K, B–Grade 2), Early Childhood Special Education (B–Grade 2) (public and nonpublic) ⁶
New Jersey Abbott	P–3 Nursery School Endorsement (P–grade 8), Standard Elementary School Endorsement (P–grade 8) (public and nonpublic) ¹¹
New Jersey ECPA	P–3 Nursery School Endorsement (P–grade 8), Standard Elementary School Endorsement (P–grade 8) (public and nonpublic) ¹¹
New Jersey ELLI	P–3 Nursery School Endorsement (P–grade 8), Standard Elementary School Endorsement (P–grade 8) (public and nonpublic) ¹⁰
New Mexico	Early Childhood Education Teacher License (B–Grade 3) (public and nonpublic) ⁵
New York	ECE certification (birth–grade 2), Certificate in Students with Disabilities (birth–grade 2), Teaching Certificate (N–6), Teaching Certificate (Pre-K–6) (public and nonpublic) ¹⁰
North Carolina	Birth–Kindergarten Licensure, Ages 0-6 (public and nonpublic) ⁸
Ohio	Pre-K–3 license (PK–3), Pre-K license (PK), Intervention Specialist License P–12 in Vision or Hearing Impaired, Early Childhood Intervention Specialist License (P–3), P–3, K–3 or K–8 certificate plus four courses in ECE or CD from an accredited college, PK–3 or PK–8, Pre-K Associate, PK (public); AA in ECE, PK (public and nonpublic) ¹⁰
Oklahoma	ECE, Birth–grade 3 (public and nonpublic) ¹⁰
Oregon	ECE Endorsement, Pre-K–Grades 3-9 (public); Meets CDA requirements (nonpublic) ⁸
Pennsylvania EABG	ECE certification, PK–4 or N–3 (public); AA in ECE (public and nonpublic) ⁷
Pennsylvania HSSAP	Meets CDA requirements (public and nonpublic) ⁷
Pennsylvania K4 & SBPK	ECE or EE Certification (K4); ECE Certification (SBPK)
Pennsylvania Pre-K Counts	ECE certification (PK–4) (public); AA in ECE (child care and Head Start), Private school certification and 18 credits in ECE (nursery school) ⁶
Rhode Island	Early Childhood certification (pre-K–grade 2) (public and nonpublic)
South Carolina 4K	ECE (Pre-K–3rd) (public)
South Carolina CDEPP	ECE (Pre-K–3rd) (public); AA in ECE or related field, Pre-K (nonpublic)
Tennessee	Pre-K–Grade 3, Pre-K–4, Pre-K–K, SpEd Pre-K–1, SpEd Pre-K–3 (public and nonpublic) ¹²
Texas	Generalist Teaching Certificate, ECE through grade 6 (public and nonpublic)
Vermont Act 62	Early Childhood Educator (birth to grade 3), Early Childhood Special Educator (birth through age 5) (public); Meets child care requirements (nonpublic) ⁶
Vermont EEI	Early Childhood Educator (birth to grade 3), Early Childhood Special Educator (birth through age 5) (public); AA, or a CDA, or a child care post-secondary certificate (nonpublic) ⁷
Virginia	Early/primary education (Pre-K–3), Elementary Education, Pre-K–6 (public and nonpublic) ⁸
Washington	30 quarter credits in ECE (public and nonpublic) ¹¹
West Virginia	Certification in Birth–5, ECE, Preschool special needs, or EE with PK/K endorsement (public); AA in CD, ECE, or Occupational Development with an emphasis in CD (nonpublic) ¹⁰
Wisconsin 4K	ECE birth–age 8, ECE birth–age 11, 4K–grade 3 (public and nonpublic)
Wisconsin HdSt	ECE birth–age 8, ECE birth–age 11 (public); Meets CDA requirements (nonpublic) ⁷
D.C. PEEP	EC Certification (Preschool/Pre-K) (public); AA or BA in CD, ECE, or Child and Family Studies (Preschool/Pre-K) (nonpublic) ⁴
D.C. Charter	None (public) ⁷

STATE	PERSONNEL	
	Education level of teachers during 2010-2011	Teacher in-service requirement
Alabama	AA, 6%; BA, 71%; MA, 23% ⁸	30 clock hours per year
Alaska	BA, 100%	6 credit hours per 5 years
Arkansas	HSD, 1%; CDA, 5%; AA, 12%; BA, 66%; MA, 15%; Other, 1% ⁶	60 clock hours per year (certified staff); 30 clock hours per year (all other teachers)
California	Not available	105 clock hours per 5 years
Colorado	Not available	15 clock hours per year
Connecticut	CDA, 14%; AA, 23%; BA, 38%; MA, 16%; ECE certified/non-state, 7%; Unavailable, 2%	6 clock hours per year ¹⁶
Delaware	CDA, 13%; AA, 29%; BA, 49%; MA, 9%	18 clock hours per year
Florida	CDA, 63%; AA, 9%; BA, 25%; MA, 3%	10 clock hours per year
Georgia	AA, 9%; BA, 16%; BA + Certification (ECE, ELEM), 75% ¹¹	15 clock hours per academic year
Illinois	Not available	120 clock hours per 5 years
Iowa Shared Visions	CDA, 3%; AA, 11%; BA, 66%; MA, 20%	6 credit hours per 5 years (public); None (nonpublic) ¹⁰
Iowa SVPP	BA, 100%	None ¹⁰
Kansas At-Risk	BA or higher, 100%	15 clock hours per year
Kansas Pre-K Pilot	BA required, breakdown not available	15 clock hours per year
Kentucky	CDA/AA, 19%; BA, 81%	28 clock hours per school year
Louisiana 8(g)	BA or higher, 100%	150 clock hours per 5 years
Louisiana LA4	BA, 100% ¹¹	18 clock hours per year
Louisiana NSECD	BA, 75%; MA, 25%	18 clock hours per year ⁴
Maine	BA, 77%; MA, 23%	6 credit hours per 5 years
Maryland	BA, 100%	6 credit hours per every 5 years ¹²
Massachusetts	Not available	20 clock hours/year (UPK and PSCCE); 150 clock hours/5 years (Grant 391)
Michigan	BA, 70%; MA, 30%	6 credit hours per 5 years (certified staff); 12 clock hours per year (other staff) ¹⁶
Minnesota	HSD, 1%; CDA, 12%; AA, 20%; BA, 65%; MA, 2%	15 clock hours per year ¹¹
Missouri	BA or higher, 100%	22 clock hours per year ¹⁰
Nebraska	BA or higher, 100%	12 clock hours per year
Nevada	AA, 6%; BA, 52%; MA, 39%; Ph.D., 3%	6 credit hours per 5 years
New Jersey Abbott	BA, 78%; MA, 21.6%; Ph.D., 0.4%	100 clock hours per 5 years
New Jersey ECPA	BA required, breakdown not available	100 clock hours per 5 years
New Jersey ELLI	BA required, breakdown not available	100 clock hours per 5 years
New Mexico	HSD, 2%; CDA, 2%; AA, 28%; BA, 51%; MA, 17%	45 clock hours per year
New York	BA, 21%; MA, 79% ¹¹	175 clock hours per 5 years
North Carolina	HSD, 0.1%; AA, 10%; BA, 77.8%; MA, 12%; Ph.D., 0.1%	15 CEUs per 5 years ⁹
Ohio	AA, 5%; BA, 47%; MA, 46%; Education specialist or non-degree, 2%	20 clock hours per 2 years ¹¹
Oklahoma	BA/BS or higher, 100%	75 clock hours per 5 years
Oregon	CDA, 18%; AA, 37%; BA, 35%; MA, 10%	15 clock hours per year
Pennsylvania EABG	Not available	180 clock hours per 5 years
Pennsylvania HSSAP	Not available	15 clock hours per year
Pennsylvania K4 & SBPK	BA required, breakdown not available	180 clock hours per 5 years
Pennsylvania Pre-K Counts	AA, 17%; BA, 74%; MA, 9%	180 clock hours per 5 years
Rhode Island	BA, 100%	20 clock hours per year
South Carolina 4K	BA, 75%; MA, 25%	15 clock hours per year
South Carolina CDEPP	BA or higher, 100% (public); Not available (nonpublic)	15 clock hours per year
Tennessee	BA, 54%; MA, 42%; Doctorate, interim license or waiver (teaching outside their grade level), 4% ¹²	18 clock hours per year ¹³
Texas	BA or higher, 100%	150 clock hours per 5 years
Vermont Act 62	Not available ⁶	9 credit hours per 7 years ⁷
Vermont EEI	CDA, 2%; AA, 2%; BA, 65%; MA, 31%	9 credit hours per 7 years (public); 12 clock hours per year (nonpublic) ⁸
Virginia	CDA, 2%; AA, 1%; BA, 97%	15 clock hours per year
Washington	CDA, 4%; AA, 44%; BA, 36%; MA, 7%; Some college, 8%; Unknown, 0.5% ¹²	15 clock hours per year
West Virginia	Not available	15 clock hours per year
Wisconsin 4K	BA, 70%; MA, 29%; MA or Ph.D. with license, 1%	6 credit hours per 5 years
Wisconsin HdSt	Not available	15 clock hours per year ⁸
D.C. PEEP	AA, 8%; BA, 86%; MA, 6%	90 clock hours per 4 years (DCPS); 1 day per month (CBO) ⁵
D.C. Charter	Not available	Determined locally

STATE	PERSONNEL	Assistant teacher specialized training requirement
	Minimum assistant teacher degree requirement	
Alabama	CDA (public and nonpublic)	CDA or 9 credits of college coursework in CD or EC (Pre-K–3rd) (public and nonpublic)
Alaska	AA (public and nonpublic)	AA in ECE or related field (P–3) (public and nonpublic)
Arkansas	CDA (public and nonpublic) ⁷	CDA or AA in ECE or CD (public and nonpublic) ⁷
California	None (public and nonpublic) ¹¹	None (public and nonpublic) ¹¹
Colorado	No educational requirement, but must meet Colorado Department of Human Services Licensing Requirements (public and nonpublic)	None (public and nonpublic)
Connecticut	No minimum degree required (public and nonpublic)	None (public and nonpublic)
Delaware	HSD (public and nonpublic) ⁷	None (public and nonpublic)
Florida	No minimum degree required (summer and school year) ¹²	None (summer and school year)
Georgia	CDA (public and nonpublic)	CDA (public and nonpublic)
Illinois	AA (public and nonpublic)	None (public and nonpublic)
Iowa Shared Visions	HSD (public and nonpublic) ¹¹	None (public and nonpublic)
Iowa SVPP	CDA or Iowa paraeducator certificate (public and nonpublic) ¹¹	CDA or Iowa paraeducator certificate (public and nonpublic) ¹¹
Kansas At-Risk	CDA (public)	CDA (public)
Kansas Pre-K Pilot	CDA (public and nonpublic) ⁹	CDA (public and nonpublic) ⁹
Kentucky	HSD (public and nonpublic)	None (public and nonpublic)
Louisiana 8(g)	HSD (public) ⁵	None (public)
Louisiana LA4	HSD (public and nonpublic) ¹²	None (public and nonpublic)
Louisiana NSECD	CDA or AA (nonpublic) ⁵	CDA (infant/toddler through preschool) or AA or higher in early childhood education or family studies (nonpublic)
Maine	Ed Tech II, which requires 60 college credit hours (public and nonpublic) ¹³	Ed Tech II Authorization, PK–12 (public and nonpublic) ¹³
Maryland	HSD (public and nonpublic) ¹³	None (public and nonpublic)
Massachusetts	HSD (public); At least 18 years of age plus 3-credit child development course or CDA (nonpublic)	None (public and nonpublic)
Michigan	CDA (public and nonpublic) ¹⁷	CDA or AA in ECE or CD (public and nonpublic)
Minnesota	Meets child care regulations (public and nonpublic) ¹²	Per federal Head Start requirements and state licensing regulations (public and nonpublic) ¹²
Missouri	CDA (public and nonpublic)	CDA (public and nonpublic)
Nebraska	12 semester hours of undergraduate and graduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)	12 semester hours of undergraduate and graduate credit in CD or ECE or the equivalent in prior training or experience (public and nonpublic)
Nevada	HSD (public and nonpublic)	None (public and nonpublic)
New Jersey Abbott	HSD, unless Title I school (public); HSD (nonpublic) ¹²	None (public and nonpublic)
New Jersey ECPA	HSD, unless Title I school (public); HSD (nonpublic) ¹²	None (public and nonpublic)
New Jersey ELLI	HSD, unless Title I school (public); HSD (nonpublic) ¹¹	None (public and nonpublic)
New Mexico	HSD (public and nonpublic) ⁶	Educational Assistant License (Pre-K to Grade 12) (public); None (nonpublic) ⁶
New York	HSD + 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic) ¹²	Level I, II, or III Certificate (public); None (nonpublic) ¹²
North Carolina	CDA or NCLB requirements (public); CDA (nonpublic) ¹⁰	CDA (public and nonpublic)
Ohio	HSD (public and nonpublic)	None (public and nonpublic)
Oklahoma	Meets NCLB requirements (public and nonpublic) ¹¹	Meets NCLB requirements (public and nonpublic) ¹¹
Oregon	HSD or GED (public and nonpublic) ⁸	None (public and nonpublic) ⁸
Pennsylvania EABG	Meets NCLB requirements (public and nonpublic) ⁸	Meets NCLB requirements (public and nonpublic) ⁸
Pennsylvania HSSAP	HSD (public and nonpublic) ⁷	None (public and nonpublic) ⁷
Pennsylvania K4 & SBPK	Meets NCLB requirement (SBPK); No minimum degree required (K4) ⁶	Meets NCLB requirement (SBPK); None (K4) ⁶
Pennsylvania Pre-K Counts	Meets NCLB requirement (public and nonpublic) ⁷	Meets NCLB requirements (public and nonpublic) ⁷
Rhode Island	HSD + 12 college credits in EC (public and nonpublic)	HSD + 12 college credits of ECE (public and nonpublic)
South Carolina 4K	HSD (public)	None (public)
South Carolina CDEPP	HSD (public and nonpublic) ⁸	Early childhood developmental credential (Pre-K) (public and nonpublic) ⁸
Tennessee	CDA (pilot program); HSD + pre-K experience (VPK) ¹⁴	State-required training (public and nonpublic); CDA (pilot program) ¹⁵
Texas	HSD (public and nonpublic)	None (public and nonpublic)
Vermont Act 62	AA (public) HSD + 30-hour or 3-credit course in child development (nonpublic) ⁸	None (public and nonpublic) ⁸
Vermont EEI	AA (public) HSD + 30-hour or 3-credit course in child development (nonpublic) ⁹	None (public and nonpublic) ⁹
Virginia	HSD (public); No minimum degree required (nonpublic)	None (public and nonpublic)
Washington	CDA or 12 credits in ECE (public and nonpublic) ¹³	CDA or 12 quarter credits in ECE (public and nonpublic) ¹³
West Virginia	HSD (public and nonpublic)	None (public and nonpublic)
Wisconsin 4K	HSD (public and nonpublic) ¹¹	None (public and nonpublic)
Wisconsin HdSt	HSD (public and nonpublic) ⁷	None (public and nonpublic)
D.C. PEEP	AA, 48 credits, or para-pro exam (public); CDA (nonpublic) ⁶	None (public); CDA (nonpublic) ⁶
D.C. Charter	No minimum degree required (public) ⁷	None (public) ⁷

STATE

RESOURCES

	Total 2010-2011 spending	How much of total spending came from...
Alabama	\$21,982,350	State, \$17,585,880; Required local, \$4,396,470
Alaska	\$1,700,000	State, \$1,700,000 ¹¹
Arkansas	\$179,618,753	State, \$103,500,000; Federal, \$7,500,000; Required local, \$68,618,753 ⁸
California	\$812,840,336	State, \$739,358,172; Federal, \$73,482,164 ¹²
Colorado	\$70,589,126	State, \$39,820,907; Federal, \$2,798,729; Required local, \$27,969,490 ¹⁷
Connecticut	\$96,323,128	State, \$85,302,562; Non-required local, \$11,020,566 ¹⁷
Delaware	\$5,727,800	State, \$5,727,800
Florida	\$398,200,356	State, \$325,437,799; Federal, \$72,762,557
Georgia	\$355,151,233	State, \$355,016,016; Federal, \$135,217
Illinois	\$289,715,561	State, \$289,715,561 ⁷
Iowa Shared Visions	\$21,506,753	State, \$7,024,552; Required local, \$1,404,910; Non-required local, \$13,077,291 ¹²
Iowa SVPP	\$64,694,174	State, \$64,694,174 ¹²
Kansas At-Risk	\$18,000,000	State, \$18,000,000
Kansas Pre-K Pilot	\$4,799,812	State, \$4,799,812 ¹⁰
Kentucky	\$148,904,236	State, \$75,339,610; Federal, \$55,637,922; Non-required local, \$17,926,704
Louisiana 8(g)	\$12,513,151	State, \$12,513,151 ⁶
Louisiana LA4	\$76,577,807	State, \$6,027,807; Federal, \$68,550,000; Non-required local, \$2,000,000 ¹³
Louisiana NSECD	\$7,500,000	Federal, \$7,500,000
Maine	\$18,449,048	State, \$8,039,887; Required local, \$10,409,161
Maryland	\$266,534,510	State, \$119,480,130; Federal, \$20,817,940; Required local, \$126,236,440
Massachusetts	\$51,932,533	State, \$16,519,276; Federal, \$35,413,257 ¹⁶
Michigan	\$98,275,000	State, \$98,275,000 ¹⁸
Minnesota	\$14,306,812	State, \$14,306,812
Missouri	\$13,013,883	State, \$13,013,883
Nebraska	\$27,046,565	State, \$16,307,351; Federal, \$7,998,633; Non-required local, \$2,740,581
Nevada	\$4,460,483	State, \$3,338,875; Federal, \$1,121,608 ⁷
New Jersey Abbott	\$551,027,752	State, \$551,027,752 ¹³
New Jersey ECPA	\$44,202,175	State, \$44,202,175
New Jersey ELLI	\$2,280,300	State, \$2,280,300
New Mexico	\$15,182,900	State, \$15,182,900
New York	\$381,908,267	State, \$381,908,267
North Carolina	\$243,368,081	State, \$113,809,127; Federal, \$102,844,105; Non-required local, \$26,714,849 ¹¹
Ohio	\$22,467,862	State, \$22,467,862
Oklahoma	\$295,621,209	State, \$133,029,544; Federal, \$50,255,606; Non-required local, \$112,336,059 ¹²
Oregon	\$49,946,739	State, \$49,946,739
Pennsylvania EABG	\$15,105,162	State, \$15,105,162
Pennsylvania HSSAP	\$37,311,687	State, \$37,311,687
Pennsylvania K4 & SBPK	\$35,744,420	State, \$35,744,420 ⁷
Pennsylvania Pre-K Counts	\$83,383,601	State, \$83,383,601
Rhode Island	\$1,150,000	State, \$700,000; Federal, \$450,000
South Carolina 4K	\$58,023,220	State, \$15,813,846; Non-required local, \$42,209,374 ⁶
South Carolina CDEPP	\$19,784,628	State, \$19,784,628 ⁹
Tennessee	\$108,007,622	State, \$85,254,000; Required local, \$22,753,622
Texas	\$843,723,501	State, \$843,723,501
Vermont Act 62	\$17,044,928	State, \$17,044,928 ⁹
Vermont EEI	\$1,122,337	State, \$1,122,337
Virginia	\$93,573,005	State, \$60,474,645; Required local, \$33,098,360
Washington	\$54,389,496	State, \$54,389,496 ¹⁴
West Virginia	\$133,808,848	State, \$78,843,055; Federal, \$53,338,092; Non-required local, \$1,627,701
Wisconsin 4K	\$223,000,000	State, \$140,000,000; Required local, \$83,000,000 ¹²
Wisconsin HdSt	\$6,960,062	State, \$6,960,062
D.C. PEEP	\$71,584,110	District, \$71,553,310; Federal, \$30,800 ⁷
D.C. Charter	\$50,134,582	District, \$50,134,582 ⁸

STATE

RESOURCES

State funding sources and amounts

Alabama	Education trust fund, \$17,585,880
Alaska	State general fund, \$1,700,000
Arkansas	General revenue, \$103,500,000
California	State general funds, \$686,127,508; Special funds, \$53,230,664 ¹²
Colorado	General fund, General fund exempt, State public school fund (CF), State education fund, \$39,820,907 ¹⁷
Connecticut	General fund, \$73,700,158; Dept. of Social Services general fund (Care4Kids funding & quality enhancement funds), \$11,602,364 ¹⁷
Delaware	Early Childhood Assistance Program, \$5,727,800
Florida	General revenue, \$325,437,799
Georgia	Lottery, \$355,016,016
Illinois	General revenue funds, \$289,715,561 ⁷
Iowa Shared Visions	General funds, \$7,024,552 ¹²
Iowa SVPP	State general funds, \$64,694,174 ¹²
Kansas At-Risk	State general funds, \$18,000,000
Kansas Pre-K Pilot	Tobacco funds, \$4,799,812
Kentucky	General funds, \$75,339,610 ¹⁴
Louisiana 8(g)	8(g) funds, \$12,513,151
Louisiana LA4	State general fund, \$5,027,807; State statutory dedication, \$1,000,000
Louisiana NSECD	None
Maine	General fund, \$8,039,887
Maryland	General revenue, \$119,480,130 ¹⁴
Massachusetts	State budget appropriations, \$16,519,276
Michigan	State school aid fund, \$89,400,000; General fund, \$8,875,000 ¹⁸
Minnesota	General fund, \$14,306,812
Missouri	Entrance fees to the gambling boats, \$13,013,883
Nebraska	State aid, \$12,906,240; Early Childhood Education Grant, \$3,365,473; Special education flex funds, \$35,638
Nevada	State funds allocated for State Pre-K, \$3,338,875
New Jersey Abbott	State education funding, \$551,027,752
New Jersey ECPA	State education funding, \$44,202,175
New Jersey ELLI	State education funding, \$2,280,300
New Mexico	State general fund, \$15,182,900
New York	Allocation grant, \$381,908,267
North Carolina	General fund, \$34,526,054; Lottery, \$79,283,073 ¹¹
Ohio	General revenue funds, \$22,467,862
Oklahoma	State aid formula, \$133,029,544
Oregon	General fund, \$49,946,739
Pennsylvania EABG	General revenue fund, \$15,105,162
Pennsylvania HSSAP	State Department of Education funds, \$37,331,687
Pennsylvania K4 & SBPK	General fund, \$35,744,420
Pennsylvania Pre-K Counts	General fund, \$83,383,601
Rhode Island	General revenue, \$700,000
South Carolina 4K	State Education Improvement Act (penny sales tax), \$15,813,846 ⁶
South Carolina CDEPP	State general fund, \$17,300,000; First Steps, \$2,484,628 ⁹
Tennessee	General revenue funds, \$85,254,000
Texas	Foundation School Program, \$735,000,000; Prekindergarten Early Start Grant, \$99,023,501; Texas School Ready, \$9,700,000
Vermont Act 62	State education fund, \$17,044,928 ⁹
Vermont EEI	General fund, \$1,122,337
Virginia	Lottery proceeds funds, \$60,474,645
Washington	State general fund, \$14,389,496; Opportunities Pathway Account (lottery), \$40,000,000
West Virginia	State aid funding formula, \$78,843,055
Wisconsin 4K	General revenue funds, \$140,000,000
Wisconsin HdSt	General purpose revenue, \$6,960,062
D.C. PEEP	District funds, \$71,553,310 ⁷
D.C. Charter	District funds from PCSB, \$50,134,582 ⁸

STATE	RESOURCES	School funding or state aid formula?
	Federal funding sources and amounts	
Alabama	None	No
Alaska	None	No
Arkansas	TANF, \$7,500,000; USDA, IDEA, Title I, amounts not specified	No
California	CCDF, \$66,135,911; ARRA, \$7,346,253	No
Colorado	\$2,798,729 unspecified ¹⁷	Yes ¹⁸
Connecticut	USDA CACFP, amount not specified ¹⁷	Yes ¹⁸
Delaware	None	No
Florida	ARRA funds, \$72,762,557	Yes ¹³
Georgia	CCDF, \$135,217	No
Illinois	Amounts not specified	No
Iowa Shared Visions	Head Start, Empowerment, TANF, amounts not specified	No
Iowa SVPP	None	Yes ¹³
Kansas At-Risk	None	Yes ⁴
Kansas Pre-K Pilot	None	No
Kentucky	IDEA Part B 619, \$11,372,550; Title I, \$11,565,525; Head Start, \$30,798,280; Even Start \$163,798; Title II, \$696,543; Other unspecified, \$1,041,226	Yes ¹⁵
Louisiana 8(g)	Unknown ⁶	Yes ⁷
Louisiana LA4	TANF, \$68,550,000	Yes ¹³
Louisiana NSECD	TANF, \$7,500,000	No
Maine	Title I, IDEA, ARRA/Jobs Act funds, amounts not specified ¹⁴	Yes ¹⁵
Maryland	NCLB, Title Programs I-II-III-IV, \$20,817,940	Yes ¹⁵
Massachusetts	TANF/CCDF, CCDF ARRA funds, \$33,111,012; IDEA ARRA funding, \$2,302,245 ¹⁶	No ¹⁷
Michigan	None	Yes ¹⁹
Minnesota	None	No
Missouri	Unknown	No
Nebraska	IDEA Part B, \$3,816,595; IDEA Part C, \$350,000; ARRA IDEA, \$58,130; Head Start, \$2,749,368; Title I, \$892,633; Migrant funds, \$87,336; Child care subsidy, \$44,571 ¹⁰	Yes ¹¹
Nevada	Title I, \$1,121,608 ⁷	No ⁸
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹³
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not specified	Yes ¹³
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts unknown	Yes ¹²
New Mexico	None ⁷	Yes ⁸
New York	None	Yes ¹³
North Carolina	TANF ARRA, \$45,119,262; Head Start, \$24,128,501; Title I, \$20,458,766; IDEA, \$7,645,186; CACFP, \$5,492,390 ¹¹	No
Ohio	Title I, amounts not specified ¹²	Yes ¹³
Oklahoma	Title I, Child Nutrition, IDEA, \$50,255,606	Yes
Oregon	None ⁹	No
Pennsylvania EABG	None	Yes ⁹
Pennsylvania HSSAP	None	No
Pennsylvania K4 & SBPK	None	No
Pennsylvania Pre-K Counts	None	No
Rhode Island	Title I, \$450,000 ⁷	No
South Carolina 4K	None	Yes ⁷
South Carolina CDEPP	None	Yes
Tennessee	Head Start, IDEA, Title I, Even Start, amounts not specified	Yes ¹⁶
Texas	None	Yes ⁹
Vermont Act 62	Unknown	Yes ¹⁰
Vermont EEI	None	No
Virginia	None	Yes ⁹
Washington	None	No
West Virginia	IDEA, \$4,754,375; Title I, \$6,241,760; Head Start, \$39,084,679; TANF/child care subsidy, \$3,257,278	Yes
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amounts not specified ¹³	Yes ¹²
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amounts not specified	No
D.C. PEEP	USDA CACFP, \$30,800	Yes ⁷
D.C. Charter	Unknown ⁹	Yes ⁸

STATE	RESOURCES
Agencies eligible to receive funding directly	
Alabama	Public schools, Head Start, Private CC, Faith-based centers, College/university lab schools, Military agencies, Community organizations
Alaska	Public schools
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC
California	Public schools, Head Start, Private CC, Faith-based centers
Colorado	Public schools
Connecticut	Municipalities, Towns, School districts ¹⁹
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, Universities and technical schools, Military bases, Charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Higher education
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, Private CC, Faith-based centers, Resource and referral agencies ¹¹
Kentucky	Public schools
Louisiana 8(g)	Public schools
Louisiana LA4	Public schools, Charter schools
Louisiana NSECD	Private CC, Faith-based centers, Nonpublic and charter schools (must be licensed by the Louisiana Department of Education and adhere to the 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, Competitive grantees can be for-profit or nonprofit, public or private agencies
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Educational Service Units ¹²
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, University, Charter schools, Regional education cooperatives
New York	Public schools
North Carolina	Public schools, Head Start, Public-private partnerships (local Smart Start partnerships), Other non-profit organizations
Ohio	Public schools
Oklahoma	Public schools ¹³
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, Faith-based centers, Licensed nursery schools
Rhode Island	Public schools, Head Start, Private CC
South Carolina 4K	Public schools
South Carolina CDEPP	Public schools, South Carolina First Steps
Tennessee	Public schools
Texas	Public schools, Charter schools
Vermont Act 62	Public schools
Vermont EEI	Public schools
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
D.C. PEEP	Public schools, Private CC, Faith-based centers, Public charter schools
D.C. Charter	Charter schools

STATE	RESOURCES	Is there a required local match?
	Agencies with which subcontracting is permitted	
Alabama	None	Yes, 25% match (cash or in-kind) ⁹
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC	Yes, 40% ⁹
California	Public schools, Head Start, Private CC, Faith-based centers	No
Colorado	Head Start, Private CC, Faith-based centers without religious content, Public agencies such as city recreation centers or university and college lab school programs, Charter schools, Even Start programs	No ¹⁸
Connecticut	Public schools, Head Start, Private CC, Faith-based centers ¹⁹	No
Delaware	Public schools, Head Start, Private CC, Faith-based centers, Family CC, For-profit child care	No
Florida	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Georgia	None	No
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers without religious content	Yes, 20% of total grant amount
Iowa SVPP	Head Start, Private CC, Faith-based centers	No
Kansas At-Risk	Public schools, Service centers--determined locally	No
Kansas Pre-K Pilot	Public schools, Head Start, Private CC, Faith-based centers/preschools	No
Kentucky	Public schools, Head Start, Private CC, Faith-based centers	No
Louisiana 8(g)	None	No
Louisiana LA4	Head Start, Private CC, Charter schools	No
Louisiana NSECD	Public schools, Head Start, Private CC, Faith-based centers ⁶	No
Maine	Public schools, Head Start, Private CC, Family CC	Yes ¹⁶
Maryland	Public schools, Head Start, Private CC	No
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private schools	No
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other ²⁰	Yes ¹⁸
Minnesota	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Missouri	Public schools, Head Start, Private CC, Family CC	No
Nebraska	Head Start, Private CC, Nonprofit organizations	Yes ¹³
Nevada	None	No
New Jersey Abbott	Public schools, Head Start, Private CC, Faith-based centers without religious content	No
New Jersey ECPA	Public schools, Head Start, Private CC, Faith-based centers without religious content	No
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers without religious content	Yes ¹³
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Municipalities, Charter schools, Regional educational cooperatives, University	No
New York	Head Start, Private CC, Faith-based centers, Family CC, Libraries, Museums	No
North Carolina	Public schools, Head Start, Private CC, Faith-based centers	Yes ¹²
Ohio	Public schools, Head Start, Private CC, Faith-based centers	No
Oklahoma	Head Start, Private CC, Faith-based centers, Corporate spaces and community-based facilities, such as assisted living centers, YWCA, university child development centers, and tribal Head Start	No
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Community colleges, Government agencies, Higher education	No
Pennsylvania EABG	Public schools, Head Start, Private CC	No
Pennsylvania HSSAP	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Pennsylvania K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Licensed nursery schools	No
Rhode Island	Public schools, Head Start, Private CC	No
South Carolina 4K	Public schools, Head Start	No
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers	No
Tennessee	Head Start, Private CC, Faith-based centers, Institutions of higher education, Housing authorities, Adult learning centers ¹⁷	Yes ¹⁶
Texas	Public schools, Head Start, Private CC	No
Vermont Act 62	Head Start, Private CC, Family CC	No
Vermont EEI	Head Start, Private CC, Family CC, Parent child centers	No
Virginia	Public schools, Head Start, Private CC, Faith-based centers	Yes ⁹
Washington	Public schools, Head Start, Private CC, Family CC, Local governments, Colleges/universities, Educational service districts	No
West Virginia	Head Start, Private CC, Faith-based centers	No
Wisconsin 4K	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other ¹⁴	Yes ¹⁵
Wisconsin HdSt	Public schools, Private CC, Family CC	No
D.C. PEEP	Public schools, Professional development support contractors, Comprehensive health service and technical assistance contractors	No
D.C. Charter	Public schools, Head Start, Private CC, Faith-based centers, Family CC ¹⁰	No

STATE

MONITORING

Information collected for monitoring purposes

Alabama	Structured observations of classroom quality (ECERS ELLCO, one to two times per year); Documentation of children's learning and/or child outcomes (PPVT & LELA, twice per year); Documentation of program-level outcomes (ECERS & ELLCO, twice per year); Program facilities and safety procedures; Program records
Alaska	Structured observations of classroom quality (ECERS, twice per year); Documentation of children's learning and/or child outcomes (PPVT and DIAL 3, twice per year); Documentation of program-level outcomes (ECERS, two times per year); Annual report and a year-end snapshot of Alaska Developmental Profile results
Arkansas	Structured observations of classroom quality (ECERS, Infant/Toddler Environmental Rating Scale, Family Child Care Rating Scale, annually); Documentation of children's learning and/or child outcomes (WSS, three times per year); Documentation of program-level outcomes (ABC rules and regulations, annually Program Administration Scale, every 3 years); Program facilities and safety procedures; Participation in a state quality rating system; Program records
California	Structured observations of classroom quality (ECERS, at least annually); Documentation of children's learning and/or child outcomes (Desired Results Developmental Profile, within 60 days of initial enrollment and not to exceed every 6 months thereafter); Documentation of program-level outcomes (Environmental Rating Scale self-assessment, parent surveys, parent teacher conferences, every 6 months); Program facilities and safety procedures; Results of program self-assessments; Program records ¹³
Colorado	Structured observations of classroom quality (District Advisory Councils use Colorado Quality Standards, two times per year); Documentation of children's learning and/or child outcomes (Creative Curriculum Developmental Continuum, Teaching Strategies GOLD, WSS, or HighScope COR, three times per year); Program facilities and safety procedures; Results of program self-assessments using Colorado Quality Standards or NAEYC accreditation; Participation in a state quality rating system; Program records; Other records ¹⁹
Connecticut	Structured observations of classroom quality (CT School Readiness Preschool Program Evaluation System, ECERS, annually for programs that are not NAEYC accredited or Head Start programs); Program facilities and safety procedures; Results of program self-assessments (CT School Readiness Preschool Program Evaluation System); Program records ²⁰
Delaware	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, 3 times per year); Documentation of program-level outcomes (Head Start Performance Standards, annual family, fiscal, health, administrative, quarterly reports); Program facilities and safety procedures; Results of program self-assessments (Head Start self-assessment tool); Participation in a state quality rating system; Program records ⁸
Florida	Structured observations of classroom quality (ECERS, CLASS, and local observations, though instrument is locally determined, annually); Documentation of children's learning and/or child outcomes (Florida Kindergarten Readiness Screener, annually); Documentation of program-level outcomes (ECHOS, and Florida Assessments for Instruction in Reading (FAIR-K), annually); Program facilities and safety procedures; Results of program self-assessments; Program records
Georgia	Structured observations of classroom quality (CLASS, annually); Documentation of children's learning and/or child outcomes (WSS, rating every six weeks; Report to parents, twice per year); Program facilities and safety procedures; Results of program self-assessments (Grant Requirement Checklist, IQ Guides for Classroom Environment, Daily Schedule, Assessment); Program records
Illinois	Structured observations of classroom quality (ECERS-R & CLASS, frequency varies, at least every 3 years); Documentation of children's learning and/or child outcomes (portfolios, ongoing; other instruments and frequency vary); Documentation of program-level outcomes (follow-up data on children; program performance data, yearly); Program facilities and safety procedures; Results of program self-assessments (ECERS-R); Participation in a state quality rating system; Program records; Compliance review ⁸
Iowa Shared Visions	Documentation of program-level outcomes (progress towards goals and maintenance of NAEYC accreditation, annually; portfolios, reviewed externally every 5 years); Program records; Annual desk audit through the year-end report ¹³
Iowa SVPP	Structured observations of classroom quality (observation tools modeled after NAEYC tools and aligned with program standards, one year after implementation); Documentation of children's learning and/or child outcomes (GOLD, Developmental Continuum, COR or other, twice per year); Documentation of program-level outcomes (program standards and kindergarten literacy assessment, one year after implementation); Program facilities and safety procedures; Program records, annually; Optional participation in state quality rating system
Kansas At-Risk	Documentation of children's learning and/or child outcomes (locally determined instrument, annual report to the state); Program records
Kansas Pre-K Pilot	Documentation of children's learning and/or child outcomes (locally determined instrument, annual report to the state); Program records; Child outcomes are being tracked into kindergarten year
Kentucky	Structured observations of classroom quality (ECERS-R, at least once every 5 years; additional random visits); Documentation of children's learning and/or child outcomes (all children are assessed on one of 12 selected assessments, twice a year minimum); Documentation of program-level outcomes (ECERS-R, minimum once every 5 years, more as needed based on result); Program facilities and safety procedures; Results of program self-assessments (ECERS-R and the Kentucky Preschool Program Review); Program records; Contracted sites must participate in the state quality rating system with a minimum of 3 stars ¹⁶
Louisiana 8(g)	Structured observations of classroom quality (ECERS-R, frequency determined locally); Documentation of children's learning and/or child outcomes (DSC, three times per year portfolio assessments, ongoing); Documentation of program-level outcomes (compliance with program guidelines, annually); Program facilities and safety procedures; Program records (audited financial records, annually)
Louisiana LA4	Structured observations of classroom quality (ECERS, annual for new teachers and those scoring below 5.0 previous year, teachers in targeted schools, districts with outlier DCS assessment scores); Documentation of children's learning and/or child outcomes (DCS, annually portfolios, ongoing); Documentation of program-level outcomes (compliance with program guidelines, annually); Program facilities and safety procedures; Results of program self-assessments (teacher self-assessments upon site visits); Participation in a state quality rating system for programs operated in diverse delivery settings; Program records; Monitoring of reports ¹⁴
Louisiana NSECD	Structured observations of classroom quality (ELLCO, twice per year); Documentation of children's learning and/or child outcomes (DSC, pre- & mid-year and post assessment); Documentation of program-level outcomes (TANF Program Performance Indicators, monthly); Program facilities and safety procedures; Results of program self-assessments (NSECD performance review and rating); Program records; NSECD end-of-the-year report and analysis
Maine	Other information ¹⁷
Maryland	Program records; Other information to determine compliance with state prekindergarten regulations
Massachusetts	Documentation of children's learning and/or child outcomes (WSS, Creative Curriculum Developmental Continuum/Teaching Strategies GOLD, High Scope Child Observation Record; UPK, KEEP, PSSCE, at least twice per year); Program facilities and safety procedures; Fiscal reports (Grant 391) ¹⁸
Michigan	Structured observations of classroom quality (Program Quality Assessment, at least 3 times per year); Documentation of children's learning and/or child outcomes (AEPS, COR, Creative Curriculum, WSS, AsQ, Battelle, Brigance, DIAL-3, at enrollment and ongoing); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Program records ²¹
Minnesota	Program facilities and safety procedures; Results of program self-assessments (locally designed, but modeled after federal protocol); Program records ¹³
Missouri	Structured observations of classroom quality (ECERS-R, biannually; if score is less than 4.0, annually); Program facilities and safety procedures; Results of program self-assessments; Program records
Nebraska	Structured observations of classroom quality (ECERS, ELLCO, annually for first three years of grant funding); Documentation of children's learning and/or child outcomes (CC.net or Teaching Strategies GOLD, High/Scope OnlineCOR, AEPSi, ongoing); Program facilities and safety procedures; Results of program self-assessments (ECERS, ELLCO); Program records

STATE	MONITORING
	Information collected for monitoring purposes
Nevada	Structured observations of classroom quality (ECERS and ELLCO, annually); Documentation of children's learning and/or child outcomes (EOWPVT and PPVT, twice per year); Documentation of program-level outcomes; Program records
New Jersey Abbott	Structured observations of classroom quality (locally determined, most districts use ECERS); Documentation of children's learning and/or child outcomes (High/Scope's COR, Teaching Strategies GOLD, ELAS, locally selected tools); Program facilities and safety procedures; Results of program self-assessments (SAVS, state-developed self-assessment for districts); Program records
New Jersey ECPA	Program records ¹⁴
New Jersey ELLI	Structured observations of classroom quality (ECERS, frequency unspecified); Program records ¹⁴
New Mexico	Structured observations of classroom quality (ECERS-R, Classrooms are independently assessed at least once annually on a four-year cycle); Documentation of children's learning and/or child outcomes (New Mexico Early Learning Outcome Tools, ongoing); Documentation of program-level outcomes (23 Essential Indicators, 25 for children with IEPs, twice per year); Program facilities and safety procedures; Results of program self-assessments (ECERS-R); Participation in a state quality rating system (nonpublic settings only); Program records
New York	Structured observations of classroom quality (determined locally, many programs use ECERS-R and CLASS, annually); Documentation of children's learning and/or child outcomes (determined locally from list of 17 assessments, reported annually); Documentation of program-level outcomes; Program facilities and safety procedures; Results of program self-assessments; Participation in a state quality rating system; Program records; Teacher qualification data; Basic Educational Data System; Information on each enrolled pre-K student ¹⁴
North Carolina	Structured observations of classroom quality (ECERS-R, on schedule kept by Office of Early Learning); Results of program self-assessments; Participation in a state quality rating system; Program records; On-site monitoring by local contractor and Office of Early Learning personnel
Ohio	Structured observations of classroom quality (ELLCO used by state; Annual observation by schools can use CLASS, ELLCO, ECERS, CSEFL); Documentation of children's learning and/or child outcomes (GGG, twice per year; ASQSE, annually curriculum-embedded assessments, locally determined); Documentation of program-level outcomes (Meet compliance and performance indicators with program guidelines, professional development hours, observations conducted, transition plan, community partners, annually); Program facilities and safety procedures; Results of program self-assessments (Integrated Monitoring Process and Continuous Improvement Tool (IMPACT) and program plan); Program records
Oklahoma	Documentation of children's learning and/or child outcomes (locally determined outcomes aligned with student standards); Documentation of program-level outcomes (locally determined outcomes aligned with student standards); Program facilities and safety procedures; Program records
Oregon	Structured observations of classroom quality (CLASS, annually and as needed); Documentation of children's learning and/or child outcomes (Creative Curriculum, Teaching Strategies GOLD, Galileo Assessment, annually and as needed); Documentation of program-level outcomes (compliance with Federal Head Start Performance Standards, formally every three years and as needed); Program facilities and safety procedures; Results of program self-assessments (federal self-assessment tool); Participation in a state quality rating system; Program records ¹⁰
Pennsylvania EABG	Documentation of children's learning and/or child outcomes (WSS or locally determined instrument, 3 times per year); Documentation of program-level outcomes (locally determined, two times per year) ¹⁰
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS, ECERS-R, or approved local tool, annually); Documentation of children's learning and/or child outcomes (WSS, 3 times per year); Documentation of program-level outcomes (locally determined, annually); Program facilities and safety procedures; Results of program self-assessments (locally determined); Program records; Optional participation in the state QRIS
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Structured observations of classroom quality (ECERS, annual self-assessment; bi-annual external assessment); Documentation of children's learning and/or child outcomes (WSS, 3 times annually); Documentation of program-level outcomes (Program Review Instrument, annually); Program facilities and safety procedures; Results of program self-assessments (ERS required; OCDEL Program Review Instrument optional); Participation in a state quality rating system; Program records
Rhode Island	Structured observations of classroom quality (ECERS, CLASS, once per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, ongoing progress assessments, 3 times per year); Participation in a state quality rating system
South Carolina 4K	None ⁸
South Carolina CDEPP	None ¹⁰
Tennessee	Structured observations of classroom quality (ECERS & ELLCO, bi-annually); Documentation of program-level outcomes (verification of teacher and assistant's credentials; attendance and make up of classroom; curriculum and assessment, at least annually); Program facilities and safety procedures; Results of program self-assessments (ELLCO and ECERS); Program records; Other information ¹⁸
Texas	None
Vermont Act 62	Structured observations of classroom quality (ECERS, required for sites applying for upper STARS levels in QRIS); Documentation of children's learning and/or child outcomes (WSS or Creative Curriculum Developmental Continuum, twice per year); Participation in a state quality rating system ¹¹
Vermont EEI	Documentation of children's learning and/or child outcomes (WSS or Creative Curriculum Developmental Continuum, twice per year); Results of program self-assessments; Program records ¹⁰
Virginia	Documentation of children's learning and/or child outcomes (PALS, twice per year); Documentation of program-level outcomes (Review of local plans that include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets, annually); Program facilities and safety procedures; Program records
Washington	Documentation of children's learning and/or child outcomes (Devereux Early Childhood Assessment; locally determined assessment, most use Teaching Strategies, twice per year); Documentation of program-level outcomes (health, annually); Program facilities and safety procedures; Results of program self-assessments (Washington State Department of Early Learning, ECEAP Self-Assessment); Program records; Intensive review of all ECEAP Performance Standards
West Virginia	Structured observations of classroom quality (ECERS-R, annually); Documentation of children's learning and/or child outcomes (Creative Curriculum Developmental Continuum or the new GOLD, 3 check points per year); Program facilities and safety procedures; Results of program self-assessments (Curriculum Implementation Checklist, Health and Safety Self-Monitoring); Program records ¹¹
Wisconsin 4K	Other information such as special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports
Wisconsin HdSt	Other information such as grant applications, fiscal audit, sections of the federal application, and submission of Head Start PIR
D.C. PEEP	Structured observations of classroom quality (ECERS & CLASS, twice per year); Documentation of children's learning and/or child outcomes (PPVT, EVT, twice per year); Documentation of program-level outcomes (ELLCO, twice per year); Program facilities and safety procedures; Results of program self-assessments (Creative Curriculum, High Scope, Tools of the Mind); Participation in a state quality rating system; Program records; Targeted surveys of teachers, parents and administrators conducted by contractors
D.C. Charter	Structured observations of classroom quality (Program Development Review, PDR), Frequency varies, no less than every five years); Documentation of children's learning and/or child outcomes (varies by LEA, recorded in school's accountability plan at year's end); Documentation of program-level outcomes (Performance Development Review, frequency varies by PDR, no less than every five years); Program facilities and safety procedures; Results of program self-assessments (a self-study is done by first-year charters)

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 year based on need; Site visits by consultants employed by the state, up to nine visits per year based on need; Submission of information by program or local entity, three times per year; Monitoring information is collected through other means, outside evaluators conduct child evaluations
Alaska	Site visits by staff of the state oversight agency, planned visits on a 3-year cycle; Site visits by consultants employed by the state, twice per year; Submission of information by program or local entity, twice per year data and narrative report once per year; Monitoring information is collected through other means, audio/video conference visits done throughout the year and two data reports per year
Arkansas	Site visits by staff of the state oversight agency, annually; Site visits by consultants employed by the state, every other year for ERS assessment; Submission of information by program or local entity, annually through grant renewal process; two to three times per year for agency updates, staff credentials, mid-year and final expenditure reports ¹⁰
California	Site visits by staff of the state oversight agency and consultants as deemed necessary by review of fiscal data, attendance reporting, audits, prior observation documentation, and on-going communication with agency staff ¹⁴
Colorado	Site visits by staff of the state oversight agency, at least every two years, more frequently for programs with identified needs; 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 submission ²⁰
Connecticut	Site visits by staff of the state oversight agency, as needed and by random sampling; Community liaisons monitor programs at least three times per year; Submission of information by program or local entity, annually; Communities submit an RFP annually and conduct site evaluation; Monitoring information is collected through other means, monthly reports ²¹
Delaware	Site visits by staff of the state oversight agency, twice a year and as needed; Site visits by consultants employed by the state, once a year and as needed based on the 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 attendance records ¹⁵
Georgia	Site visits by staff of the state oversight agency and consultants employed by the state, annually; Submission of information by program or local entity, six times during the school year
Illinois	Site visits by staff of the state oversight agency, as needed; Site visits by consultants employed by the state, on a 3-year cycle; Submission of information by program or local entity, annually; individual student information system, continuation application, program improvement plans after on-site visit ⁹
Iowa Shared Visions	Site visits by NAEYC, once every five years; Monitoring information is collected through other means, review of year-end reports ¹³
Iowa SVPP	Site visits by staff of the state oversight agency, beginning in the second year of implementation and every five years thereafter; Submission of information by program or local entity (teacher, child, and program information), annually
Kansas At-Risk	Submission of information by program or local entity, annually; programs send in child results for their program based upon the locally determined child outcomes in the grant-required areas of learning
Kansas Pre-K Pilot	Submission of information by program or local entity, annually; Monitoring information on child outcomes
Kentucky	Site visits by staff of the state oversight agency, once every 5 years by random sample, additional visits as needed; Site visits by consultants employed by the state, once every 5 years, random sample at every site by the Regional Training Center; Submission of information by program or local entity, yearly submission of Preschool Program Report; Monitoring information is collected through other means, Information collected through the Student Information System ¹⁷
Louisiana 8(g)	Site visits by staff of the state oversight agency, as needed; Site visits by consultants, annual random selection process with intent of evaluating programs within a regular multi-year cycle; Submission of information by program or local entity, annually ⁸
Louisiana LA4	Site visits by staff of the state oversight agency and consultants to randomly selected new teachers, those scoring below 5.0 on ECERS the previous year, teachers in targeted schools; program monitoring yearly; Submission of information by program or local entity, enrollment reported monthly, collaboration efforts/projects reported quarterly, support services reported semi-annually
Louisiana NSECD	Site visits by staff of the state oversight agency, annually, more as required; Site visits by consultants employed by the state, twice per year, more as required; Monitoring information is collected through other means, annual agency and legislative audits
Maine	Monitoring information is collected through other means; Submission of information by program or local entity periodically when requested
Maryland	Site visits by consultants employed by the state, at least once every three years to monitor compliance of the prekindergarten program, more as needed; Submission of information by program or local entity, Enrollment information and Prekindergarten Directory submitted by each LEA to Early Learning Office annually, LEAs provide annual pre-K updates in their comprehensive Master Plans
Massachusetts	Site visits by staff of the state oversight agency, approximately once per year (UPK and PSCCE), all programs are visited within a 6-year cycle (Grant 391); Monitoring information is collected through other means, annual grant review and electronic submission of child assessment data twice per year (UPK and PSCCE)
Michigan	Site visits by staff of the state oversight agency, 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, Information is submitted in an annual application, mid-year and final reports ²¹
Minnesota	Site visits by staff of the state oversight agency, 3- or 5-year rotating schedule; Submission of information by program or local entity, enrollment reported monthly, annual application describes program design
Missouri	Site visits by staff of the state oversight agency; Site visits by consultants employed by the state, at least two visits per school year; Submission of information by program or local entity, annually
Nebraska	Site visits by staff of the state oversight agency, a percentage of classrooms are visited each 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, annually ¹⁴
Nevada	Site visits by staff of the state oversight agency, annually; Submission of information by program or local entity, twice a year

STATE

MONITORING

How is monitoring information collected by the state?

New Jersey Abbott	Site visits by staff of the state oversight agency, several times per year and as needed to provide technical assistance; Site visits by consultants employed by the state, a consortium of universities perform ECERS on randomly selected classrooms in each district as part of a longitudinal study; Submission of information by program or local entity, once per year as part of district's Preschool Program Plan for the following year
New Jersey ECPA	Site visits by staff of the state oversight agency, twice annually and as needed; Submission of information by program or local entity, annual budget and Program Plan submission
New Jersey ELLI	Site visits by staff of the state oversight agency, twice annually and as needed; Submission of information by program or local entity, annual budget and Program Plan submission
New Mexico	Site visits by staff of the state oversight agency, one or two times per year; Site visits by consultants employed by the state, every three weeks; Submission of information by program or local entity, 3 times annually; Monitoring information is collected through other means, child outcome information, twice per year; database maintaining a variety of program information and demographics
New York	Site visits by consultants employed by the state, varies; Site visits of all sites and classrooms by district staff, annually; Submission of information by program or local entity, final program reports and program modification request applications, annually ¹⁵
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, Site visits to classrooms by contracting agency personnel frequently, ECERS-R evaluations are conducted on all second-year classrooms, as well as randomly through QRS evaluations of licensed programs ¹³
Ohio	Submission of information by program or local entity, one to two times per year depending on the information ¹⁴
Oklahoma	Site visits by staff of the state oversight agency, at least two times per year by regional accreditation officers; Submission of information by program or local entity, accreditation report each October ¹⁴
Oregon	Site visits by staff of the state oversight agency, annually and as needed; Site visits by consultants employed by the state, annually and as needed; Submission of information by program or local entity, monthly and annually ¹¹
Pennsylvania EABG	Site visits by staff of the state oversight agency, at least once annually; Submission of information by program or local entity, twice per year
Pennsylvania HSSAP	Site visits by staff of the state oversight agency, at least once annually; Submission of information by program or local entity, quarterly narratives and fiscal reports
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	Site visits by consultants employed by the state, at least once annually; Submission of information by program or local entity, quarterly narrative reports, monthly information submission, annual reports; Monitoring information is collected through other means, Program Review Instrument; teacher, child, and family demographics updated continually
Rhode Island	Site visits by staff of the state oversight agency, once per year at a minimum; Site visits by consultants employed by the state, monthly; Submission of information by program or local entity, web-based child assessment information monitoring three times per year
South Carolina 4K	NA ⁸
South Carolina CDEPP	Site visits by staff of the state oversight agency, only if requested ¹⁰
Tennessee	Site visits by staff of the state oversight agency, minimum of two per year; Site visits by consultants employed by the state, minimum of one visit per year to all programs; Submission of information by program or local entity, as requested, at least annually; Monitoring information is collected through other means, On-going desk monitoring of data collected from Education Information System, including enrollment, demographic, attendance, age compliance, class size, monthly financial reports, end-of-year reports, and annual family surveys ¹⁹
Texas	NA
Vermont Act 62	Submission of information by program or local entity, annual child progress data
Vermont EEI	Submission of information by program or local entity, annually ¹¹
Virginia	Site visits by staff of the state oversight agency and consultants, once a biennium
Washington	Site visits by staff of the state oversight agency, Site visits vary from annually to every six years based on need; Submission of information by program or local entity, monthly and annually; Monitoring information is collected through other means ¹⁵
West Virginia	Site visits by staff of the state oversight agency, annually for each county working toward 2012-2013 universal access; Submission of information by program or local entity, annually ¹¹
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, fiscal audit, federal PIR submission
D.C. PEEP	Site visits by staff of the state oversight agency, quarterly (CBO), annually (DCPS); Site visits by consultants employed by the district nonpublic setting - biannually for ELLCO, ECERS, and CLASS; weekly for technical assistance; Submission of information by program or local entity, monthly (CBO); annually (DCPS)
D.C. Charter	Site visits by staff of the state oversight agency, performed by Charter School Board Performance Officers as part of PDR, at least every five years; Submission of information by program or local entity, annually for accountability plan verification ¹¹

STATE

MONITORING

Was there a formal evaluation measuring program quality and/or effectiveness?

Alabama	Yes, measuring both process quality and program impact/child outcomes
Alaska	Yes, measuring both process quality and program impact/child outcomes ¹²
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California	This pre-K initiative has not been evaluated
Colorado	Yes, measuring impact and child outcomes ²¹
Connecticut	This pre-K initiative has not been evaluated
Delaware	Yes, measuring impact and child outcomes
Florida	Yes, measuring impact and child outcomes ¹⁵
Georgia	Yes, measuring both process quality and program impact/child outcomes ¹²
Illinois	Yes, measuring both process quality and program impact/child outcomes
Iowa Shared Visions	Yes, measuring both process quality and program impact/child outcomes
Iowa SVPP	This pre-K initiative has not been evaluated
Kansas At-Risk	Yes, measuring both process quality and program impact/child outcomes ⁵
Kansas Pre-K Pilot	Yes, measuring both process quality and program impact/child outcomes ¹²
Kentucky	This pre-K initiative has not been evaluated
Louisiana 8(g)	Yes, measuring both process quality and program impact/child outcomes ⁹
Louisiana LA4	Yes, measuring both process quality and program impact/child outcomes ¹⁵
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes ⁷
Maine	This pre-K initiative has not been evaluated
Maryland	This pre-K initiative has not been evaluated
Massachusetts	Yes, measuring process quality ¹⁹
Michigan	Yes, measuring both process quality and program impact/child outcomes ²²
Minnesota	This pre-K initiative has not been evaluated
Missouri	Yes, measuring process quality ¹¹
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes ⁹
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ECPA	This pre-K initiative has not been evaluated
New Jersey ELLI	This pre-K initiative has not been evaluated
New Mexico	Yes, measuring both process quality and program impact/child outcomes
New York	This pre-K initiative has not been evaluated
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring process quality ¹⁵
Oklahoma	Yes, measuring impact and child outcomes
Oregon	This pre-K initiative has not been evaluated
Pennsylvania EABG	This pre-K initiative has not been evaluated
Pennsylvania HSSAP	This pre-K initiative has not been evaluated
Pennsylvania K4 & SBPK	This pre-K initiative has not been evaluated
Pennsylvania Pre-K Counts	This pre-K initiative has not been evaluated
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	This pre-K initiative has not been evaluated
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring impact and child outcomes ²⁰
Texas	This pre-K initiative has not been evaluated
Vermont Act 62	This pre-K initiative has not been evaluated
Vermont EEI	This pre-K initiative has not been evaluated
Virginia	Yes, measuring both process quality and program impact/child outcomes
Washington	This pre-K initiative has not been evaluated ¹⁶
West Virginia	Yes, measuring both process quality and program impact/child outcomes
Wisconsin 4K	Yes, measuring both process quality and program impact/child outcomes
Wisconsin HdSt	This pre-K initiative has not been evaluated
D.C. PEEP	Yes, measuring both process quality and program impact/child outcomes
D.C. Charter	This pre-K initiative has not been evaluated ¹²

STATE	MONITORING
	Documentation of evaluation
Alabama	Study not available online
Alaska	Study not available online
Arkansas	Study not available online
California	NA
Colorado	Report is available at: http://www.cde.state.co.us/cpp/download/CPPOcs/2011_CPP_Legislative_Report.pdf
Connecticut	NA
Delaware	Report is available at: http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/ecap.shtml
Florida	Report is available at: http://www.oppaga.state.fl.us/Summary.aspx?reportNum=10-57
Georgia	FPG report is available at: http://www.dec.state.ga.gov/BftS/ResearchStudyOfQuality.aspx GSU report is available at: http://aysps.gsu.edu/publications/2005/GAPrek2004.pdf
Illinois	Study not available online
Iowa Shared Visions	The study is available at: http://educateiowa.gov/index.php?option=com_content&view=article&id=645:sharedvisionspreschoolprogram&catid=798:early-childhood&Itemid=2818
Iowa SVPP	NA
Kansas At-Risk	Study not available online, available upon request
Kansas Pre-K Pilot	Study not available online, available upon request
Kentucky	NA
Louisiana 8(g)	A longitudinal study is currently being conducted by the Cecil Picard Center at University of Louisiana-Lafayette; results not available online
Louisiana LA4	Report is available at: http://www.louisianaschools.net/de/uploads/14840.pdf ; the 2009-2010 document is currently being prepared for posting on the Department of Education website
Louisiana NSECD	Reports are available at: http://www.picardcenter.org/Publications/Lists/Publications2/DispForm.aspx?ID=39 and www.prekla.org
Maine	NA
Maryland	NA
Massachusetts	Waitlist Analysis, Program Access Analysis, and Continuity of Care Study available at: http://www.mass.gov/?pageID=eduterminal&L=4&L0=Home&L1=Researchers&L2=Early+Education+and+Care&L3=Published+Data+%26+Reports&sid=Eoedu&b=terminalcontent&f=EEC_research_planning_20101103_waitlist_analysis&csid=Eoedu
Michigan	Evaluation reports are available at: www.highscope.org and www.nieer.org ²²
Minnesota	NA
Missouri	Report is available at: http://dese.mo.gov/divimprove/fedprog/earlychild/ECDA/HB_1519_Final_Evaluation_Report.html
Nebraska	Report is available at: http://www.education.ne.gov/OEC/pdfs/ec_grant_reports/2009-2010_ECE_grant_program_state_report.pdf
Nevada	Report is available at: http://www.doe.nv.gov/SI_Resources_ECE.htm
New Jersey Abbott	Quality Evaluation available at: http://www.state.nj.us/education/ece/research/elichome.htm ; Effectiveness Evaluation available at: http://www.state.nj.us/education/ece/research/studies.htm
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	Report is available at: https://www.newmexicoprek.org/Docs/NIEER%20Reports/NIEER_PreK_Evaluation_Impacts_From_The_Fourth_Year_November_2010.pdf
New York	NA
North Carolina	Report is available at: http://www.fpg.unc.edu/~mafeval/
Ohio	Study not available online
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/publications.html
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	NIEER is conducting a formal evaluation, report not yet available
South Carolina 4K	NA
South Carolina CDEPP	Report is available at: http://eoc.sc.gov/NR/rdonlyres/D866D3D2-420C-4F48-9E8C-E6DFF956CF90/32958/CDEPPReportGeneralAssembly11210.pdf
Tennessee	Report is available at: http://peabody.vanderbilt.edu/peabody_research_institute/pri_publications.xml
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	Report not available online; published in Early Childhood Research Quarterly, April 2011
Washington	NA
West Virginia	REL-A 2009 study: http://wvde.state.wv.us/osp/wvprek/ ; 2009 Marshall University study available by request only; 2005 NIEER report http://nieer.org/resources/research/multistate/wv.pdf ¹²
Wisconsin 4K	Report is available at: http://www.dpi.wi.gov/fscpp/pdf/ec-impact-dev.pdf
Wisconsin HdSt	NA
D.C. PEEP	Report is available at: http://www.osse.dc.gov/service/resources-regulations-and-reports
D.C. Charter	NA

STATE	MONITORING
When was the most recent formal evaluation of state pre-K program and what was evaluated?	
Alabama	This pre-K initiative has been evaluated in the past in the 2008-2009 school year on child outcomes
Alaska	An evaluation is ongoing or planned for this pre-K initiative ¹²
Arkansas	An evaluation is ongoing or planned for this pre-K initiative; conducted for the past 5 years with an additional 5 years with a new focus
California	NA
Colorado	This pre-K initiative has been evaluated in the past; child outcomes were evaluated for the 2009-2010 school year and program effectiveness evaluations are ongoing ²²
Connecticut	NA
Delaware	This pre-K initiative has been evaluated in the past; the 2008 Child Outcomes Study
Florida	An evaluation is ongoing or planned for this pre-K initiative; the Florida Kindergarten Screener is administered annually ¹⁵
Georgia	This pre-K initiative has been evaluated in the past by FPG Child Development Institute at UNC-Chapel Hill data collected from 2008-2009, report released in 2010; Georgia State University conducted an evaluation from 2001 to 2004 ¹²
Illinois	This pre-K initiative has been evaluated in the past 2009-2010
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	NA
Kansas At-Risk	This pre-K initiative has been evaluated in the past ⁵
Kansas Pre-K Pilot	This pre-K initiative has been evaluated in the past ¹²
Kentucky	This pre-K initiative has been evaluated in the past; the University of Kentucky conducted a long-term evaluation, which ended in 1999
Louisiana 8(g)	An evaluation is ongoing or planned for this pre-K initiative, 8(g) annual report, upcoming multi-year study by Cecil Picard Center at University of Louisiana-Lafayette ⁹
Louisiana LA4	This pre-K initiative has been evaluated in the past; child outcomes and demographic data in the 2010-2011 school year ¹⁵
Louisiana NSECD	This pre-K initiative has been evaluated in the past; through TANF Performance Monthly Review, Regional Monitoring SWOT Analysis, annual Department of Children and Family Services Audit, annual legislative audit, NSECD Annual Student Performance Analysis, Comprehensive Five-Year Longitudinal Study
Maine	NA
Maryland	NA
Massachusetts	This pre-K initiative has been evaluated in the past; 2008-2009 study of program quality ¹⁹
Michigan	An evaluation is ongoing or planned for this pre-K initiative; an evaluation of GSRP of child outcomes through first grade ²³
Minnesota	NA
Missouri	This pre-K initiative has been evaluated in the past; Early Childhood Project: Final Evaluation Report July 2003 ¹¹
Nebraska	An evaluation is ongoing or planned for this pre-K initiative; the early childhood grant program is evaluated annually ¹⁵
Nevada	An evaluation is ongoing or planned for this pre-K initiative; an annual and longitudinal evaluation is required by state policy
New Jersey Abbott	An evaluation is ongoing or planned for this pre-K initiative; statewide quality report expected fall 2011
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	This pre-K initiative has been evaluated in the past; four-year study of child outcomes and classroom observation started in 2008-2009 but discontinued due to funding
New York	NA
North Carolina	This pre-K initiative has been evaluated in the past; evaluation of classroom quality and child outcomes conducted annually ¹⁴
Ohio	This pre-K initiative has been evaluated in the past; quality and literacy environment study in 2009 and 2010-2011 ¹⁵
Oklahoma	An evaluation is ongoing or planned for this pre-K initiative; longitudinal impacts of pre-K
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	An evaluation is ongoing for this pre-K initiative on classroom quality, child outcomes in literacy, mathematics, and social-emotional development
South Carolina 4K	NA
South Carolina CDEPP	This pre-K initiative has been evaluated in the past; in the 2009-2010 school year ¹¹
Tennessee	An evaluation is ongoing or planned for this pre-K initiative; the Peabody Research Institute at Vanderbilt University is conducting a study that began in fall 2009 ²⁰
Texas	NA
Vermont Act 62	NA ¹²
Vermont EEI	NA
Virginia	This pre-K initiative has been evaluated in the past; 2011
Washington	NA
West Virginia	This pre-K initiative has been evaluated in the past; from 2006-2009 by REL-A 2009 by Marshall University; 2005 by NIEER ¹²
Wisconsin 4K	This pre-K initiative has been evaluated in the past; as part of the SWEEP study in the 2003-2004 school year
Wisconsin HdSt	NA
D.C. PEEP	This pre-K initiative has been evaluated in the past; 2009-2010 evaluation of fidelity of implementation and quality improvement and 2010-2011 evaluation focused on quality improvement ⁸
D.C. Charter	NA ¹²

STATE	MONITORING
Was the evaluation of state pre-K mandated by the state?	
Alabama	No, and it was conducted by Auburn University
Alaska	Yes, and it was conducted by the state
Arkansas	Yes, and it was conducted by NIEER
California	NA
Colorado	Yes, and it was conducted by the state
Connecticut	NA
Delaware	No, and it was conducted by the state
Florida	Yes, and it was conducted by the state
Georgia	No, and it was conducted by FPG Child Development Center at UNC-Chapel Hill and Georgia State University
Illinois	No, and it was conducted by the Erikson Institute
Iowa Shared Visions	Yes, and it was conducted by Iowa State University and the University of Northern Iowa
Iowa SVPP	NA
Kansas At-Risk	No, and it was conducted by the state
Kansas Pre-K Pilot	No, and it was conducted by the state
Kentucky	Yes, and it was conducted by the University of Kentucky ¹⁸
Louisiana 8(g)	No, and it was conducted by the state ⁹
Louisiana LA4	Yes, and it was conducted by the Picard Center for Child Development and Lifelong Learning, University of Louisiana at Lafayette
Louisiana NSECD	Yes, and it was conducted by the state ⁸
Maine	NA
Maryland	NA
Massachusetts	Yes, and it was conducted by Public Consulting Group (2009-2010)
Michigan	Yes, and it was conducted by HighScope and NIEER ²³
Minnesota	NA
Missouri	Yes, and it was conducted by the University of Missouri
Nebraska	Yes, and it was conducted by the University of Nebraska Medical Center, Munroe-Meyer Institute
Nevada	Yes, and it was conducted by Pacific Research Associates
New Jersey Abbott	Yes, and it was conducted by by NIEER (effectiveness study) and ELIC (quality study)
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	Yes, and it was conducted by NIEER ⁹
New York	NA
North Carolina	No, and it was conducted by FPG Child Development Center at UNC-Chapel Hill
Ohio	No, and it was conducted by American Institutes for Research
Oklahoma	No, and it was conducted by Georgetown University
Oregon	NA
Pennsylvania EABG	NA
Pennsylvania HSSAP	NA
Pennsylvania K4 & SBPK	NA
Pennsylvania Pre-K Counts	NA
Rhode Island	Yes, and it was conducted by NIEER
South Carolina 4K	NA
South Carolina CDEPP	Yes, and it was conducted by the state
Tennessee	Yes, and it was conducted by Strategic Research Group; A non-required evaluation is currently being conducted by Peabody Research Institute at Vanderbilt University ²⁰
Texas	NA
Vermont Act 62	NA
Vermont EEI	NA
Virginia	No, and it was conducted by University of Virginia, Curry School of Education ¹⁰
Washington	Yes, and it was conducted by Northwest Regional Education Laboratory
West Virginia	No, and it was conducted by REL-A, Marshall University, NIEER
Wisconsin 4K	No, and it was conducted by the National Center for Early Development & Learning
Wisconsin HdSt	NA
D.C. PEEP	Yes, and it was conducted by the Center for Urban Progress at Howard University
D.C. Charter	NA

STATE	MONITORING
	Required assessment for pre-K
Alabama	LELA, PPVT
Alaska	DIAL 3, PPVT ¹³
Arkansas	WSS
California	Desired Results Developmental Profile (DRDP)
Colorado	WSS, High/Scope Child Observation Record, Teaching Strategies GOLD, and the Creative Curriculum Developmental Continuum ²²
Connecticut	Any curriculum and assessment that is aligned with the Connecticut Preschool Curriculum and Assessment Frameworks that addresses learning standards and outcomes
Delaware	Teaching Strategies GOLD; Other assessments determined locally
Florida	None
Georgia	Georgia's Pre-K Child Assessment ¹³
Illinois	Required assessment instruments are determined locally from a provided list
Iowa Shared Visions	Specific tools are locally determined ¹⁴
Iowa SVPP	Locally determined comprehensive, research- or evidence-based assessment aligned with Iowa Early Learning Standards ¹⁴
Kansas At-Risk	Assessments are locally determined
Kansas Pre-K Pilot	Locally determined assessments; child outcome results sent to state for annual report
Kentucky	Districts may choose an approved assessment tool from the Kentucky Continuous Assessment Guide ¹⁹
Louisiana 8(g)	DSC and portfolios or locally determined tool
Louisiana LA4	DSC; portfolio assessments; grantees may choose additional assessment tools
Louisiana NSECD	DSC and portfolios or locally determined tool ⁹
Maine	Required assessment instruments determined locally
Maryland	None ¹⁶
Massachusetts	WSS, High Scope COR, or Creative Curriculum Developmental Continuum (or the new GOLD) (UPK)
Michigan	COR, Creative Curriculum Developmental Continuum and WSS are recommended ²⁴
Minnesota	Required assessments are determined locally and must comply with federal Head Start requirements
Missouri	None
Nebraska	Districts may choose from among Creative Curriculum CC.net or Gold, High/Scope Online COR, or AEPSi
Nevada	PPVT and EOWPVT; PreLAS Observational Assessment for English Language Learners who are unable to score a basal on the previous assessments
New Jersey Abbott	DOE-approved program quality assessment instrument; performance-based assessment; district-needs assessment; early childhood screening assessment at school entry to determine if child needs comprehensive diagnostic assessment
New Jersey ECPA	Performance-based assessment; district-needs assessment; annual program evaluation
New Jersey ELLI	Performance-based assessment; district-needs assessment; annual program evaluation
New Mexico	New Mexico Early Learning Outcomes Observational Assessment is based on the New Mexico PreK Early Learning Outcomes
New York	Required assessment instruments are locally determined ¹⁶
North Carolina	COR; WSS; Creative Curriculum Developmental Continuum, Ages 3-5; Galileo On-line Assessment System Learning Accomplishment Profile - Third Edition (LAP-3); and Learning Care System (for use with Tutor Time LifeSmart and The Empowered Child Childtime) are recommended
Ohio	GGG, ASQSE ¹⁶
Oklahoma	Determined locally
Oregon	Required assessment instruments determined locally ¹²
Pennsylvania EABG	Online reporting through WSS is preferred
Pennsylvania HSSAP	Programs may choose the assessment they use, but for reporting consistency programs report child outcomes using the WSS Online or Teaching Strategies
Pennsylvania K4 & SBPK	Required assessment instruments determined locally
Pennsylvania Pre-K Counts	WSS; other assessments chosen locally
Rhode Island	Teaching Strategies GOLD
South Carolina 4K	None
South Carolina CDEPP	DIAL3, WSS
Tennessee	None
Texas	None
Vermont Act 62	WSS or Creative Curriculum Developmental Continuum
Vermont EEI	WSS or Creative Curriculum Developmental Continuum
Virginia	PALS Pre-K
Washington	Devereux Early Childhood Assessment (DECA) and one additional assessment ¹⁷
West Virginia	Creative Curriculum.net ¹³
Wisconsin 4K	None
Wisconsin HdSt	Required assessments must comply with federal Head Start requirements
D.C. PEEP	None ⁹
D.C. Charter	Determined locally ¹³

STATE

MONITORING

When are kindergarten programs required to assess learning and development?

Alabama	At kindergarten entry, During the kindergarten year
Alaska	At kindergarten entry
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
Delaware	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	At kindergarten entry, During the kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry, During the kindergarten year ¹⁵
Iowa SVPP	At kindergarten entry, During the kindergarten year ¹⁵
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, 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
Michigan	Kindergarten programs are not required to assess children's learning and development
Minnesota	During the kindergarten year
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, During the kindergarten year
New York	At kindergarten entry, During the kindergarten year
North Carolina	During the kindergarten year
Ohio	At kindergarten entry
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
Rhode Island	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, During the kindergarten year
Vermont Act 62	At kindergarten entry
Vermont EEI	At kindergarten entry
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	Kindergarten programs are not required to assess children's learning and development
West Virginia	At kindergarten entry, 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
D.C. PEEP	During the kindergarten year
D.C. Charter	During the kindergarten year

STATE	MONITORING
	Required kindergarten assessment instruments
Alabama	DIBELS
Alaska	Alaska Developmental Profile
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	DIBELS, PALS, or DRA 2 ²²
Connecticut	Kindergarten Inventory ²²
Delaware	NA
Florida	ECHOS and Florida Assessments for Instruction in Reading (FAIR) ¹⁵
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills ¹³
Illinois	NA ¹⁰
Iowa Shared Visions	BRI, PAT, DIBELS, DIBELS Next, PALS or other Department of Education approved assessment
Iowa SVPP	BRI, PAT, DIBELS, PALS or other Department of Education approved assessment
Kansas At-Risk	Assessments are determined locally
Kansas Pre-K Pilot	Assessments are determined locally
Kentucky	Assessments are determined locally
Louisiana 8(g)	Brigance, ESI-R, CHICAGO, DSC, DIAL, DIBELS, DRA ¹⁰
Louisiana LA4	Brigance, DSC, DRA, DIBELS, DIAL, Chicago, ESI-R, Screening Test for Education Prerequisite Skills (STEPS), Miller Assessment for Preschoolers ¹⁶
Louisiana NSECD	Developmental Skills Checklists, DIBELS
Maine	Determined locally
Maryland	Maryland Model for School Readiness (MMSR) kindergarten assessment (modified WSS) ¹⁶
Massachusetts	NA ²⁰
Michigan	NA
Minnesota	Locally determined, to support the "Reading Well by Third Grade" initiative
Missouri	NA
Nebraska	NA
Nevada	NA ¹⁰
New Jersey Abbott	On-going performance-based assessments are required but the tool is no longer specified
New Jersey ECPA	On-going performance-based assessments are required but the tool is no longer specified
New Jersey ELLI	On-going performance-based assessments are required but the tool is no longer specified
New Mexico	Assessments are determined locally ¹⁰
New York	Assessments are locally determined ¹⁷
North Carolina	North Carolina K-2 literacy and math assessment
Ohio	Kindergarten Readiness Assessment Literacy (KRAL) for all students in the first six weeks of school; Children not taking KRAL must take the kindergarten diagnostics in reading and mathematics later in the year ¹⁷
Oklahoma	Assessments are locally determined ¹⁵
Oregon	NA
Pennsylvania EABG	Assessments tools are locally determined but must be authentic observation-based assessments ¹¹
Pennsylvania HSSAP	Assessments are locally determined
Pennsylvania K4 & SBPK	Assessments are locally determined
Pennsylvania Pre-K Counts	Assessments are locally determined
Rhode Island	Assessments are locally determined
South Carolina 4K	NA
South Carolina CDEPP	NA
Tennessee	NA
Texas	Instruments are locally determined ¹⁰
Vermont Act 62	Vermont Kindergarten Readiness Survey ¹³
Vermont EEI	Vermont Kindergarten Readiness Survey ¹²
Virginia	NA ¹¹
Washington	NA ¹⁸
West Virginia	Assessments are determined locally
Wisconsin 4K	NA ¹⁶
Wisconsin HdSt	NA
D.C. PEEP	Locally determined (DCPS programs only)
D.C. Charter	Locally determined ¹³

ALABAMA – First Class: Alabama’s Voluntary Pre-Kindergarten

- 1 The state Office of School Readiness has administrative authority over the Voluntary Pre-Kindergarten Program. However, the governor’s office may override decisions.
- 2 Although 232 children are labeled special needs, it is unclear how many of them actually receive special education services.
- 3 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.
- 4 In addition, breakfast is offered by some programs but is not required.
- 5 A full physical exam includes nose, throat, heart, circulation, lungs, skin, and allergies.
- 6 Bilingual non-English classes are permitted in pre-K but are not regulated.
- 7 Any preschool teachers with degrees in elementary education must obtain the P-3 add-on or complete additional early childhood coursework within three years or by 2012.
- 8 Teachers who do not have BA degrees are currently in school working on those degrees. These teachers are granted temporary waivers due to a pre-K teacher shortage in Alabama. Beginning August 2011, waivers are no longer accepted.
- 9 The match may include parent fees that are based on a sliding scale.

ALASKA – Alaska Pilot Prekindergarten Program

- 1 One of the 54 school districts only provides high school services.
- 2 Exact number unknown, but it is estimated at least 10 percent.
- 3 Two-thirds of the programs are jointly operated by public schools and Head Start.
- 4 Programs may partner with child care or other services to provide wrap-around care but, by state definition, state-funded pre-K cannot operate more than 5 hours a day.
- 5 Programs operate 4 or 5 days a week for a minimum of 14 hours a week.
- 6 If parents and members of the IEP team determine that pre-K is the least restrictive environment for the child, the child could receive services through pre-K even if he or she did not meet the age requirements.
- 7 Mirroring federal Head Start guidelines, up to 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. In addition, some communities meet poverty of access criteria per federal Head Start regulations.
- 8 School districts with Head Start programs must follow Head Start regulations. All programs follow state pre-elementary statutes and regulations.
- 9 Most programs follow the Head Start regulations, and home visits are suggested.
- 10 Teachers must be state certified with a degree in ECE or a related field or specialized training in a related field.
- 11 An additional \$300,000 was used for set-aside funds for intervention districts.
- 12 The program and child outcome evaluation for year one was done at the department level. The process evaluation and year two program and child outcome evaluation are still ongoing.
- 13 The pre-K program is being moved from pilot status in the 2011-2012 school year with a scheduled funding change and re-competition for state grants in FY 2013. The state is piloting use of the Teaching Strategies Gold assessment three times per year in two-thirds of the programs in the 2011-2012 school year and plans to require its use for all grantees in the new competition.

ARKANSAS – Arkansas Better Chance/Arkansas Better Chance for School Success (ABC/ABCSS)

- 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 This figure includes some infant and toddlers. It represents center-based enrollment only and does not include 5,510 children who received home-visiting services during the 2010-2011 program year.
- 3 Agencies with ABC funding (vs. ABCSS) can serve children birth-5. Act 426 of 2009 “rolled back” the cut-off dates for pre-K enrollment to August 1st in the 2010-2011 school year. The enactment of this law takes away some of the program’s flexibility to enroll kindergarten-eligible children, so the program no longer serves 5-year-olds unless a waiver has been approved. In addition, Act 462 of 2007 changed the policy for kindergarten eligibility age in the 2010-2011 school year.
- 4 The remaining 10 percent can be at-risk children from birth-age 5 funded through ABC dollars.
- 5 A full physical exam is required, following the EPSDT guidelines.
- 6 As of August 2007, lead teachers are required to have a BA for every three classrooms. The lead teacher must have a degree in early childhood education, child development, or equivalent; those in public schools must also have P-4 certification. The other two teachers must have a minimum of an AA in early childhood education or child development. However, state policy allows staff to be hired who may not meet the minimum qualifications provided they become qualified within two years and work under an approved staff qualification plan.
- 7 Assistant teachers may substitute an AA in early childhood education or childhood development for a CDA.
- 8 As some districts exceeded the required 40 percent match, the required local amount also includes non-required funding.
- 9 Programs are required to provide a 40 percent match, either cash or in-kind services. The sources of the match are determined locally.
- 10 Programs are also monitored two to three times per year by child care licensing staff and staff from the Special Nutrition Program. Technical assistance visits may be conducted more frequently. Ongoing program monitoring by the state oversight agency is also conducted through the Child Outcome Planning and Administration (COPA) electronic data system.

CALIFORNIA – State Preschool Program

- 1 The California Department of Education does not collect data on the actual location of preschool programs, but only collects data on the setting such as center-based or family child care homes.
- 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 or more hours per day), at least 246 days per year. The majority of programs currently operate approximately 10 hours per day.
- 3 Pre-K children may remain in the program through summer until school begins in the fall.
- 4 CALworks cash aid recipients are excluded. Children who are recipients of protective services and children at risk of being abused, neglected, or exploited may be excluded.
- 5 For full-day services, a family must continuously meet eligibility and need. However, families can continue to receive services for the part-day program for the remainder of the program year regardless of eligibility and need.
- 6 Although there is no limit to class size, programs typically enroll 24 children in the class.

- 7 Contractors must provide meals and snacks that meet nutritional requirements specified by the federal CACFP or the National School Lunch Program. For the part-day program, one meal or snack is required. For the full-day program, there should be one to two meals and two snacks, depending on hours of operation.
- 8 Decisions regarding vision and hearing screening are made at the local level. A physical exam including vision, hearing and general health is required for program entry. Immunizations are required for enrollment. Health and social services referrals and follow-up to meet family needs are required for all state preschool programs.
- 9 The Preschool Learning Foundations Volume 1 were in effect for the 2010-2011 year. Volume 2 was released in December 2011 and includes Visual and Performing Arts, Physical Development and Health. Volume 3 will be released in 2012 and will include History/Social Science and Science.
- 10 The Child Development Associate Teacher permit is the minimum requirement for the lead teacher in the classroom, though California does not use the term "lead teacher." 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. A teacher may also have the full Child Development Teacher permit, which 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, or a Master Teacher permit.
- 11 There is no degree requirement for an assistant teacher in the California State Preschool Program. The optional Child Development Associate Teacher Permit requires six credits in ECE or CD.
- 12 Funding totals represent unaudited expenditures as of November 2011. The \$53,230,664 in special funds represents the spend-down of excess funds resulting from a new rule that center-based reserve accounts cannot contain more than 5 percent of the total value of the contract.
- 13 Summary information is provided by the contractor on an annual basis. Agencies are required to submit agency-wide program and fiscal audits each year and data on children and families served each month. Agencies are responsible for prioritizing program improvement areas.
- 14 California has moved from a regularly scheduled visit policy to a new monitoring schedule that is determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which results in as-needed site visits.

COLORADO – Colorado Preschool Program (CPP)

- 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 the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.
- 4 Statute requires children be served in licensed child care centers or preschools. Private agencies also included public non-profits. The number of faith-based centers is unknown. In the 2010-2011 program year, the Legislature authorized 20,160 half-day slots; 19,486 enrolled with 674 funded for full-time enrollment.
- 5 The program is funded for 5 days per week although the statute requires 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 District advisory councils are encouraged to blend CCP funding with other sources such as Head Start, child care subsidy, and parent tuition so children can participate in full-day programs, but enrollment by schedule is not collected.
- 7 There is no designated cut-off date for the maximum age a child could be served in preschool. This is locally determined. However, there is a state policy limiting children to two years of participation.
- 8 A kindergarten eligibility date is established by the local school board. Children must turn 5 by October 1 in order to be funded, so no school district establishes a cut-off date later than October 1. However, school districts may establish dates as early as June 1 for eligibility for kindergarten.
- 9 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.
- 10 In some areas of the state where the cost of living is extremely high, district advisory councils have increased the eligibility to 200 or 225 percent FPL.
- 11 Locally determined risk factors that have been selected by the district advisory councils include: parent is incarcerated, parent is on active military duty, and developmental delay that raises concerns for school readiness but does not require special education services. Other state specified risk factors include: child is in need of language development, parent or guardian has not successfully completed high school education, frequent relocation by the child's family, and poor social skills.
- 12 Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.
- 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 A full physical exam includes a statement of the child's current health status (for all children over 2.5 years of age), signed by an approved health care professional who has seen the child within the last 12 months. The statement of health must be submitted within 30 days of admission.
- 15 The Colorado State Board of Education adopted new Colorado Academic Standards, which include preschool content. Districts are required by statute to adopt standards that meet or exceed the new Colorado Academic Standards by December 2011.
- 16 Teachers must have college coursework in child development, developmentally appropriate practices, understanding parent partnerships, and multicultural education. They must be supervised by someone with at least a BA in early childhood education or child development.
- 17 In the 2010-2011 school year, federal Education Jobs Funds (\$156.3 million) and ARRA (\$60 million) were made available to education with the General Assembly reducing state funding by the same amount. Amount dedicated to CPP is undetermined.
- 18 In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.
- 19 Programs also submit audited revenue and expenditures for district-level programs, documentation of family outcomes, longitudinal data on children's performance in statewide assessment in grades K-12, graduation rates, and retention rates and placement in special education in grades K-12.
- 20 Not all programs provide the same measures of quality effectiveness data. At minimum, local district advisory councils must monitor each setting serving CPP children two times per year. Some district advisory councils also require NAEYC accreditation or Qualistar rating, but this is a local decision. Colorado uses a targeted assistance model that may provide newer programs with multiple site visits per year; all programs receive a visit at least every two years. District advisory councils may hire outside monitors.
- 21 State policy required the use of one of four approved assessment systems to measure child outcomes in 2010-2011. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and is based on performance-based assessments, parent surveys, K-5 assessment data and retention rates, and program quality ratings.
- 22 In 2007, the State Board of Education approved three assessments from which districts may choose: DIBELS, PALS, and DRA 2 (Developmental Reading Assessment). These are administered as pre- and post-tests in the kindergarten year. Currently the requirements for kindergarten assessments are being revised.

CONNECTICUT – School Readiness

- 1 The State Department of Education has primary authority but legislatively works in consultation and collaboration with the Department of Social Services.
- 2 Of the 64 communities, 19 are priority school districts as defined by legislation and 45 are competitive municipalities. The 19 priority school districts are not required to participate, but funds are available to all eligible districts. Competitive grants are available to municipalities that have 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 These figures were collected October 2010 before enrollment had reached capacity. Totals include children enrolled in Care4Kids through the Department of Social Services. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K dollars.

- 4 The enrollments by auspice and schedule do not match up with total enrollment information because these numbers are based on capacities in communities per location.
- 5 Hours vary by program. Full-day programs operate 10 hours, 50 weeks per year, while school-day programs are 6 hours, 180 days per year. Children must be in need of at least 6 hours of care to qualify for a full-day space and 5 hours of care to be eligible for a school-day space. Part-day programs operate 2.5 to 4 hours, 180 to 250 days per year. Funding from another source can be used to extend existing programs into full-day programs. The minimum requirement in legislation is 2.5 hours per day for 450 hours per year.
- 6 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.
- 7 All families at 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 guideline of at or below 75 percent SMI.
- 8 Exemption from the sliding scale for part-time programs may be available if the School Readiness council establishes a policy.
- 9 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, though programs work with families to keep the child in the program. Children may no longer be eligible for the program if they no longer reside in the town that offers School Readiness or are over age.
- 10 The School Readiness program encourages a class size of 18.
- 11 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 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program or the parent may provide the food.
- 12 A full physical exam must follow the federal EPSDT guidelines and include tuberculosis, lead, and chronic disease assessments. Health forms are required.
- 13 It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.
- 14 After a recent alignment, preschool grade level expectations are included in the preschool to grade 12 grade level expectations document. Connecticut is currently revising its early learning standards framework to include birth through age 5.
- 15 Lead teachers in public and nonpublic schools under the School Readiness grant must have at least a CDA and 12 early childhood credits. By 2015, 50 percent of lead teachers must hold a BA and 50 percent must hold an AA specific to early childhood. By 2020, 100 percent of lead teachers must hold a BA. 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 they are grant funded.
- 16 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.
- 17 State sources include appropriation for slot dollars, parent fee subsidies, and quality enhancement funds. Non-required local sources include parent fees collected and community contribution toward administrative costs. Individual sites may receive federal CACFP funding but that information is not collected.
- 18 For priority districts, the funding level is based on previous year's slot capacity and local requests for proposals addressing ability to increase capacity. The appropriation is set by the state. Competitive towns receive a legislated flat rate.
- 19 Municipalities, towns, and school districts have fiduciary responsibility but may contract with a variety of other agencies to provide the program.
- 20 All programs are evaluated annually through the CT School Readiness Preschool Program Evaluation System (CSRPPES), which includes ECERS for specified programs. NAEYC accredited and Head Start affiliated programs are exempt from some provisions of this through their own evaluations. NAEYC programs are also required to document program-level outcomes through the completion and renewal of NAEYC accreditation.
- 21 Program officials seek to visit all sites within eight years. Twice a year, a snapshot of demographics is collected through the Preschool Information System (PKIS).
- 22 The Kindergarten Inventory was developed by the state for kindergarten teachers to use in the first six weeks of school and is based on the skills and knowledge outlined in the Connecticut Curriculum and Assessment Frameworks.

DELAWARE – Early Childhood Assistance Program (ECAP)

- 1 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 have blended funding from multiple sources to support the additional portion. Some ECAP programs align with school district schedules. Some programs use state subsidy (Purchase of Care) dollars to extend the program day for children.
- 2 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.
- 3 State pre-K children must meet the federal Head Start income guidelines. Ten percent of available slots must be provided for children with disabilities. 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 or below 100 percent FPL.
- 4 Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can determine other risk factors by their community assessments to prioritize eligibility.
- 5 At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.
- 6 A full physical exam must follow federal Head Start Performance Standards for physical exams.
- 7 Some local school districts require teachers in the public school ECAP program to have a BA degree and a birth-kindergarten teaching certificate. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II. Public school assistant teachers must successfully complete the Praxis test. The Head Start Reauthorization Act of 2007 requires that by October 2011, all lead teachers must have at least an AA; by September 30, 2013, 50 percent must have at least a BA. By September 30, 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.
- 8 Programs also participate in a triennial review with the Head Start program evaluation system.

FLORIDA – Voluntary Prekindergarten Program (VPK)

- 1 Each agency was assigned responsibilities that align with the agency's statutory functions. The three state agencies shared responsibility for the implementation of the program in the 2010-2011 school year. Effective in 2011, the newly formed Office of Early Learning assumed shared responsibility of VPK with the Departments of Education and Children and Families.
- 2 School districts are required to offer the 300-hour VPK program during the summer.
- 3 In Florida, faith-based centers are a subset of private providers. The two auspices provide unduplicated counts in this publication. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment.
- 4 Minimum operating hours are 540 hours for the school-year program (most operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Most programs operate 5 days per week.
- 5 The school-year program cannot start earlier than two weeks before Labor Day or before the first day of school according to the local school district calendar and must end by June 30. The summer program may run between May 1 and the beginning of the next public school year. Most school-year programs operate on a 180-day calendar. Most summer programs operate on a two-month calendar.
- 6 Meals and snacks are required for full-day programs.
- 7 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 schools programs, referrals for further follow-up are required.

- 8 During the 2009-2010 legislative session, the Florida Department of Education was given the authority to provide waivers from performance requirements for specific populations, which include children with disabilities and English Language Learners. The waiver is based on the percentage of the program that falls into one of these categories.
- 9 The Agency for Workforce Innovation (AWI) and the Florida Department of Education (DOE) collaborated to create the Florida Early Learning and Developmental Standards for Four-Year-Olds for adoption in fall 2011. These standards address five domains based on the most current research and align with the National Early Literacy Panel. Effective 2011, AWI's role in VPK was transferred to the newly formed Office of Early Learning.
- 10 Teachers in the summer program must hold a BA or higher degree in early childhood education, prekindergarten or primary education, preschool education, prekindergarten disabilities, or family and consumer science. Lead teachers in school-year and summer programs must complete a course in emergent literacy. The Department of Education offers Prekindergarten/Primary Education (age 3–grade 3) and Preschool Education (birth–age 4) certifications; they are not required for all VPK teachers.
- 11 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 every five years. Child care personnel with state credentials must earn 4.5 CEUs every five years.
- 12 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training for licensed child care providers.
- 13 The Legislature determines a Base Student Allocation based on anticipated enrollment.
- 14 Each early learning coalition is responsible for the on-site monitoring of VPK providers. The coalition monitors a sample of VPK providers on an annual basis. The Office of Early Learning monitors staff credentials and provides guidance to coalitions on elements for program monitoring.
- 15 The Florida Kindergarten Readiness screener is administered to all kindergarteners in public schools and to all available kindergarteners attending nonpublic schools as a state assessment by the Department of Education. Results of children participating in VPK are compared to those who have not participated in the program. Florida's VPK program is reviewed annually as part of the legislative appropriation process.

GEORGIA – Georgia's Pre-K Program

- 1 Eighteen out of 187 school districts are not participating, but private providers located within those school systems offer the program, making it available to children in all of Georgia's counties.
- 2 The exact number of 5-year-olds who are 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 Some children may receive special education services in programs other than Georgia's Pre-K.
- 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 Children who were age 5 on or before September 1, 2010, 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. Programs choosing not to accept children who are age 5 should have a written policy supporting their decision.
- 6 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.
- 7 Blended Pre-K Program/Head Start classrooms are required to have developmental screenings as well. All Georgia's Pre-K programs are required to ask parents if their child has received his/her developmental health screening and provide a referral and appropriate follow-up to those children who have not. Children who are eligible for Medicaid or PeachCare, Georgia's State Children's Health Insurance Program (SCHIP), are required to have a 4-year-old developmental screening.
- 8 For the 2010-2011 school year, there were several dual-language programs. Additionally, the pilot program offering multiple languages in a select number of pre-K classes was expanded.
- 9 Social service referrals are recommended for any child and/or family who may need additional services, and are required for any child meeting applicable income level requirements.
- 10 In July 2011, Bright from the Start completed a comprehensive evaluation of the state's early learning standards and pre-K content standards. Revisions based on this will be released in early 2012 and implemented in the 2012-2013 school year.
- 11 As of the 2010-2011 year, all newly hired teachers must have a BA in all settings. The few teachers with an AA already hired will receive waivers, though they must demonstrate continual progress toward a BA and may not transfer to another position.
- 12 Researchers from FPG Child Development Center at UNC-Chapel Hill conducted a study that measured process quality (e.g., ECERS-R, CLASS, ELLCO, Emerging Snapshot). The study was released in 2010. From 2001-2004, Georgia State University conducted an evaluation of Georgia's Pre-K program that included both child outcomes and quality measures. Beginning with the 2011-2012 school year, FPG will begin conducting a longitudinal study of Georgia's Pre-K measuring process quality and child outcomes.
- 13 Georgia's Pre-K Child Assessment is modified from the Work Sampling System and is used statewide. For the 2010-2011 school year, this version was used for approximately 21,000 children. Georgia's Department of Education developed a specific instrument for kindergarten assessment (GKIDS), similar to Work Sampling System, which is administered throughout the kindergarten year.

ILLINOIS – Preschool for All

- 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 preschool money.
- 3 A child must be 3 years old before he/she enters the program. To start the school year, the child must be 3 on or before September 1. If there is a space available in the classroom, a child may enter the program during the year once he/she is 3 years old.
- 4 School districts may enroll children in kindergarten before they are age 5 based on local policy. Kindergarten-aged children with IEPs reflecting preschool placement may remain in the program.
- 5 While at-risk children from lower income households are the first priority, children from lower middle-income families may be served if state funding allows.
- 6 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.
- 7 Additional state funds include \$48,051,332 for 0–3 programs and \$4,468,407 for statewide infrastructure. The state does not collect data on federal and local funds.
- 8 Compliance reviews examine teacher certification, use of a research-based screening tool, research-based curriculum, kindergarten transition planning, community collaboration plan, and meeting requirements for serving homeless children and ELL students.
- 9 Routine scheduled monitoring site visits are done on a 3-year cycle by consultants hired by the agency. Specific issues or concerns of a program may initiate a monitoring visit tailored specifically to those concerns and these visits are done as needed by Illinois State Board of Education staff.
- 10 The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process to be piloted in the 2012-2013 school year.

IOWA – Shared Visions

- 1 In addition, 36 classrooms are offered by 13 of Iowa's 18 Head Start grantees and 15 are offered in child care centers.
- 2 Enrollment breakdowns by auspice and operating schedule reflect the cumulative total of children served during the year.
- 3 In the 2010-2011 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours in order to meet the needs of children and families. SVPP funds may be used to provide a full day to children if the program adds at least 10 hours of instruction by an early childhood endorsed teacher and the program meets NAEYC standards. Programs met an average of 5 hours per day, 5 days per week for 189 days per year.

- 4 Some of the grants are for 3- and 4-year-olds, some are for 3- to 5-year-olds, and some are for 4-year-olds only. All the grants are categorical funding so the minimum and maximum age depends on the funding source.
- 5 Only 20 percent of the children may qualify based on secondary risk factors.
- 6 Mixed classrooms with 3- and 4-year-olds must not exceed the maximum group size of 18.
- 7 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.
- 8 The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.
- 9 Lead teachers in nonpublic settings follow NAEYC standards, which require a minimum of an AA in ECE or CD. A small percentage of teachers in nonpublic settings may have a CDA provided they are working toward meeting the minimum requirement of an AA.
- 10 Certified teachers employed in school district programs must renew their licenses every 5 years, including six credit hours of professional development. In addition, Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates lead teachers have an average of 50 hours of staff development. Based on NAEYC accreditation standards, all new employees are required to have training to introduce them to program information including interaction with the children and curriculum. In addition, assistant teachers participate in professional development, as determined on a local level, to enhance the program objectives and child progress.
- 11 Nonpublic settings follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA or be working toward a CDA.
- 12 Grantees are required to provide a 20 percent local match and other resources are comprised of additional local match and in-kind resource contributions.
- 13 The year-end report tracks progress toward the grant outcomes and budget reports. NAEYC monitors performance on standards as well as safety and classroom records. Immunization records are reported to the state in the year-end report.
- 14 GOLD online will be implemented by all grantees in August 2011.
- 15 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.

IOWA – Statewide Voluntary Preschool Program (SVPP)

- 1 For the 2010-2011 school year, funds were awarded to all new districts that completed the non-competitive application process. Districts awarded in previous years were awarded through a competitive grant process. In the second and subsequent years of implementation, districts are in the preschool funding formula and do not have to reapply to continue their program.
- 2 While 19,799 4-year-olds generated preschool funding, additional students were served using other funding sources.
- 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. State and federal special education funds are used to support special education.
- 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 Children age 4 generate the preschool funding formula, which is 60 percent of the school funding formula. Children ages 3 and 5 may participate if space and funding are available, but they do not generate .6 funding. Five-year-olds may generate 1.0 for the school funding formula.
- 6 Children who are Iowa residents and 4 years old may enroll in any district offering SVPP.
- 7 Classrooms predominantly serve 4-year-olds. However, 3-year-olds can be served in the program with a maximum class size of 18 and a required staff-to-child ratio of 1:9.
- 8 Programs are required to offer a snack, although it is recommended that they serve a meal. A meal must be provided if the program is longer than 10 hours per week. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.
- 9 The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Families may waive these services. Dental screenings are required due to the program standards of NAEYC, Head Start, and the Iowa Quality Preschool Program Standards.
- 10 It is recommended that districts and community partners require teachers to have a minimum of 15 hours in professional development annually, but it is not required state policy that all teachers do so. Based on further clarification, this policy does not meet NIEER's requirement.
- 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. 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. NAEYC annual reports and on-site monitoring look for evidence that 50 percent of assistant teachers have a CDA. In addition, assistant teachers participate in orientation prior to or at the beginning of employment that addresses early childhood (program standards, curriculum, etc.).
- 12 SVPP funding is categorical and used only for 4-year-olds in the program. This amount is based on the grant award funding provided to new districts of \$16,455,928 as well as funding for the child count from fall 2009 of \$48,238,247.
- 13 For the state aid formula, each student is weighted 60 percent of the state per-pupil cost.
- 14 Most districts use GOLD, Creative Curriculum Developmental Continuum, or HighScope Child Observation Record.
- 15 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

- 1 Programs are required to provide 465 hours per year of instructional time. Length of school day and days per week are determined locally. Most programs operate 3 hours per day, 5 days per week, although some choose to operate 4 days per week for more hours per day. Funding from other sources can allow programs to add additional hours per day, though these hours are not considered part of the day by the At-Risk program.
- 2 Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight factors.
- 3 A full physical exam is required, though components are determined locally.
- 4 School districts receive 50 percent of the Base Student Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population, low/high enrollment, and/or local option budget.
- 5 The study began following children who were enrolled in the program in the 2006-2007 school year. Children are followed into the first grade; local outcome data is submitted by each program. However, data was not collected in the 2010-2011 school year.

KANSAS – Pre-K Pilot Program

- 1 The Pre-K Pilot Program was provided in 12 sites this year, serving children in 14 counties. The pilot program does include some children in the At-Risk Four-Year-Old Program in some districts.
- 2 Programs are not required to provide a completely unduplicated number. Programs are funded based upon a budget, not slots. The number of children may include those also enrolled in Head Start, the Four-Year-Old At-Risk Program, or other pre-K programs.
- 3 Approximately 50 percent of spaces are in public schools and 50 percent are in existing community 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. Pre-K Pilot funds are used to provide a half-day of instruction, which may be used to extend the day of a child in another supported program. If a community chooses to use their existing At-Risk Four-Year-Old 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.
- 5 Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12 month cycle.
- 6 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.
- 7 All sites have different models so the actual requirements are locally determined. A physical exam is required, though components are locally determined.
- 8 Teachers in non-public settings are required to have an AA in ECE and must have a plan to receive a BA within five years of becoming a state pre-K site.
- 9 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.
- 10 The amount of local funds, including tuition, grants, and blended funding, is unknown.
- 11 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 representations from: mental health centers, private child care providers, cooperative extensions, 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 resources and referral agencies, interagency coordinating councils, other nonprofit organizations, or foundations.
- 12 Children are followed into the first grade using a teacher observation instrument.

KENTUCKY – Kentucky Preschool Program

- 1 In one of the 174 districts, Head Start provides all state prekindergarten services
- 2 The total enrollment figure of 22,165 recorded on December 1 does not include the additional 1,777 children receiving special education services whose birthdays were after December 1 and receiving services through tuition or district funds.
- 3 Some children receive special education services but are not enrolled in the preschool program. They are served in itinerant (such as home visiting of the children are brought to school for services), Head Start, or community child care settings. They included 4,049 3-year-olds.
- 4 The Kentucky Preschool Program served children in the public school, in Head Start settings, and in private agencies through contract or collaborative agreements. The number of children in each setting was not available in 2010-2011.
- 5 Information related to full- and half-days are tracked per session, not reporting child enrollment. Out of 1,484 sessions, 1,055 were part-day (3-4 hours) and 429 were full-day sessions (more than 4 hours).
- 6 Standard program operation is 4 to 5 days per week. Any other configuration must be approved by the Kentucky Board of Education. Districts may use one of the week days for home visits, parent education, special education evaluations, and other work related to preschool.
- 7 Exceptions are permitted for children with IEPs. The school- or district-level Admissions and Release Committee decides whether preschool is the best placement for children with special needs.
- 8 Kindergarten children whose IEP specifies that they may attend the preschool program are counted as primary students; the school district receives primary, not preschool funds for these children.
- 9 Four-year-old children whose family income is up to 150 percent of FPL are eligible to attend the preschool program. Also, children who have an identified disability may enroll on their 3rd birthday or whenever they are identified.
- 10 Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available. Districts may not use state funds to serve these non-eligible children.
- 11 If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.
- 12 Districts work with their local Family Resource Centers to provide many of support services or referrals.
- 13 Teachers hired as lead teachers before the 2004-2005 school year can hold a CDA or an AA in child development. These teachers (189 out of 1,016) are allowed to remain in their current positions but may not transfer to other districts. All lead teachers hired beginning fall 2004 were required to hold the IECE certificate.
- 14 State sources for the preschool program are approved bi-annually through the state legislature.
- 15 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.
- 16 At least once every five years using random selection there are site visits by a team lead by the Kentucky Department of Education (may include more frequent visits based on visit findings). P2R monitoring pilot process completed 2010-2011.
- 17 During the 2010-2011 year, the piloting of the P2R monitoring process pilot was completed with 10 districts across the Commonwealth. Five received a site visit and the other five received a desk review. All districts received an ECERS-R observation of 30 percent of the classrooms at all sites by the Regional Training Center and all classrooms were evaluated by a district person who achieved inter-rater reliability of at least 85 percent on the ECERS-R.
- 18 The third party evaluation of the state funded preschool program in Kentucky conducted by the University of Kentucky was terminated in 1999.
- 19 The Kentucky Continuous Assessment Guide includes AEPS, Brigrance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Creative Curriculum for Preschool, High Scope Preschool Child Observation Record, Learning Accomplishment Profile 3, Hawaii Early Learning Profile, The Ounce Scale, Transdisciplinary Play-Based Assessment, and Work Sampling System.

LOUISIANA – 8(g) Student Enhancement Block Grant Program

- 1 Most districts operate 5 days per week. One district operated on a 4-day week in 2010-2011.
- 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 determined by individual child and family characteristics.
- 3 Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core Standards for Kindergarten; Social Studies standards were also revised.
- 4 Effective June 1, 2002, Louisiana issued a Pre-K-3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.
- 5 Teacher assistants must possess a high school diploma or equivalent, have extended experience caring for a group of preschool age children (children younger than five years of age), possess proficient oral and written communication skills, and meet all other district requirements for employment.
- 6 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 of each source, but this information cannot be verified.
- 7 The board allocated \$18,900,000 for the FY 2010-2011 8(g) Student Enhancement Block Grant Program. Of that amount, \$16,507,434 was available to public school districts. Public systems targeted a total of \$14,733,177 of their available allocations to provide pre-K programs. Districts received a \$75,000 base and \$17.71 per pupil. During FY 2010-2011, the 8(g) fund experienced a shortfall, and the board was forced to reduce grant awards to \$12,513,151.

- 8 Site visits by state personnel are conducted when a new administrator is hired or concerns arising from an audit appear. Site visits are also conducted annually by contractors, generally former early educators, on a random selection multi-year cycle.
- 9 Each year BESE publishes the 8(g) Annual Report that includes results for all prekindergarten programs funded through 8(g), which is available for 2011 online. A research group from the Cecil Picard Center at the University of Louisiana-Lafayette has been contracted to review the program and outcomes using multiple years of data.
- 10 Starting in 2011-2012, the state has required that districts use the DSC as the kindergarten readiness assessment for assessing student outcomes in the fall and spring. Programs use DIBELS during the year for benchmarking. The DIAL and Brigrance are used to screen students for admittance to the program.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program

- 1 Within the Louisiana Department of Education, the Preschool Program's section of the Literacy Goal Office has administrative authority over the program.
- 2 In some parishes, there is more than one school district operating in the geographical region of the parish. In addition to the 64 school districts, 12 charter schools participated in the 2010-2011 school year.
- 3 Total enrollment does not include 596 tuition-paying students and an additional 2,351 students braided from other sources including Title I, 8(g), SPED, and EEF.
- 4 If the student qualifies for free or reduced-price meals, they are counted in the enrollment and state pre-K pays for that student while 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 both placement and services.
- 5 In addition to the minimum of 6 hours of instruction, school systems may also offer 4 hours of before- and after-school enrichment programs. Full-day (both 6 hour instructional program and 4 hour before/after school enrichment) includes 1,292 children receiving free and reduced-price lunch; it does not include 103 additional tuition paying students. There were two programs that operated in the summer on a 4-day per week, 20 hour/week program, serving approximately 60 children.
- 6 If a child is evaluated as gifted, he or she may enter kindergarten early.
- 7 There is no state-specified income requirement for eligibility as all meeting age requirement may participate. Children who qualify for free- or reduced-lunch attend free of charge. Others may pay tuition or school districts cover costs. All children in the district are eligible to attend.
- 8 Sliding payment scale is locally determined for children not meeting income requirement.
- 9 Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core Standards for Kindergarten; Social Studies standards were also revised.
- 10 For mixed delivery LA4 programs housed in child care and Head Start centers, teachers must meet 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. Effective June 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement (PK–3) to their original license, permitting them to teach in pre-K without the LEA requesting a temporary out-of-field teaching authorization.
- 11 Approximately 40 percent of lead teachers also have a MA although exact figures could not be provided.
- 12 Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed delivery settings.
- 13 The state spending allocation also includes funds to supplement the before- and after-school enrichment programs. Of the \$6,027,807 state funds, \$1,000,000 of those dollars was from a statutory dedication. DOE determines the per-pupil allocation annually based on number of available slots.
- 14 QRIS participation is required for child care centers (minimum 4 stars); public school centers are exempt. Monitoring of reports include enrollment in 6-hour and before/after-school programs, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.
- 15 Evaluations are conducted annually and will be compiled in a longitudinal study of the program. Process quality was measured using ECERS and program impact/child outcomes were measured using the Developing Skills Checklist. Data from measurements of process quality and program impact/child outcomes are analyzed and evaluated by the Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette.
- 16 Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, Developing Skills Checklist, by the 2014-2015 school year.

LOUISIANA – Non-Public Schools Early Childhood Development Program (NSECD)

- 1 The NSECD Program partners with nonpublic schools, such as private, parochial schools and NAEYC licensed Class A childcare learning centers. Parochial schools serving 800 children are under auspices of the Catholic diocese. Other faith-based programs serve 448 children.
- 2 Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core Standards for Kindergarten; Social Studies standards were also revised.
- 3 Effective June 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the LEA requesting a temporary out-of-field teaching authorization. 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 Praxis I and taken all prerequisites to enroll in a Pre-K–3rd grade or Early Interventionist alternate certification program and be enrolled by January 2010. They must continually be enrolled and complete certification within three years of their hire date in order to continue qualifying as an NSECD teacher.
- 4 All NSECD administrators, teachers and teacher assistants 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.
- 5 New NSECD teacher assistants must be certified with at least a CDA or AA or higher in Early Childhood, Education or Family Studies. Incumbent NSECD teacher assistants who are not state certified must be enrolled in a CDA Program or Early Childhood associates degree program, be continually enrolled, and complete the certification within three years of hire date.
- 6 Nonpublic and charter schools must be licensed by the Louisiana Department of Education and adhere to the NSECD standards.
- 7 The LA NSECD program is monitored through a number of studies, including TANF Performance Monthly Review, Regional Monitoring, Community-based SWOT Analysis, annual Dept of Children and Family Services Audit, annual Legislative Audit, NSECD Annual Student Performance Analysis, and Comprehensive Five-Year Longitudinal Study.
- 8 The TANF funding is legislatively approved annually and audited by Legislative auditors. In a contractual agreement with the Louisiana Department of Children and Family Services, the NSECD Program is also evaluated for performance indicators. A Comprehensive Five Year Longitudinal Study will evaluate student performance from Pre-K to third grade LEAP state exams. Students' pre-, mid- and post-DSC assessment performance are correlated to factors and issues related to the End of Year Report.
- 9 NSECD students are tested using the same DSC 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.

MAINE – Public Preschool Program

- 1 There are a total of 543 schools labeled as elementary schools but the 134 schools serving grades five through eight only are not included in the total count of 409. There are 169 programs that operate in public schools (107 solely school operated, 13 by community agency, 49 school partnership (mostly Head Start)); and 13 programs operate off-site. An increase of 20 schools in 2010-2011 is attributed to availability of ARRA funds for start-up.
- 2 Once a school has an approved pre-K program, it is funded through the school funding formula as with any other elementary school grade.
- 3 Five-year-olds eligible for pre-K are reported in 2010 due to refinements of student tracking in the Maine Education Data Management System (MEDMS).
- 4 Local school units determine the weekly hours. Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate 4 half days with the fifth used for home visits and teacher planning. Some operate 5 days per week as a full school-day program.

- 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. The majority of programs are part-day. Some programs are moving to two full-day double sessions due to transportation costs.
- 6 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. If a child attended kindergarten in another state with a different age eligibility requirement, this will be honored. Allowances are made for children with IEPs who turn 5 between July 15 and Oct. 15.
- 7 Kindergarten-age eligible children may enroll in pre-K at the local program's discretion or at the request of parents.
- 8 Some districts without universal capacity have a first come/first serve, lottery, or targeted program. In addition, 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 or NIEER's quality benchmarks for staff-child ratio and maximum class size. The majority of programs in Maine operate with a certified teacher and a teacher assistant for an average ratio of eight to 10 students for every staff member.
- 10 Most programs offer a snack, and many offer breakfast and/or lunch, depending on the length of day. Those partnering with Head Start meet CACFP and Head Start meal and nutrition requirements. Schools that provide meals must meet USDA School Breakfast/Lunch guidelines.
- 11 Translator or bilingual staff availability may vary by school and district.
- 12 Early Learning Standards are currently under revision and will include changes based on current research around cultural and linguistic competency, early literacy, and numeracy. A sub-group is simultaneously working on a comprehensive assessment system process.
- 13 Assistant teachers must have DOE-issued Educational Technician II Authorization, which requires at least 60 college credits of "approved study in an educationally related field and in-service of three credit hours per 5 years."
- 14 Use of federal funds is determined locally and spending figures are not available.
- 15 Children who are 4 years old by October 15 and in a program a minimum of 10 hours a week receive a full per-pupil subsidy based on Maine's Essential Programs and Services school funding formula.
- 16 Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a state-wide mill rate.
- 17 All public schools must have a comprehensive educational plan which includes ways to monitor effectiveness of programs. However, the state does not have a formal monitoring system specific to public pre-K and the monitoring process is determined at the local level. Districts report general school information each year as part of Basic School Approval Report. Beginning 2012-2013, reports will be due once every three years.

MARYLAND – Prekindergarten Program

- 1 Local districts may contract pre-K to qualified vendors (accredited centers or nonpublic nursery schools).
- 2 Enrollment figure of 27,071 for the 2010-2011 school year includes 4-year-olds enrolled in the state-funded Pre-K programs in public schools, including those enrolled in Judy Centers. Some jurisdictions enroll children with an IEP/IFSP in the state-funded Pre-K program but are not counted in 27,071 figure.
- 3 Judy Center enrollment for 2010-2011 was 12,092, including pre-K. Supplemental funding for extended day and summer Head Start programs served a total of 9,501 3- and 4-year-olds.
- 4 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.
- 5 In the 2010-2011 school year, 53 percent of all prekindergartners were in school-day and 47 percent were in half-day programs. The state does not fund child care except through child care subsidy for eligible children.
- 6 Public prekindergarten programs follow the school calendar year developed by each local school system.
- 7 Policy requires local school systems to have an early admissions policy in place to allow for the enrollment of 3-year-old students who demonstrate educational needs warranting early admission. Effective October 31, 2011, local school systems may create prekindergarten programs for 3-year-olds who are economically disadvantaged, homeless, or who lack school readiness.
- 8 Local boards of education have established regulations for early admissions to kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten age children to enroll in pre-K.
- 9 Children must first meet the income eligible, homeless, or foster care requirement to qualify for enrollment. Remaining vacancies may be filled by enrolling 4-year-old applicants who are not from low-income families but who exhibit a lack of readiness for school. Eligibility can be determined as noted above or by other criteria chosen by the local school system.
- 10 A "body system head-to-toe" full physical exam is required, which is a comprehensive physical exam. In pre-K, a certificate is required proving that a blood test for lead has been done. 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. Head Start requirements are more stringent.
- 11 Maryland's standards are under revision pending the adoption of the Common Core Maryland Standards. Their completion is anticipated for Fall 2012.
- 12 Some in-service requirements may be imposed locally. Pre-K teachers receive MMSR 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.
- 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 ParaPro assessment administered by ETS.
- 14 Supplemental state funds for Head Start totaling \$1.8 million provided extended-day and summer services to 9,501 3- and 4-year-olds.
- 15 State aid accounts for foundation and compensatory funds. Foundation funds account for all mandatory state aid divided by the total enrollment for K-12. Compensatory funds account for weight associated with low-income, English Language Learners, and special education students. Local school systems must provide services for all "eligible" 4-year-olds using state and/or local funds. There are no dedicated state aid dollars for prekindergarten.
- 16 A voluntary prekindergarten assessment is being discussed as a part of the MMSR Phase II that is under development.

MASSACHUSETTS – Universal Pre-Kindergarten (UPK), Grant 391, and Preschool Child Care Enrichment Quality Add-On Initiative (PSCCE)

- 1 The Massachusetts Department of Early Education and Care is the state licensing authority and exerts authority over the early education and care programs in the Commonwealth. The Massachusetts State Head Start Collaboration Office sits in the Department of Early Education and Care, but does not itself exercise administrative authority over the prekindergarten initiatives.
- 2 The UPK program is offered in 97 out of 351 towns/communities. The Grant 391 program is offered in 96 out of 300 school districts. Grant 391 funds go to the school districts and then funding can be used at the schools/programs as decided by district. The Grant 391 program is also offered in one agency that runs center-based programs. UPK is at a school/site level. PSCCE is offered in 61 communities. Towns/communities and school districts may offer more than one of these programs.
- 3 UPK is awarded on a competitive basis. Funds for Grant 391 are not competitive, with the funding given to programs that apply based on a funding formula. PSCCE was awarded based on qualifying criteria specified in the RFP. These requirements are similar to the UPK requirements.
- 4 Enrollment by program is as follows: UPK, 7,502; Grant 391, 6,002; and PSCCE, 567.
- 5 This figure does not reflect special education students in PSCCE.

- 6 Hours and operating schedule vary by type of program and setting. For UPK and PSCCE, full day is 10 or more hours, school day is 5 to 10 hours, and half day is less than 5 hours. Programs can operate either a school-year or full-year schedule. UPK and PSCCE programs are required to offer or provide access to full-day, full-year services. Grant 391 grantees follow the public school calendar, which is determined locally. Children using 391 funds could also be in UPK but data is not collected on the number of these children in each type of program. Programs providing care to children with financial assistance must operate based on the requirements determined in their contract or voucher agreement.
- 7 Children must be in the pre-K classroom by the renewal date of the grant but the state does not have a cut-off date. Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten eligibility locally.
- 8 A child with special needs could remain in the preschool program but they would no longer be counted in the UPK formula.
- 9 Any child may enroll in any program, but programs are selected to receive UPK and PSCCE funding based on program characteristics and on the characteristics of the children in the program.
- 10 The income requirement applies to all children in UPK and PSCCE receiving subsidy money, but not tuition-paying families. There is no income requirement for Grant 391.
- 11 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 may use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.
- 12 Programs operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule two meals and two snacks. Parents or providers may provide snacks.
- 13 Programs are not required to provide screenings directly. However, all LEAs are required to provide screening and referrals under "child find," and screenings and referrals are available to children in non-LEAs through services in public schools. Health services are not specified.
- 14 Comprehensive services are not required by UPK programs; however, funding may be used for comprehensive services that benefit the entire classroom.
- 15 All teachers must have an early childhood education certification. Public school teachers must have a pre-K–grade 2 certification. Non-public school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three credit course in child growth and development.
- 16 Total spending by program was \$11,321,521 for Grant 391, \$37,506,385 for UPK, and \$2,836,985 for PSCCE. TANF and CCDF funds contribute to the UPK and PSCCE programs, while Grant 391 uses IDEA funds.
- 17 UPK program classrooms receive \$500 for each child in the classroom. An additional \$2,000 is given for each child receiving the financial assistance of a voucher or contract.
- 18 Information was collected on whether programs participated in the QRIS pilot in the Fall and/or the launch in January 2011. PSCCE has an additional level of fiscal reporting as it is paid for with ARRA funds.
- 19 During the 2008-2009 year, EEC contracted with a vendor to conduct a program quality evaluation of UPK and non-UPK programs across the state using the CLASS tool. During the 2009-2010 year, EEC funded a Waitlist, Access and Continuity of Services Study to assess the need for preschool services, access, and continuity challenges as the state implements UPK on a larger scale.
- 20 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)

- 1 In addition, 41 agencies and two independent school districts also competed successfully for grants. Legislation allows for ISDs/LEAs who are also Head Start grantees to compete for non-school district funding.
- 2 Children served in the full-day programs using two half-day slots are only counted once in the enrollment. In addition, 232 children are served in a home-based option.
- 3 Based on the recent changes to the state's risk factors, there is a new reporting system for special education enrollment. Special education children are also enrolled in separate classrooms, but those children are not counted in the total enrollment count. Some children enrolled in GSRP are also receiving additional services paid for through ECSE funds.
- 4 This number is up from last year as this year's information is based on a new risk factor system with three of the old system's categories now collapsed into one - Diagnosed Disability or Identified Developmental Delay. In previous years the state reported the risk factors diagnosed handicapping condition and language deficiency but did not include developmental immature. If last year's special education enrollment included developmental immature, total enrollment would have been 5,660.
- 5 The part-day option was increased from 2.5 to 3 hours minimum per day for the 2010-2011 school year. 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).
- 6 The minimum is 4 days per week, except for the all-day/alternate-day classroom model of 2 days per week, which is reimbursed the same as the part-day model.
- 7 If there is a new grantee, it is allowable to operate only for 20 weeks during its first year. Subsequent years must be 30 weeks per year.
- 8 Districts may enroll children in kindergarten who are not yet 5 by December 1, but the state does not forward any funding for them, so this rarely occurs.
- 9 Per the Michigan State Board of Education and the School Aid Act, at least 75 percent of the children in each grantee's enrollment must meet the income requirement.
- 10 The Michigan State Board of Education adopted a revised risk factors document in May 2009. There are now eight factors that determine eligibility: extremely low family income (below 200 percent of FPL), low family income (between 200 and 300 percent of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. A state determined prioritization process was adopted along with the revised risk factors, allowing extremely low family income to automatically qualify a child, then low family income plus two risk factors, then low family income plus one risk factor, then family income above 300 percent of FPL plus two risk factors with a cap of 25 percent of the total slots that can fall under this level.
- 11 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.
- 12 Part-day programs provide a snack, and full-day programs provide one meal and two snacks or two meals and one snack.
- 13 Programs must assure that children have health screenings, including vision and hearing, but they do not have to provide the screening. Screenings are often provided in the program by the local health department. All programs must make appropriate referrals. The physical exam for licensing typically includes height/weight or BMI, blood pressure, and immunizations.
- 14 Program policies and procedures are required to promote, support and respect the home language, culture, and family composition of each child. 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.
- 15 All public school teachers must have BAs and elementary teaching certification with an early childhood endorsement. 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 All classroom staff must complete 12 clock hours per year to keep required child care licenses current plus CPR, first aid, and blood borne pathogen training. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six hours or an equivalent number of State Board CEUs every five years to keep their teaching certification current. New lead teachers must complete even more training to renew the certificate the first time. Lead teachers who are in nonpublic school settings may not have certification and therefore may not need additional hours or equivalent time.
- 17 The state has its 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 as approved by the State Board of Education, or an AA in ECE/CD. If a suitable person cannot be hired, someone can start "out of compliance" but must have completed at least one credit-bearing course in CD and have a plan to complete the requirements within two years.

- 18 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 typically spend roughly another \$1,500-\$2,000 per child to cover costs not paid for by the state. Grantees must include in-kind space for GSRP because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.
- 19 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.
- 20 School districts and competitive grantees can subcontract with for-profit or non-profit, public or private agencies.
- 21 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 by staff numbers and funding, 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.
- 22 Studies of Michigan's program include: an ongoing longitudinal study covering kindergarten through eighth grade thus far (began 1995); a regression discontinuity study of 865 students assessed in pre-K and K (2005); a quasi-experimental/longitudinal study of 403 students in private child care, Head Start, and GSRP (2004-2007); a mixed methods regression discontinuity and quasi-experimental/longitudinal study of 482 pre-K and 443 kindergarten students followed (2007-present). Studies since 2004 have measured both child outcomes (direct assessments and teacher/parent reports) and process quality in pre-K and elementary classrooms (independent observation).
- 23 The current, ongoing evaluation of GSRP combines a point in time regression discontinuity design study and a longitudinal, comparison group design that follows children through first grade. Language and literacy, early math, and social-emotional child outcomes have been measured through direct assessment as well as parent and teacher report (tools include the Woodcock-Johnson III Test of Achievement, the Peabody Picture Vocabulary, and the Social Skills Improvement System). The longitudinal evaluation is funded in state legislation.
- 24 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

- 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 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.
- 3 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. Independent school districts may establish an early entrance policy for kindergarten.
- 4 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 or below 100 percent FPL. 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.
- 5 These factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots.
- 6 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.
- 7 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 (breakfast, lunch, and a snack).
- 8 Components of a full physical exam are determined by the Head Start Performance Standards.
- 9 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.
- 10 The Head Start Reauthorization Act of 2007 requires that by October 2011, all lead teachers must have at least an AA; by September 30, 2013, 50 percent must have at least a BA. Currently, about 87 percent of Minnesota Head Start teachers have at least an AA and 65 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.
- 11 The requirement for in-service professional development is 2 percent of total work hours. However, as of December 2007, the Head Start reauthorization required 15 clock hours of professional development per year for teachers and assistant teachers. By federal law, Head Start staff must follow the highest standard. For those working full-time, that will be the 2 percent standard.
- 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 an HSD. By September 30, 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. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.
- 13 State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

MISSOURI – Missouri Preschool Project (MPP)

- 1 MPP contracts to private providers are limited to six years.
- 2 These children are included within the total enrollment number.
- 3 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 7:30am and 5:00pm. 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 services for no less than the school year. There were 43 full-year and 128 school-year programs in 2010-2011.
- 4 Kindergarten-age eligible children with special needs may participate in MPP if it is written into their IEP.
- 5 Eligibility is determined by age, with all other eligibility requirements, including income, determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families. If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.
- 6 Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.
- 7 A full physical must meet the requirements of child care licensing.
- 8 Coordination with the Parents as Teachers program is required of all MPP programs.
- 9 Lead teachers with less than a BA have been grandfathered in as long as they continue to pursue college credit toward a BA.
- 10 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.
- 11 The child assessment instrument was under review during 2011 and was not included in formal evaluation procedures.

NEBRASKA – Nebraska Early Childhood Education Programs – Ages 3 to 5

- 1 Some school districts begin or add capacity with the help of competitive grants. Other school districts may start a program without grant funding, and may receive state aid funding for their 4-year-olds after three years of program approval.
- 2 Most programs operate part day, 3.5 to 4 hours per day, 4 or 5 days per week.
- 3 The state does not have a cut-off date. Districts may enroll children under age 3 but must meet staffing and group size requirements established for younger children.

- 4 Children with verified disabilities may enroll in prekindergarten if their IEP team determines that the child can be served best in preschool. Districts may enroll children under age 3, but they would have to meet staffing and group size requirements established for younger children.
- 5 Kindergarten-age children with disabilities may be allowed to remain in district-operated programs only if the IEP team determines that the children's needs cannot be met in kindergarten.
- 6 While all prekindergarten age-eligible children may be served in a school district early childhood program, regardless of their abilities, disabilities, or the social linguistic, or economic diversity of the children's families, funds are targeted to children with at least one risk factor. Some districts enroll all age-eligible children while others may use locally determined risk factors in addition to those specified by the state.
- 7 Children who are receiving services through Head Start or IDEA pay nothing. For other children, school districts set the sliding fee scale to fit with their community.
- 8 Programs must provide a meal and/or a snack that meets USDA/CACFP nutrition requirements.
- 9 If teachers have endorsements other than those listed, they must take college coursework and make annual progress until they obtain an early childhood endorsement. Regardless of where the classroom is housed, it is considered a public school program.
- 10 The \$350,000 reported in IDEA Part C funding is estimated; final figures are not yet available on this source.
- 11 Funding for the program includes an allocation for the grant program as well as funding in the state aid formula. In the third year of approval by the Nebraska Department of Education, the count of 4-year-olds is put into the formula along with other data. Equalization aid is then calculated for the next year.
- 12 Educational Service Units may receive grant funds but cannot receive state aid funding.
- 13 Although a 100 percent match of state grant funds is required, it does not have to come from a local source. State aid requires that districts use federal and/or local sources to support the operation of the early childhood program in addition to state aid.
- 14 Self-assessments are required for districts that have operated successfully for a number of years. Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected percent of districts will also receive an assessment by a reliable observer for comparison. Programs less than three years old continue to receive a visit by a reliable observer. Randomly selected programs not visited through one of the other means will receive a site visit as well. However, it is possible that not all sites will receive a visit.
- 15 While an evaluation is required for grant-funded programs every other year, a subset of these programs receive annual evaluations, which cover program quality and child outcomes, both short- and long-term. Due to fiscal constraints, evaluation is not being planned for programs not funded by grants.

NEVADA – Nevada State PreKindergarten Education Program

- 1 In addition to the 10 school districts that have a program, one community-based program (Great Basin College) also administers a state-funded pre-K program.
- 2 Due to limited funding, the priority for this program is limited to 3- to 5-year-olds who are not age eligible for kindergarten.
- 3 Programs are required to provide services a minimum of 10 hours per week. Local programs determine specific hours and schedule depending on location and track. Most programs operate 4 days per week for 2.5 to 4 hours per day. All state pre-K programs are half-day programs as determined locally due to limited funding.
- 4 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.
- 5 Meals are not required, but all programs provide snack for half-day programs.
- 6 If teachers started with the program prior to 2002, they are grandfathered in. Positions deemed "difficult to fill" may develop a professional development plan that a hired teacher would follow if not currently certified in early education. The Birth-K license has been incorporated into the Birth-Grade 2 certification and is no longer issued. Persons holding Birth-K certification are still eligible to teach in Nevada pre-K programs.
- 7 Several districts use Title I funds to support their state pre-K classrooms. The amount for 2010-2011 was determined as \$1,121,608. Additionally, \$12,436,629 Title I funds were invested in Title I-only pre-K classrooms that are not currently aligned with state pre-K serving 2,779 children. An additional 217 children were served in Title I-only pre-K programs aligned with state pre-K.
- 8 State Pre-K funds are allocated through a competitive grant application process.
- 9 Per legislation, Nevada State Pre-K is required to complete and submit an annual and longitudinal evaluation report.
- 10 Kindergarten assessments are currently determined on a local basis, but there is a plan in place to identify one common comprehensive kindergarten entry assessment for all districts to use. Kindergarten attendance is not mandatory, but children not attending an approved kindergarten are required to be administered the Brigance before entering first grade.

NEW JERSEY – Former Abbott Preschool Program

- 1 Primary oversight for 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, Division of Family Development oversees the before and after school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office is housed in DOE.
- 2 Thirty-one districts are required to offer the program due to a state Supreme Court decision. The remaining four are required to offer the program after applying to expand their existing program starting in the 2008-2009 school year.
- 3 Number of students in Head Start compared to private agencies is approximate. Enrollment in any faith-based centers is included in the count of children in private agencies.
- 4 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 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.
- 5 All students receive at least a school-day program, but the state does not have an accurate estimate of the number of students who attend a full-day versus school-day program.
- 6 The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year.
- 7 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.
- 8 The program is offered in the poor urban districts initially identified by the N.J. Supreme Court in 1990 as having at least 40 percent of children who qualify for free- or reduced-price lunch and five additional districts designated by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate.
- 9 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 10 Requirements of a physical exam, beyond those already listed, are locally determined.
- 11 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 13 Districts receive a per-pupil amount for each projected child depending upon where the child is being served (i.e., district, Head Start, or provider setting). However, if this amount is less than the district received in the 2008-2009 school year, the district's aid amount reverts back to what it was in the 2008-2009 school year.

NEW JERSEY – Former Non-Abbott Early Childhood Program Aid

- 1 Primary oversight for 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, Division of Family Development oversees the before and after school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office is housed in DOE.
- 2 There are 96 districts required to offer the program. Only districts where 20 to 40 percent of children qualify for free or reduced-price lunch receive funding through this initiative. All 3- and 4-year old children within those districts are eligible to participate. However, the program is only open to 3-year-olds once the district has offered full-day K to all age eligible children and either half- or full-day preschool to all 4-year-olds.
- 3 Head Start, private agencies, and faith-based centers are all considered private providers.
- 4 Length of program day varies by district. In some cases, both half- and full-day programs are offered. Half-day programs are most common.
- 5 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.
- 6 Funds are only provided to those districts indicated by the Legislature at the program's inception as having between 20 to 40 percent of children who qualify for free- or reduced-price lunch. 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 districts has offered full-day kindergarten to all age-eligible children and either half- or full-day preschool to all 4-year-olds.
- 7 Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.
- 8 Meals are required for all at-risk students in full-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines.
- 9 Requirements of a physical exam, beyond those already listed, are locally determined.
- 10 Education or job training services for parents and other support services are not required but typically practiced by programs.
- 11 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 13 All state funding is technically run from the state aid formula. However, for the 2010-2011 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula.
- 14 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.

NEW JERSEY – Former Early Launch to Learning Initiative (ELLI)

- 1 Primary oversight for 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, Division of Family Development oversees the before and after school portion of the preschool program. Coordination occurs with the Head Start State Collaboration Office is housed in DOE.
- 2 Nine of the 24 districts also receive funding as former ECPA districts.
- 3 Enrollment figures represent general education students only. These districts also reported serving 126 3-year-olds, but those children are not funded with state dollars. This also reflects only the districts that do not receive funding through the former ECPA program, so as not to double count any students.
- 4 Districts may offer a half-day or full-day program. Half-day must be at least 2 hours and 45 minutes. Districts may use other funds to offer before- and after-school care.
- 5 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.
- 6 In addition to children needing to qualify for free and reduced-price lunch and being a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program.
- 7 Only resident children are eligible to attend. If a child moved out of the district mid-year to another district that does not offer the program, the child would no longer be eligible to participate. A resident child enrolled in the program would not be reassessed during the school year.
- 8 Breakfast, lunch, and snack are required for at-risk students in full-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs have to meet USDA guidelines. Provision of meals is not addressed for part-day programs.
- 9 Requirements of a physical exam, beyond those already listed, are locally determined.
- 10 Teachers with a Standard Elementary School Endorsement (Preschool through grade 8) may teach preschool if they have an equivalent of two academic years of full-time experience teaching 3- and 4-year-olds or demonstrate content knowledge in line with a district's established documentation requirement. Additionally, teachers with the following certifications may apply for preschool licensure, take the Praxis exam, and begin the process of obtaining a P-3 certificate: K-5 certificate, out-of-state certificate that includes preschool, Teacher of the Blind or Partially Sighted, Teacher of the Deaf or Hard of Hearing, Teacher of the Handicapped certificate, or Teacher of Students with Disabilities certificate.
- 11 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.
- 12 All state funding is technically run from the state aid formula. However, for the 2010-2011 school year, funding for these districts was kept the same as in prior years, which was not according to the funding formula.
- 13 District must use local funds or charge tuition to serve regular income general education students and must also use special education funding to serve children with IEPs.
- 14 Districts are required to do an annual self-assessment and are also required to use a curriculum that includes performance-based assessment measures. However, the results of these assessments are not collected by the state.

NEW MEXICO – New Mexico PreK

- 1 All age-eligible children in locations offering the program are eligible, but funding priority is children who will attend Title I schools with the highest percentages of children failing to meet No Child Left Behind's AYP in math and reading. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 2 The state funds 2.5 hours per day, but programs can extend the day. The most common schedule is 2.5 to 3 hours daily, 5 days per week.
- 3 A kindergarten-eligible child may attend pre-K if the child has a developmental delay and the IEP recommends a pre-K placement. This is handled on a case-by-case basis and requires permission from state agencies.
- 4 All age-eligible children in locations offering the program are eligible. Funding priority is children who will attend Title I schools with the highest percentages of children failing to meet NCLB AYP in math and reading. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.
- 5 Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education license are required to take ECE coursework. Teachers in non-public school settings should but are not required to have a bachelor's degree and are required to take at least 6 hours annually and have a professional development plan to complete the degree in ECE.
- 6 Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement.

- 7 Use of TANF funds and Supplemental State Head Start funding to support pre-K was discontinued in 2010-2011.
- 8 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. The formula was kept at the same level because of budget constraints.
- 9 Planned four-year evaluation was discontinued after 2008-2009 due to funding constraints.
- 10 The Public Education Department require schools with full-day kindergarten programs to conduct age-appropriate assessments to determine the placement of students at instructional level and the effectiveness of child-centered, developmentally appropriate kindergarten. There is not a specific kindergarten assessment required by the Public Education Department. Some programs use DIBELS to assess early literacy. Various other assessments are used.

NEW YORK – Universal Prekindergarten (UPK)

- 1 In 2011 the Office of Early Learning and the Office of Early Education and Reading merged and was renamed the New York State Office of Early Education.
- 2 Funding had been made available to all 677 districts in the past but for the 2010-2011 school year, the UPK program was flat funded (as it was in 09-10), meaning only districts that had previously had a program would be offered an allocation. Some districts elected not to offer a program in 2010-2011 school year, reducing the total number of districts operating a prekindergarten to 447.
- 3 Three-year-olds can participate in UPK only if a district had received funding for a 3-year-old program from TPK in the 2007-2008 program year. In the 2010-2011 school year, three districts were able to offer the program to 201 3-year-olds.
- 4 The NYSED Basic Education Data System (BEDS) Office now reports actual enrollment collected from districts rather than less accurate application data application figures provided in previous years.
- 5 The UPK funding is for a minimum of 2.5 hours, but many programs opt to run an extended-day program using other funding sources. Programs must operate 5 days per week for a minimum of 180 days per year.
- 6 This breakdown includes the 201 3-year-olds reported in the total program enrollment. They are in public school, half-day programs.
- 7 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack.
- 8 A full physical exam includes a medical history, Tanner scale, scoliosis, and asthma and hypertension screenings. The state also requires a social and emotional assessment as part of initial screening, progress monitoring, and outcomes assessment for UPK students.
- 9 New York Prekindergarten Learning Standards took effect in January 2011 upon adoption by the State Board of Regents. The New York State Board of Regents also adopted the Common Core Standards for Prekindergarten Math and English Language Arts at the same time.
- 10 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 hired prior to 2004 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. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in early childhood education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an on-site education director possessing a NYS teaching license or certificate in early childhood or childhood grades.
- 11 Of the 5,026 UPK teachers, 3,959 are certified with their MA; 1,067 have a BA and are working toward their MA and permanent certification.
- 12 Level I Teaching Assistant Certificate, the entry level certificate for teacher assistants, permits the holder to provide direct instruction to students under the general supervision of a certified teacher. Assistant teachers in nonpublic settings are required to have an HSD or meet standards of the licensing or registering agency. 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 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.
- 14 QUALITYstarsNY is New York State's voluntary quality rating and improvement system for early care and learning programs. Some UPK sites participate in this system. New York is currently field testing the QRIS with plans to implement it statewide in the 2011-2012 school year in centers, schools, and family-based programs.
- 15 Site visits by state personnel are conducted through Coordinated Monitoring with Title I and also based on criteria established by the Office of Early Learning such as districts with elementary schools on the Persistently Low Achieving Schools list.
- 16 An assessment of the UPK program must be conducted to determine the extent that goals and objectives have been met. School districts may select a valid and reliable instrument that assesses, at a minimum, language and literacy skills, cognitive skills, and social skills.
- 17 Children's learning and development are assessed upon entry to kindergarten and throughout the year. Assessments are locally determined provided they meet standards of validity and reliability.

NORTH CAROLINA – More at Four Pre-Kindergarten Program

- 1 The Office of Early Learning contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency (53 percent), or the local Smart Start partnership for children (43 percent), or other agency such as Head Start (4 percent). They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.
- 2 Faith-based centers may be included in the count of private agencies.
- 3 State statute allows for a child's early entry into kindergarten using state established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.
- 4 Twenty percent of a county's More at Four slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.
- 5 A full physical exam is required, though components are not specified.
- 6 In the 2010-2011 school year, More at Four introduced new policies that were encouraged but not required. These policies aim to strengthen supports for children who do not speak English as their primary language, including practices such as screenings in the child's primary language.
- 7 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.
- 8 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 in ECE or a related field and a birth-kindergarten licensure within four years of the classroom beginning to receive More at Four funds. There are only two 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.
- 9 Licensed teachers will participate in professional development at a rate of 15 CEUs every five years. Teachers and assistant teachers working toward licensure requirements will participate in a minimum of six documented semester hours per year.
- 10 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 ECE coursework or two years experience in an early childhood classroom. An AA in early childhood education is highly encouraged for assistant teachers.
- 11 In the 2010-2011 school year, More at Four received \$45,119,262 in federal TANF/ARRA funds in lieu of state general fund monies.
- 12 There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.

¹³ Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desk-top monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted on all second-year classrooms, as well as randomly through QRS evaluations of licensed programs.

¹⁴ An RDD study was conducted of 1,020 children who were entering More at Four compared to children who had completed More at Four the previous year and were entering kindergarten, along with observations of the pre-K classrooms.

OHIO – Early Childhood Education (ECE)

- ¹ Since the 2006-2007 school year, new ECE grants were awarded based upon a poverty index. Districts that have been receiving ECE funds since 1986 could not receive additional funding to serve more children.
- ² In the 2010-2011 school year, Ohio funded 5,700 children with a per-child allocation of \$4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,116. Enrollment breakdowns are estimated figures based on funded enrollment of 5,700 children only and not the total enrollment.
- ³ Although legislation says that children should not be age eligible for kindergarten (age 5) when in pre-K, there are two school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in the program if they turn 5 after August 1 but before September 30.
- ⁴ State funding is for a half-day program (3-3.5 hours per day), 5 days per week. Districts may elect to use other funding sources to extend the day to a full day. On average, programs operate 4 days per week due to transportation issues, but they are required to provide home visits, parent conferences, parent education, professional development, or link families to social services on the fifth day.
- ⁵ Age eligibilities are based on the kindergarten cutoff dates of August 1 or September 30. These are the only two dates possible, but each district may choose which one to use.
- 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. Districts may offer services to children 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 Components of the full physical exam are not specified, though a report from a licensed physician is required.
- ⁹ Ohio revised its Early Learning Content Standards, now called Ohio Pre-Kindergarten Content Standards, and these were adopted by the State Board of Education in April 2011. English language arts and mathematics standards now align with Common Core Standards, and social studies and science align with K-12 standards in Ohio. In early spring of 2012, Ohio is expanding its birth to kindergarten entry standards to address all domains of school readiness including new standards in physical well-being, motor development, and social-emotional development.
- ¹⁰ Teachers in public schools are required to have one of these licenses/certificates. The Intervention Specialist License would only be acceptable if the teacher also had an endorsement related to early childhood or a second license in early childhood. The Pre-K Associate license requires an AA in ECE; the others require a BA. For all types of settings, the Ohio Revised Code specifies a timeline by which a percentage of teachers must attain certain degree levels. As of July 1, 2009, all teachers in programs that began in fiscal year 2006 are required to have an AA or higher in ECE. As of July 1, 2011, all teachers in programs that began in fiscal year 2007 or later are required to have an AA or higher in ECE.
- ¹¹ Assistant teachers are required to obtain 15 hours per year of in-service training in one or more of the following areas: child development or early childhood education, child abuse recognition and prevention, first aid, or prevention of communicable diseases.
- ¹² Although the amounts are unknown, Title I and local sources may be used by districts to fund the additional 3,416 children who are receiving services through ECE but are not funded through the state.
- ¹³ Starting with the district with the highest poverty rate, the Ohio Department of Education funded awards of up to two classrooms per district until all dollars were allocated.
- ¹⁴ Due to budget cuts for the 2009-2010 school year, site visits are no longer required for monitoring and program quality. Annual visits are conducted for basic health and safety compliance indicators, and these visits also include the monitoring of quality in many cases, although it is not required. In addition, programs must engage in a continuous improvement process by developing a program plan and rating themselves on a set of compliance and performance indicators of program quality. Programs annually report the results of this process through a program monitoring tool, Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The Ohio Department of Education reviews the results and provides feedback to individual programs annually. In the 2010-2011 school year, the state began planning and piloting a new process for monitoring, which includes desk audit review, internal monitoring, and site visits. Beginning in fall 2011, all sites will be visited on a three-year cycle for program monitoring by staff consultants.
- ¹⁵ A 1.5-year external evaluation of the quality of the literacy environment of this program was completed in the spring of 2009. A new 1.5-year external evaluation using ELLCO and again focusing on the quality of the literacy environment began in the spring of 2010 and continued through the 2010-2011 school year. The state also reviews child outcomes and the performance of children enrolled in ECE on the Kindergarten Readiness Assessment Literacy (KRAL).
- ¹⁶ Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.
- ¹⁷ Ohio has Race to the Top funding and Race to the Top-Early Learning Challenge grant funding to expand KRAL to address all domains of school readiness. This expansion is currently under revision with plans for statewide implementation in the 2014-2015 school year.

OKLAHOMA – Early Childhood Four-Year-Old Program

- ¹ The program is voluntary for school districts to offer and voluntary for families to attend.
- ² State funding is not available for the 2,238 3-year-olds in the prekindergarten program, and some 5-year-olds may be in the program although age-eligible for kindergarten. Oklahoma also has a pilot early childhood program for at-risk children from birth through age 3 that served 1,099 3-year-olds in the 2010-2011 school year.
- ³ There are also 1,434 3-year-olds on an IEP in early childhood classrooms, but they do not receive state funding. There are also 594 5-year-olds who received special education services in the pre-K program.
- ⁴ Even in collaboration programs, all students are considered public school enrollees and are matched with a site elementary school. They receive the same services as on-site public school students. 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.
- ⁵ 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.
- ⁶ Enrollment information by schedule and total enrollment are reported from different systems.
- ⁷ Children who are age 5 may attend the prekindergarten program, and 4-year-olds or 6-year-olds may attend kindergarten. However, the funding that a district receives relates to the child's age. Promotion and retention are local district decisions.
- ⁸ 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.
- ⁹ 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.
- ¹⁰ The state also has a new certificate, IT3, for individuals teaching infants, toddlers, and 3-year-olds. Teachers with this certification cannot teach in a classroom of 4-year-olds.
- ¹¹ Assistant teachers must meet requirements to be highly qualified under NCLB. They must have an AA, 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.
- ¹² This is an estimate of total spending as the state did not report actual spending.

- 13 All funding flows through the public school system, regardless of the type of setting.
- 14 The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the beginning and the end of the school year.
- 15 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

- 1 Programs must be offered for at least 3.5 hours per day. Full-day programs are supported with other funding. Most programs operate 4 days per week, plus required home visits. Full-year programs are supported with other funding. Programs must operate a minimum of 32 weeks per year.
- 2 State law for pre-K allows serving children ages 3 to school entry (age 5 by Sept 1). School districts must follow state law or the local school board can develop a policy for early kindergarten entrance.
- 3 State Pre-K children must meet the federal Head Start income guidelines. After priority is given to families whose income is at 100 percent FPL or below, then up to 35 percent of children can be enrolled whose family income is between 100 percent FPL and 130 percent FPL. If grantee has both state pre-K and federal Head Start funds, 90 percent must meet the income requirements. If grantee has only state pre-K funding, 80 percent must meet the income requirement. A minimum of 10 percent of total enrollment must include children with disabilities.
- 4 Programs are required to offer meals and snack that provide one-third of the child's daily nutritional needs. Morning class provides breakfast and lunch; afternoon class provides lunch and snack.
- 5 All programs follow Head Start Performance Standards, which require a doctor's note confirming up-to-date, age-appropriate prevention and health care, including medical, dental, and mental health. Programs that receive state funding are required to follow Oregon's "Interventions Considered and Recommended for the Periodic Health Examination," which guides requirements for a full physical exam.
- 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 The State Early Learning Council planned to adopt the Head Start Child Development Early Learning Framework in late 2011.
- 8 In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. In nonpublic schools, half of grantee teachers must have at least an AA or higher in ECE or a related credential with a minimum of 15 credits in ECE. Teachers in nonpublic settings who do not have an AA must have a CDA. The Head Start Reauthorization Act of 2007 requires that by October 2011, all lead teachers must have at least an AA; by September 30, 2013, 50 percent must have at least a BA. By September 30, 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.
- 9 Local grantees access the following federal funds as needed in addition to state general funds: CCDF, IDEA, USDA Child Nutrition Program, and Title I. The amount of federal funds is unknown.
- 10 In 2010-2011, Oregon had a Quality Rating and Improvement System that included three levels: licensed child care, Oregon Program of Quality, Head Start Standards/NAEYC accreditation. A five-level QRIS is currently under development.
- 11 Submission of information by program or local entity includes attendance, child outcomes, and targeted performance indicators.
- 12 Programs are required to use research-based developmental assessments which are determined by local grantees. Most programs use the Teaching Strategies GOLD.

PENNSYLVANIA – Education Accountability Block Grant (EABG)

- 1 The Office of Child Development and Early Learning (OCDEL), which is funded through both the Department of Education and the Department of Public Welfare, administers EABG but funding for EABG comes from the Department of Education.
- 2 Pre-Kindergarten is one option for spending resources that all districts receive as part of EABG allocation.
- 3 This is a school-district administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in a partnership with Head Start or child care where the other agency is the lead. Numbers of children served in such programs are not available.
- 4 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 450 hours for a half day or 900 hours for a full day).
- 5 Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. Districts determine the eligibility requirements. Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended cut-off for kindergarten is 5 years old by September 1, but this is determined locally.
- 6 Districts determine their own prioritization for services and eligibility requirements.
- 7 For nonpublic school settings contracted by an LEA prior to September 2006, teachers have until September 2012 to become ECE certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. Beginning in January 2012, only PK-4 will be applicable for certification; prior to that, all ECE certifications apply.
- 8 Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 9 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.
- 10 Programs are encouraged to participate in online data reporting of child outcomes via Work Sampling Online.
- 11 Pilot for Kindergarten Readiness assessment at kindergarten entry is being rolled out for 2011-2012 in some classrooms.

PENNSYLVANIA – Head Start Supplemental Assistance Program (HSSAP)

- 1 For the 2010-2011 school year, funds were awarded solely as continuation grants from previous year's grantees. No new grants were opened or awarded.
- 2 Breakdown by age is not available. By program requirements, children cannot be under 3 or eligible for kindergarten.
- 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 5.5 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. Most programs operate between 128 to 180 days a year with a few offering full-year services of approximately 240 days per year.
- 4 Age eligibility follows federal Head Start eligibility requirements. Most children who are age-eligible for kindergarten will not be eligible for HSSAP. The recommended age cut-off is 5 by September 1, but this is determined locally.
- 5 If a child with special needs remains in the pre-K program, they are not funded by HSSAP, but instead by other resources. HSSAP funds cannot be used to support a child who is eligible for kindergarten, but another funding source may be available to support the continued participation of the child in the HSSAP program. Therefore, these children are not identified as HSSAP and cost allocation applies.
- 6 State pre-K children must meet the federal Head Start income guidelines. Effective as of 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. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.
- 7 The Head Start Reauthorization Act of 2007 requires that by October 2011, all lead teachers must have at least an AA; by September 30, 2013, 50 percent must have at least a BA. By September 30, 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. If teachers are employed by a school district, ECE certification is required.

PENNSYLVANIA – Kindergarten for Four-Year-Olds (K4) and School Based Pre-K (SBPK)

- 1 The Office of Child Development and Early Learning (OCDEL) administers early childhood programs with funding from both the Department of Education and the Department of Public Welfare
- 2 An unduplicated count is not available. This estimated duplicated count may include children served the Education Accountability Block Grant (EABG) Pre-Kindergarten Program.
- 3 Districts may determine if they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds.
- 4 The recommended cut-off age for kindergarten is 5 by September 5, but this is locally determined.
- 5 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. SBPK programs determine locally whether to enroll 3-year-olds or limit enrollment only to 4-year-olds.
- 6 As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.
- 7 Estimated State Expenditures based on proportion of Pre-K/ K4 students & Pre-K-12 students and Basic Education Expenditures.

PENNSYLVANIA – Pennsylvania Pre-K Counts

- 1 For the 2010-2011 school year, funds were awarded solely as continuation grants from the previous year's grantees. No new grants were opened or awarded.
- 2 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 cutoff is 5 by September 1, but this is locally determined.
- 3 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 source. Districts may determine if a child may enter kindergarten prior to the eligibility date on an individual basis.
- 4 Families must demonstrate income eligibility. The recommended priority is at or below 250 percent FPL, though families can enroll at or below 300 percent FPL.
- 5 Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but are not required.
- 6 By December 2011, lead teachers in all settings must have a BA and ECE certification.
- 7 As of the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

RHODE ISLAND – Rhode Island Prekindergarten Demonstration Project

- 1 Competitive funding was available in six selected communities. The programs selected to administer pre-K were located in four communities.
- 2 The Project blends state funds with federal Title I funds to support 50 children. Another 76 children are funded by state funds only.
- 3 The children reported under public school attended a pre-K classroom provided by a charter school in collaboration with a private agency. In private agencies, 40 children were funded by the state and 50 children were funded by Title I.
- 4 Districts have the option to adopt policies that allow for early entry based on the determination that a child is developmentally ready for kindergarten.
- 5 Each pre-K program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Programs must also follow child care licensing regulations related to immunizations and physical examinations. Child Outreach screening is conducted by the LEA and referrals are made according to screening protocols.
- 6 Child Outreach developmental screenings include required speech and language screening in the child's native language and a home language survey. Additional services are locally determined.
- 7 Title I funds were used to support the enrollment of 50 additional children.

SOUTH CAROLINA – Half-Day Child Development Program (4K)

- 1 Those districts not participating in CDEPP are required to offer 4K.
- 2 Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.
- 3 Districts are required to have at least one half-day program. Some districts offer full-day programs but they are locally funded.
- 4 Districts may decide to offer programs for 3-year-olds as an exception and they are locally funded.
- 5 Health screenings and referrals are and always have been determined locally. Most districts offer health screenings even though this is not required in the State Board of Education regulations.
- 6 State spending is the appropriated amount rather than actual spending.
- 7 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.
- 8 For the 2010-2011 school year, reductions in staff at the state level do not allow for program review.

SOUTH CAROLINA – Child Development Education Pilot Program (CDEPP)

- 1 The state Department of Education provides oversight for public providers and the South Carolina First Steps to School Readiness oversees private providers.
- 2 Those districts involved in a funding lawsuit are required to offer CDEPP.
- 3 Enrollment includes 549 children served through First Steps in private/community settings.
- 4 Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.
- 5 There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.
- 6 Income eligibility for Medicaid and/or free or reduced-price lunch are the primary criteria for eligibility. If classes are not full, developmental delay can be considered.
- 7 Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in and demonstrating progress toward the completion of a teacher education program within four years. A large percentage of lead teachers in nonpublic settings have a BA.
- 8 Assistant teachers are required to complete the early childhood development credential within 12 months of hire. Districts may request waivers to the assistant teacher specialization requirement if assistant teachers have been working in early childhood for a number of years.
- 9 State spending from the general fund is the appropriated amount rather than actual spending. First Steps funds originally allocated for evaluation costs were transferred to direct services by proviso from the Education Oversight Committee in order to maintain student enrollment.
- 10 For the 2010-2011 school year, reductions in staff at the state level do not allow for program review.

¹¹ The legislature eliminated the need for a structured evaluation of the program. However, one is currently being conducted by the University of South Carolina's School of Education, but it is not yet complete.

TENNESSEE – Voluntary Pre-K

- ¹ The Department of Education restructured in 2010 creating a new division with oversight of all educational programs serving children from birth through third grade.
- ² Two school districts reverted to one classroom each due to reduction in high need population numbers. These classrooms were reassigned to the last two LEAs who did not have a VPK program. All eligible school systems in Tennessee offer at least one VPK classroom.
- ³ Children with IEPs are considered for enrollment in the VPK program after ensuring all income-eligible students are enrolled as a priority. All special education students enrolled in VPK participate 5 days a week, 5.5 hours a day. All 3-year-olds with IEPs are enrolled in PILOT VPK classes, which are allowed to serve both 3- and 4-year-old students. Five-year-olds can enroll if their IEPs indicate the pre-K setting is most appropriate program to meet IEP goals.
- ⁴ Naptime cannot be counted in the 5.5 hour minimum.
- ⁵ Pilot pre-K programs may also serve children who are 3 years old by September 30.
- ⁶ Five-year-olds may participate if they have an IEP which identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP. Request for enrollment is made to the Department of Education for approval before the child is enrolled in VPK program. Pilot Pre-K programs may serve 3-year-old children as well.
- ⁷ Income eligibility is always first priority for enrollment. The other risk factors are considered when space is available after serving income eligible students.
- ⁸ Tennessee has a three-tier eligibility system. Tier 1 includes children whose income would qualify them for free or reduced-price lunch as well as children who are homeless or in foster care. The second tier includes students with an IEP, a history of abuse or neglect, or who are English Language Learners. The third tier includes locally determined factors, which include (among other possibilities) students whose parents have low education levels, parental substance abuse, risk that child will not be ready for kindergarten, teen parent, low birth weight or other health risk, or a parent on active military duty.
- ⁹ In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.
- ¹⁰ A medical form stating the child has been seen by a physician in the past year is required for entry into school, including immunization history.
- ¹¹ 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 screening and do provide some level of service as appropriate.
- ¹² The transitional license is for teachers with a BA but no license. Waivers are available for teachers with a license but not in pre-K. Teachers with a transitional license or waiver must complete requirements in two years. Interim B teachers have completed required coursework for license but have not passed all required Praxis tests. The Pre-K–4 and SpEd Pre-K–1 endorsements are no longer issued but are still accepted for pre-K teachers in public and nonpublic settings.
- ¹³ All lead 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. For assistant teachers, 18 clock hours are required the first year of employment and 12 clock hours are required in the following years.
- ¹⁴ State law passed in 2005–2006 requires at least one educational assistant per classroom to hold a CDA, AA or actively working toward such credentials. If no person with such credentials is available, a person with a high school degree and relevant experience working with pre-K children or other early childhood programs may be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired.
- ¹⁵ There is no degree requirement for assistant teachers but they are required to receive training on ECERS, ELLCO, Personal Safety, Tennessee Early Learning Development Standards, Child care rules and regulations, and Social Emotional Learning Foundations. Training may occur prior to or during employment.
- ¹⁶ The LEA is required to provide a local match; however, the local match does not have to be in actual dollars but can be in-kind (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. The average local match is approximately 21 percent of the cost of the classroom.
- ¹⁷ State statute mandates that an LEA may contract only with those agencies that have received the highest star rating (three stars) from the Quality Rating System (QRS) administered by the Department of Human Services (DHS), 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 monitored by DHS must have received the highest star rating in order to partner with the LEA.
- ¹⁸ Program level outcomes are incorporated into a Plan of Action, which identifies areas of weakness found as a result of the ECERS-R and ELLCO. The program also documents progress toward these goals biannually. End of year report documents compliance with Scope of Services for VPK funding. Other information collected includes desk monitoring of data collected from Education Information System, including enrollment, demographic, attendance, age compliance, and class size.
- ¹⁹ Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. Education consultants visit every classroom every year and conduct structured observations of classroom quality using the ECERS-R and ELLCO.
- ²⁰ The Peabody Research Institute is conducting a non-mandated study of the effectiveness of the TNVPK, including a randomized control trial (RCT) comparing the outcomes for those enrolled in TNVPK and those not enrolled, to estimate the effects of TNVPK. Also, a regression discontinuity design (RDD) study of 160 classrooms with comparison of post-tests for children who just finished pre-K with younger cohort just beginning pre-K will be conducted. A mandated evaluation of program effectiveness was conducted previously by Strategic Research Group. This assessment, a desktop review of existing data of the pilot VPK program, lacked sufficient methodology with no true comparison group information on which to base its outcomes.

TEXAS – Texas Public School Prekindergarten

- ¹ A district shall offer prekindergarten classes if the district identifies 15 or more eligible children who are at least four years of age by September 1 of the current school year. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years of age.
- ² The Texas Education Agency (TEA) does not collect enrollment information for setting other than public schools. The majority of children are served in public settings.
- ³ The Texas Public School Prekindergarten Program provides funding for half-day classrooms. 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. Students receiving multiple funding sources may attend full day.
- 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 eligibility. Once a student is determined to be eligible, the student remains eligible for that 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. Pre-K 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 in any language classification in the same grade level must offer a bilingual education or special language program.
- ⁹ Prekindergarten students generate formula funding based on average daily attendance (ADA) in the same manner as K–12 students with the provision that they are eligible for a maximum of one half day ADA.
- ¹⁰ Districts are required to administer a kindergarten reading instrument from a list adopted by the commissioner or by the district-level committee. Children are assessed in kindergarten at the beginning, middle, and end of the year.

VERMONT – Vermont Prekindergarten Education - Act 62

- 1 The Department of Education (DOE) and the Department for Children and Families (DCF) within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).
- 2 Total enrollment reflects all children ages 3 to 5 included in the October 1 census as “pre-K.” In the 2010-2011 year, this total also reflects 802 children who receive both pre-K and EEE services, Vermont’s term for special education services.
- 3 Most programs operate about 3 hours a day, 6 to 10 hours per week, 3 to 4 days per week. In all settings, programs must run for at least 35 weeks per year. If a child care program contracts with a school district to offer pre-K, the pre-K portion of the child’s program is 10 hours, but the child may attend the child care program of 40 hours or more per week.
- 4 Typically, the minimum age is two years prior to the kindergarten entry date. Kindergarten entry date is determined locally (and often set at September 1) but must be between August 31 and December 31. Act 62 caps the number of children towns can count in their school census, so some towns limit their programs to just 4-year-olds, since one of the possible caps is universal pre-K for 4-year-olds. While most children leave pre-K to enter kindergarten at age 5, Act 62 does allow families and districts to serve children who are age eligible for kindergarten in a pre-K program if that is found to better suit the child’s needs.
- 5 Effective in the 2010-2011 school year, the cap on the number of children a district could count in its enrollment census was lifted in districts that failed to make AYP under NCLB. This cap will be lifted for all towns as of the 2011-2012 school year.
- 6 In public school settings, teachers must have a bachelor’s degree and a license in Early Childhood Education or Early Childhood Special Education. Nonpublic school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic settings, the absolute minimum requirement for a lead teacher is meeting child care requirements; the person must have an AA, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). Registered child care homes require 3 hours of supervision by licensed teacher on weekly basis. The majority of lead teachers in all settings do have a BA and are certified.
- 7 Newly licensed teachers must complete 3 credits in the first three years of teaching (Level 1). Teachers with more than three years of experience must complete 9 credits in seven years (Level 2).
- 8 Assistant teachers must have an AA or equivalent and must meet “highly qualified” standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development. Other training is not specified in Act 62 and depends on the type of pre-K provider.
- 9 Actual funding totals for the 2010-2011 year were not yet available. Funding totals reflect the 2009-2010 spending amounts, adjusted for inflation.
- 10 The state’s education fund provides funding for pre-K–12 education spending. Budgets are determined at the local level and then funded through the education fund.
- 11 In order to offer pre-K, a center must have 4-5 STARS in Vermont’s quality rating system, or 3 STARS with an approved plan. ECERS is now required for programs applying for these upper STARS levels. This was phased in during the 2010-2011 year and will be mandatory for all centers in the 2011-2012 year.
- 12 Child assessment will be used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.
- 13 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children entering kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined.

VERMONT – Early Education Initiative (EEI)

- 1 This is a competitive grant program. A total of 41 grants were awarded in 2010-2011.
- 2 Unduplicated enrollment figures for EEI were not available although it was reported that the majority of EEI children participating in center-based programs are reported in Act 62 figures. EEI figures are excluded from the state total to avoid duplication of enrollment.
- 3 The number of hours per week funded with EEI dollars ranges from 3.5 to 11 hours per week. Home visiting is about 2.5 hours per week. Several full-day child care centers administer or host EEI programs though EEI funds only pay for a portion of a child’s time. Most EEI programs are half-day, 6 to 10 hours per week, for 2 to 3 days per week. Some children in the center-based programs may be in the program 40 to 50 hours per week. Head Start programs that have an EEI grant have wrap-around services although EEI funds do not support those services.
- 4 EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. State law mandates the date must be between August 31 and January 1, but local school boards establish the specific date.
- 5 It is up to the grantee to select children based on the at-risk criteria as well as children who are age eligible but not attending kindergarten.
- 6 There is no policy on meals. Some of the EEI programs serve snacks or meals, but that depends upon the service delivery model of the grantee.
- 7 In public school settings, teachers must have a bachelor’s degree and a license in Early Childhood Education or Early Childhood Special Education. Nonpublic school centers must have at least one person who is licensed in ECE or ECSE per center, rather than per classroom. In nonpublic settings, the absolute minimum requirement for a lead teacher is meeting child care requirements; the person must have an AA, or a CDA, or a Child Care post-secondary certificate (9 specific classes at the Community College of Vermont). The majority of lead teachers across settings do have a BA and are certified.
- 8 Licensed lead teachers (60 of the 62 lead teachers in EEI center-based programs) must complete 9 credit hours in seven years. Under state child care licensing regulations, the requirement is 12 clock hours of professional development per year.
- 9 Assistant teachers must have an AA or equivalent and must meet “highly qualified” standards in public settings. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants need to have a high school diploma and a 30-hour course in child development.
- 10 All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.
- 11 State policy does not formally require monitoring for EEI, except financial reports and a program’s annual report, including child progress data.
- 12 The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children entering kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined.

VIRGINIA – Virginia Preschool Initiative

- 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 The majority of students are enrolled in public school settings though some students are served in private agencies. Student level information is not collected.
- 4 Local school divisions may select full-day or part-day schedules.
- 5 School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program.
- 6 While allocations to local school divisions are made based on free lunch eligibility, enrollment criteria are based on locally determined risk factors.
- 7 The Appropriation Act does not mandate meals, but the state offers the opportunity for all programs to provide meals. The number of programs providing at least one meal is not known.
- 8 For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program’s curriculum and instructional practices. This individual must be on-site for a substantial portion of instructional time. Based on this clarification, this policy does not meet NIEER’s benchmark requirement.
- 9 The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of \$6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. Beginning with the 2009-2010 school year, the local match is capped at one-half the per-pupil amount.

¹⁰ The report from the Curry School of Education at the University of Virginia is available in Early Childhood Research Quarterly from April 2011. An evaluation required by the General Assembly and conducted by the Joint Legislative Audit and Review Committee was completed in 2007.

¹¹ Through the support of the state-funded Early Intervention Reading Initiative, localities may choose to use the PALS. All but one school division uses PALS.

WASHINGTON – Washington Early Childhood Education and Assistance Program (ECEAP)

¹ One agency switched the locations of their Head Start and state pre-K programs, reducing the number of counties with state pre-K. The same number of children is still served in each county, and 38 of 39 counties are served by these similar programs, but only 37 counties have sites for state pre-K.

² The most recent competitive RFP was in 2008. There are no new contractors. New 2010-2011 slots were awarded to existing contractors based on county poverty levels.

³ A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. A typical program operates 3 hours a day, 3 or 4 days a week for the school year.

⁴ There are many children in wrap-around child care at the same site, who are not counted in the full-day category. This is because ECEAP program standards are not in operation during those hours.

⁵ Children younger than 3 or older than 4 by August 31 are not admitted to pre-K. Younger children can be admitted to kindergarten via testing but this is rare.

⁶ Risk factors are determined locally but priority is given to children identified as homeless, in foster care, from low-income families, or displaying multiple risk factors.

⁷ Contractors offering sessions lasting fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch, and provide a snack. Contractors must participate in the USDA CACFP or National School Breakfast and Lunch program, and many exceed these standards.

⁸ A full physical exam must meet EPSDT requirements.

⁹ Many programs present information to parents in their home language and employ translators and/or bilingual staff.

¹⁰ Standards were revised in spring 2010 and in effect July 1, 2010. The revision of the Benchmarks is expected to be completed in February 2012.

¹¹ All persons serving in the role of ECEAP lead teacher must meet one of the following qualifications: an AA or higher degree with the equivalent of 30 college quarter credits in early childhood education (30 credits may be included in the degree or in addition to the degree) or a valid Washington State Teaching Certificate with an endorsement in early childhood education (pre-K–grade 3) or early childhood special education.

¹² In parts of the state with a shortage of qualified teachers, some teachers currently have a HSD or CDA, but they are on an approved professional development plan to attain the full qualification.

¹³ Exceptions to these requirements are made for assistant teachers employed by the same agency since before July 1, 1999.

¹⁴ Non-required local spending amounts are unknown and include both financial resources and in-kind aid.

¹⁵ The intensive program review, similar to Head Start, is approximately every four years

¹⁶ This program was evaluated in the 2003-2004 school year part of the SWEEP study in addition to a required longitudinal study in 1998 by the Northwest Regional Education Laboratory. However, the state no longer considers these studies valid as program standards have since changed. Washington is currently developing a P-20 data system to collect longitudinal information.

¹⁷ Each program chooses additional tools to assess social-emotional, physical, and cognitive development at least twice per year. Most contractors use Teaching Strategies GOLD.

¹⁸ The kindergarten assessment pilot was completed in fall 2010. As of fall 2011, the WaKIDS kindergarten assessment process will be voluntary in state-funded full-day kindergarten. In fall 2012, it will be mandatory in state-funded full-day kindergarten and voluntary in other schools. The assessment will use the Teaching Strategies GOLD child assessment tool, as well as collaboration with early learning providers and communication with parents.

WEST VIRGINIA – West Virginia Universal Pre-K

¹ West Virginia Department of Education (WVDE) is responsible for the West Virginia Board of Education (WVBE) Policy 2525 overseeing universal pre-K; however the WVDE Office of School Readiness works collaboratively with the West Virginia Department of Health and Human Resources (WVDHHR) and the West Virginia Head Start State Collaboration Office to implement WVBE Policy 2525.

² These numbers are based on program locations as reported in collaborative designs for pre-K, reflecting the percent of space, not actual enrollment, of approved universal pre-K. During the 2010-2011 school year, a new reporting requirement was designed for pre-K enrollment, which breaks down the actual location of enrollment.

³ 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 to 30 hours per week and part-day is defined as 12 hours per week. Program length is determined by the county early childhood collaborative team and approved by the WVDE and WVDHHR annually. In the 2010-2011 school year, 86 percent operated 4 days per week and 14 percent operated 5 days per week.

⁴ Three-year-olds with special needs may attend state pre-K. Some special exceptions are made for kindergarten age-eligible children with documented need.

⁵ This is only true for counties who have not yet implemented a universal pre-K system. State law allows counties until the 2012-2013 school year to expand access to all children.

⁶ 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 one-third of the programs currently prioritize by risk factor and the rest can serve all children.

⁷ Revised state policy requires two adults present with children, regardless of group size.

⁸ Effective with the 2009-2010 school year, breakfast and/or lunch are required regardless of the number of hours a program operates per day, but which one is served depends on the time of day for the program. Half-day programs must offer one, and full-day programs typically offer both. Snacks are provided depending on the meal pattern.

⁹ A full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulses.

¹⁰ 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. However, policy revisions allow use of the permanent authorization only until August 2013, at which time all newly hired teachers in nonpublic settings must have a minimum of a BA in a related field.

¹¹ County collaborative early childhood teams submit comprehensive information on fiscal data, ECERS-R data, professional development, standards, curriculum implementation, and changes to the approved county program structure annually. Documentation of children's learning and/or child outcomes was revised during the 2010-2011 school year for an effective date 2012-2013 when the program will use the Early Learning Scale as well as health data for children's learning and/or child outcomes.

¹² In addition, REL-A performed a follow-up study for the 2010-2011 school year.

¹³ Beginning in 2011, policy revisions established a new comprehensive child assessment system using the Early Learning Scale, health data, and additional formative assessment of the state's early learning standards.

WISCONSIN – Four-Year-Old Kindergarten Program (4K)

¹ There are 414 elementary school districts, not including high school-only districts. Of these districts, 105 work with child care or Head Start partners to implement the program in community settings.

² There is a slight discrepancy in the total and age breakdown as the total comes from the audited pupil count and the breakdown comes from the public enrollment report.

- 3 The enrollment total of children receiving special education services is a duplicated count. Age breakdown does not equal to total enrollment because it includes children who are not between the ages of 3 and 5.
- 4 The state does not collect data on the number of children enrolled in specific locations. In the 2010-2011 school year, 105 districts implemented 4K in child care and/or Head Start settings.
- 5 The number of hours 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 4-5 days per week, but districts may offer full-day programs 2-3 days per week.
- 6 The 4K program may be provided through community approach models with Head Start or child care so that extended-day or extended-year services are available. Some children with disabilities get extended services as per their IEP.
- 7 Districts may adopt early entrance policies.
- 8 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.
- 9 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 provide a meal or snack through the school nutrition program.
- 10 State law supports vision, hearing, and health screenings prior to enrollment. When 4K uses the community approach with Head Start, screenings are required. Students entering 4K must have a physical exam (unless waived for religious reasons). There is a standard form but the physician has some discretion in what is done. Referrals and follow-up policies are locally determined.
- 11 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.
- 12 Spending figures are estimates as 4K is part of the overall state school funding formula and it is difficult to breakout costs of only one grade level. Funding for 4K is 0.5 of the funding for other grade levels. Districts may receive 0.6 if they provide 87.5 hours of parent outreach.
- 13 When children with disabilities are enrolled in 4K, IDEA funds support their services as per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services based on the agreements and program models.
- 14 Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.
- 15 Local property taxes are part of the funding formula.
- 16 Wisconsin is currently considering assessment measures.

WISCONSIN – Wisconsin Head Start State Supplement

- 1 Funds are available to federal Head Start grantees choosing to implement the supplement.
- 2 Head Start may collaborate with child care or schools for programs but data are not collected on the number of children in each setting. Head Start grantees may be public schools but are still considered Head Start settings.
- 3 Local programs determine operating schedule by the approved federal grant application model. Half-day is the most common schedule for hours per day, and summer school and full-year programs exist.
- 4 Districts may adopt early entrance policies.
- 5 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 or below 100 percent FPL. Income is the primary determinant of eligibility. However, children in foster care and who are experiencing homelessness are also eligible. With a federal waiver, children eligible for free lunch are also eligible. Regulations also allow 10 percent of the children to be over-income and 10 percent with disabilities. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment.
- 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.
- 7 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. The Head Start Reauthorization Act of 2007 requires that by October 2011, all lead teachers must have at least an AA; by September 30, 2013, 50 percent must have at least a BA. By September 30, 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.
- 8 As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.

DISTRICT OF COLUMBIA – Pre-Kindergarten Enhancement and Expansion Program (PEEP)

- 1 The program supports access to high-quality pre-K for all age-eligible children across all educational sectors in the District of Columbia.
- 2 Pre-K programs operate Monday through Friday, no earlier than 7 am, 39 weeks yearly for a total of 180 full days of developmentally appropriate activities with children.
- 3 For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-to-child ratio.
- 4 All nonpublic, community-based teachers must hold at least an AA in child development, early childhood education, or child and family studies and must be enrolled in a BA program and on track to receive the degree by September 1, 2017.
- 5 Pre-K lead teachers in a non-public school environment are required to attend one day of in service professional development per month.
- 6 In public settings, an assistant teacher must have an AA, 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. For nonpublic assistant teachers, they must be enrolled at the time of employment in an early education degree program.
- 7 Spending is based on the per-pupil funding formula of \$11,752 per 3-year-old and \$11,401 per 4-year-old.
- 8 The evaluation covered program operations, curriculum, parent involvement, support of English language learners, and classroom observations.
- 9 Policy does not dictate specific tools for children's learning and development assessments. The tools are locally determined and may include EVT, PPVT, Brigance, Denver, Core, Potage, and Curriculum related assessment.

DISTRICT OF COLUMBIA – D.C. Public Charter School Pre-K

- 1 D.C. Public Charter Schools that are approved by way of their charter to provide Pre-S/Pre-K may offer it to all age-eligible students who are D.C. residents.
- 2 LEAs can choose their operating schedule as long as they are offering at least 180 days or 900 hours of instruction per year. Most LEAs offer 5 days a week although some opt to offer a longer school day to accommodate a half-day for professional development within a 4.5 day per week schedule for students. A school-day schedule is most common.
- 3 Charter schools have the option of choosing one of the given cutoff dates for their pre-K students.
- 4 Some charters who have applied for the OSSE Program Assistance Grant, administered by OSSE, must abide by their regulations, which include a maximum of 16 3-year-olds or 20 4-year-olds in a classroom, with a staff-child ratio of 1:8 for 3-year-olds and 1:10 for 4-year-olds.

- ⁵ Most LEAs also provide breakfast and snack.
- ⁶ Immunizations are required but not necessarily provided. Components of a full physical exam are determined by each LEA.
- ⁷ PCSB can only regulate lead and assistant teacher degree requirements for schools that accept Title I funds, which must require lead teachers have a BA and assistant teachers have an AA. All but one charter school in the 2010-2011 school year received Title I funds. Each LEA can determine specific requirements/specialty of the degree, though child development, early childhood education, and/or child/family studies is preferred. Charter schools that receive additional funds from the Office of the State Superintendent (OSSE) must abide the OSSE policy that any lead teacher without a BA must have it by 2014 and any assistant teacher must have an AA by 2014.
- ⁸ Spending data were based on the per-pupil funding amount of \$11,752 for 3-year-olds and \$11,401 for 4-year-olds. Charter schools receive an additional \$2,800 per pupil in facilities allotment in addition to the per-pupil amount. This amount is not included in the total spending amount.
- ⁹ Additional funding can vary by LEA. Some of the charters are Title I schools and therefore receive funding, while others are not. Some schools receive additional funding through OSSE.
- ¹⁰ Local funds may be used for subcontracting, but charter schools that receive federal funding may not use those funds for subcontracting.
- ¹¹ Consultants are used for site visits in varying circumstances, for example if the school is up for a PDR (Performance Development Review).
- ¹² While a formal evaluation has not been conducted, an LEA's accountability plan measures each LEA on Student Progress, Student Achievement, Leading Indicators, and Mission Specific Goals.
- ¹³ Charter law prevents the Public Charter School Board from mandating any specific assessment. Each LEA must set targets for student growth, student achievement, leading indicators, and optional mission specific goals and choose their assessment tools. Children's learning and development is assessed during both pre-K and kindergarten through their accountability plans which are collected by the district.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START			FEDERAL HEAD START					
	State funding (Fiscal Year 2011)	State enrollment: additional funded slots for 3- and 4- year-olds (Program Year 2010-2011) ¹	Federal actual spending (Fiscal Year 2011) ²	Funded enrollment by state (Program Year 2010-2011) ³		American Indian/ Alaskan Native enrollment (Program Year 2010-2011)		Migrant enrollment (Program Year 2010-2011)	
				3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama			\$121,649,510	5,739	9,789	0	0	63	63
Alaska	\$7,292,600 ⁴	0	\$26,863,027	511	708	569	655	0	0
Arizona			\$180,979,305	3,439	8,435	1,746	3,117	285	310
Arkansas			\$75,711,868	4,215	4,666	0	0	99	92
California			\$979,024,886	30,642	58,696	232	317	1,586	1,624
Colorado			\$83,232,564	3,902	5,365	69	70	107	148
Connecticut	\$5,471,150 ⁵	455 ¹	\$56,483,153	2,502	3,601	0	0	0	0
Delaware	\$5,727,800	843	\$14,582,960	641	932	0	0	0	0
Florida			\$324,645,928	12,787	19,936	0	0	661	581
Georgia			\$187,289,495	11,936	10,314	0	0	0	0
Hawaii			\$24,750,678	940	1,742	0	0	0	0
Idaho	\$1,500,000 ⁶	196 ¹	\$35,008,727	668	1,821	83	121	191	160
Illinois			\$302,885,449	15,260	19,603	0	0	100	87
Indiana			\$107,840,984	4,873	8,084	0	0	0	0
Iowa			\$56,555,143	2,757	3,774	0	0	0	0
Kansas			\$57,142,375	3,157	3,305	23	39	0	0
Kentucky			\$121,178,726	5,811	8,974	0	0	54	36
Louisiana			\$160,185,704	11,973	8,350	0	0	0	0
Maine	\$3,801,282 ⁷	201 ¹	\$30,814,852	1,088	1,571	34	26	0	0
Maryland	\$1,800,000 ⁸	0	\$85,450,156	5,032	4,523	0	0	0	0
Massachusetts	\$7,500,000 ⁹	206 ¹	\$118,862,011	4,935	6,079	0	0	20	27
Michigan			\$260,973,306	12,162	19,272	187	165	13	22
Minnesota	\$14,306,812	1,769 ¹	\$94,354,792	3,486	5,300	298	359	163	161
Mississippi			\$176,786,654	10,426	14,772	143	65	0	0
Missouri			\$131,620,071	6,399	8,335	0	0	0	0
Montana			\$38,377,000	1,026	1,632	641	791	0	0
Nebraska			\$42,886,473	1,666	2,523	113	113	13	14
Nevada			\$31,443,330	898	1,602	137	221	0	0
New Hampshire	\$312,730 ¹⁰	0	\$14,760,808	639	963	0	0	0	0
New Jersey			\$143,921,107	6,551	7,253	0	0	32	34
New Mexico	\$0 ¹¹	0	\$73,555,833	2,639	3,846	527	737	0	0
New York			\$480,387,003	19,100	24,308	78	65	114	111
North Carolina			\$188,630,994	7,458	10,253	76	100	602	446
North Dakota			\$27,892,239	762	1,285	369	434	0	0
Ohio			\$272,267,158	12,604	18,488	0	0	0	0
Oklahoma	\$2,191,700 ¹²	0	\$117,476,297	6,350	6,317	1,216	1,241	0	0
Oregon	\$49,946,739	5,908	\$94,449,489	1,904	3,718	131	173	592	426
Pennsylvania	\$37,311,687	5,297 ¹	\$253,983,320	11,155	16,428	0	0	109	61
Rhode Island	\$800,000 ¹³	120 ¹	\$24,019,635	628	1,145	0	0	0	0
South Carolina			\$97,218,693	5,889	5,872	34	54	68	63
South Dakota			\$36,297,364	934	1,431	604	692	0	0
Tennessee			\$130,885,676	5,639	10,018	0	0	0	0
Texas			\$601,020,697	28,179	36,080	17	17	2,107	1,084
Utah			\$48,224,620	1,511	3,777	99	116	87	62
Vermont			\$14,653,846	496	627	0	0	0	0
Virginia			\$112,449,026	4,626	7,672	0	0	109	50
Washington			\$155,234,754	2,984	6,258	506	530	693	628
West Virginia			\$55,548,315	2,282	5,054	0	0	0	0
Wisconsin	\$6,960,062	1,187 ¹	\$113,263,588	6,262	5,776	362	371	122	96
Wyoming			\$15,760,755	596	888	116	78	3	5
District of Columbia			\$27,047,852	1,446	1,339	0	0	0	0
50 States + DC ¹⁴	\$144,922,562	16,182	\$7,026,528,196	299,506	422,499	8,410	10,668	7,993	6,389
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 2010-2011)						
	Percent of children enrolled full-day five days per week, all ages (Program Year 2010-2011)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	89%	\$21,396	\$18,414	\$20,861	\$24,206	\$24,588	\$15,471
Alaska	5%	\$26,613	\$21,133	\$27,744	\$28,792	\$26,849	\$18,631
Arizona	1%	\$26,787	\$21,340	\$25,825	\$27,985	\$29,490	\$15,944
Arkansas	96%	\$25,552	\$21,286	\$23,843	\$28,169	\$30,295	\$16,814
California	24%	\$33,398	\$29,415	\$32,264	\$34,720	\$39,795	\$21,024
Colorado	12%	\$27,576	\$23,409	\$24,760	\$29,380	\$39,061	\$17,904
Connecticut	56%	\$36,749	\$26,121	\$27,833	\$34,378	\$42,272	\$20,058
Delaware	12%	\$22,692	\$18,809	\$21,436	\$23,499	\$30,925	\$12,649
Florida	91%	\$27,794	\$23,312	\$24,525	\$30,562	\$36,608	\$19,321
Georgia	90%	\$26,129	\$19,930	\$22,809	\$29,107	\$33,266	\$17,152
Hawaii	31%	\$31,549	\$28,451	\$29,634	\$33,673	\$35,526	\$19,082
Idaho	1%	\$22,539	\$16,688	\$19,886	\$22,809	\$26,781	\$13,465
Illinois	32%	\$30,239	\$21,667	\$24,837	\$31,716	\$36,731	\$20,394
Indiana	19%	\$24,371	\$18,909	\$22,204	\$24,519	\$32,254	\$14,454
Iowa	34%	\$27,515	\$22,021	\$21,181	\$27,980	\$37,395	\$15,471
Kansas	22%	\$28,964	\$20,954	\$24,191	\$30,340	\$39,318	\$15,217
Kentucky	26%	\$27,227	\$19,624	\$22,262	\$29,276	\$37,668	\$13,858
Louisiana	78%	\$34,505	\$21,879	\$26,099	\$37,844	\$30,938	\$31,520
Maine	14%	\$25,771	\$23,967	\$24,095	\$27,053	\$22,226	\$17,571
Maryland	47%	\$32,331	\$24,996	\$23,007	\$33,115	\$37,419	\$17,341
Massachusetts	30%	\$28,133	\$25,019	\$26,144	\$30,552	\$31,396	\$19,699
Michigan	7%	\$31,262	\$24,387	\$25,475	\$29,902	\$38,062	\$17,103
Minnesota	7%	\$26,989	\$25,868	\$25,639	\$27,290	\$31,876	\$16,842
Mississippi	81%	\$19,856	\$17,339	\$18,651	\$20,258	\$21,586	\$13,814
Missouri	33%	\$23,075	\$18,730	\$20,963	\$23,724	\$27,829	\$15,407
Montana	7%	\$18,835	\$18,085	\$18,908	\$19,617	\$21,487	\$12,397
Nebraska	22%	\$29,470	\$15,369	\$21,958	\$29,280	\$38,842	\$13,966
Nevada	20%	\$22,774	\$25,559	\$21,828	\$26,035	Data not available	\$19,314
New Hampshire	5%	\$20,967	\$20,423	\$20,792	\$21,886	\$20,378	\$15,504
New Jersey	84%	\$36,700	\$22,191	\$26,092	\$38,735	\$42,850	\$20,059
New Mexico	26%	\$27,217	\$21,112	\$23,285	\$31,025	\$44,194	\$15,456
New York	56%	\$35,031	\$23,519	\$25,840	\$31,796	\$38,311	\$22,504
North Carolina	2%	\$26,757	\$21,032	\$22,125	\$28,474	\$33,537	\$17,460
North Dakota	12%	\$29,180	\$22,458	\$23,823	\$29,783	\$38,620	\$14,720
Ohio	17%	\$24,193	\$20,696	\$23,137	\$24,762	\$32,131	\$16,412
Oklahoma	65%	\$28,440	\$20,553	\$23,219	\$31,011	\$36,202	\$17,118
Oregon	12%	\$25,338	\$22,056	\$22,394	\$25,863	\$27,090	\$15,561
Pennsylvania	37%	\$25,022	\$20,151	\$22,092	\$25,120	\$30,103	\$15,070
Rhode Island	10%	\$26,051	\$17,850	\$24,068	\$27,503	\$35,093	\$17,471
South Carolina	91%	\$21,019	\$19,209	\$19,498	\$22,572	\$24,321	\$15,009
South Dakota	7%	\$27,514	\$23,474	\$20,065	\$27,300	\$34,537	\$13,665
Tennessee	69%	\$27,827	\$19,056	\$22,778	\$29,084	\$33,813	\$15,804
Texas	74%	\$32,883	\$21,506	\$24,799	\$34,753	\$41,498	\$33,241
Utah	3%	\$20,174	\$17,717	\$19,153	\$21,800	\$22,479	\$14,542
Vermont	29%	\$26,278	\$21,574	\$24,237	\$26,646	\$31,135	\$18,980
Virginia	66%	\$31,220	\$24,309	\$24,715	\$32,825	\$40,487	\$17,659
Washington	11%	\$25,923	\$22,966	\$25,512	\$25,846	\$32,555	\$17,731
West Virginia	18%	\$29,879	\$18,658	\$20,833	\$28,911	\$40,850	\$17,103
Wisconsin	9%	\$31,769	\$22,276	\$24,919	\$32,178	\$41,962	\$16,919
Wyoming	1%	\$28,118	\$20,393	\$26,538	\$29,934	\$42,664	\$15,836
District of Columbia	74%	\$45,672	\$29,575	\$31,147	\$47,880	\$57,073	\$27,250
50 States + DC ¹⁴	46%	\$28,940	\$22,410	\$24,697	\$29,837	\$35,714	\$19,092
Data sources	c	c	c	c	c	c	c

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 2010-2011.

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 2010-2011 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, but does include Native American and Migrant programs. Total federal Head Start funding, including U.S. territories, was \$7,312,434,004 in FY 2011. In FY 2011 grantees were still expending ARRA expansion funds awarded in late FY 2010 to continue serving the additional children added with ARRA funds. Funding for support activities such as research, training and technical assistance, and monitoring was \$204,624,000 in fiscal year 2011.
- 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 2010-2011 Head Start PIR, and the enrollment by state as reported by ACF. These numbers do not include children funded by state match.
- ⁴ Alaska's state Head Start funds are used to enhance Head Start services and improve quality.
- ⁵ In addition to funding slots, funds are used to provide additional services, extend the program day and year, and support program quality enhancement.
- ⁶ This sum represents TANF funds dedicated to Head Start and Early Head Start.
- ⁷ In addition to funding slots, funds are used to provide additional services and extend the program day and year. Funding also provided slots for 101 children from ages zero to 3.
- ⁸ Due to decreased funding, programs were limited in the 2010-2011 school year to providing extended-day/year services only and no new slots or quality improvements were funded by the state. The state provided extended-day/year services for 2,557 children ages 3 to 5.
- ⁹ In addition to funding slots, Massachusetts's state Head Start funds are used for teacher salary enhancement and other quality improvements.
- ¹⁰ New Hampshire's state Head Start funds are used for teacher salary enhancement. For the next biennium (fiscal years 2012 and 2013), no state funds were allocated to Head Start as part of major state budget cuts.
- ¹¹ The program was de-funded in January 2010 when the supplement was eliminated by a legislative action designed to curb state spending.
- ¹² Funds are used to provide extended-day and additional services.
- ¹³ This sum also represents \$200,000 in TANF funds dedicated to Head Start.
- ¹⁴ National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2010)			
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)	SMI Year
Alabama	\$23,808	\$1,984	47%	2009
Alaska	\$46,236	\$3,853	77%	2002
Arizona	\$30,216	\$2,518	54%	2010
Arkansas	\$27,144	\$2,262	60%	2007
California	\$45,228	\$3,769	75%	2007
Colorado	\$54,108	\$4,509	85%	2009
Connecticut	\$41,028	\$3,419	50%	2009
Delaware	\$36,624	\$3,052	55%	2010
Florida	\$27,468	\$2,289	50%	2009
Georgia	\$26,556	\$2,213	47%	2009
Hawaii	\$47,124	\$3,927	85%	2004
Idaho	\$23,184	\$1,932	46%	2010
Illinois	\$36,624	\$3,052	60%	2008
Indiana	\$23,256	\$1,938	41%	2009
Iowa	\$26,556	\$2,213	45%	2010
Kansas	\$33,876	\$2,823	59%	2009
Kentucky	\$27,468	\$2,289	59%	2008
Louisiana	\$37,896	\$3,158	75%	2009
Maine	\$45,775	\$3,815	81%	2010
Maryland	\$29,988	\$2,499	50%	2001
Massachusetts	\$39,204	\$3,267	50%	2009
Michigan	\$23,880	\$1,990	38%	2010
Minnesota	\$32,940	\$2,745	47%	2009
Mississippi	\$35,004	\$2,917	85%	2004
Missouri	\$22,620	\$1,885	40%	2010
Montana	\$27,468	\$2,289	54%	2009
Nebraska	\$21,756	\$1,813	37%	2010
Nevada	\$43,248	\$3,604	75%	2010
New Hampshire	\$45,780	\$3,815	62%	2009
New Jersey	\$36,624	\$3,052	46%	2009
New Mexico	\$36,620	\$3,052	79%	2009
New York	\$36,624	\$3,052	56%	2010
North Carolina	\$37,476	\$3,123	75%	2008
North Dakota	\$29,556	\$2,463	59%	2008
Ohio	\$35,208	\$2,934	59%	2010
Oklahoma	\$35,100	\$2,925	79%	2008
Oregon	\$33,876	\$2,823	65%	2008
Pennsylvania	\$36,624	\$3,052	59%	2009
Rhode Island	\$32,964	\$2,747	50%	2009
South Carolina	\$27,468	\$2,289	55%	2009
South Dakota	\$36,624	\$3,052	69%	2009
Tennessee	\$31,044	\$2,587	60%	2009
Texas	\$27,468	\$2,289	55%	2010
Utah	\$30,792	\$2,566	56%	2010
Vermont	\$35,484	\$2,957	83%	2000
Virginia	\$45,780	\$3,815	67%	2010
Washington	\$36,624	\$3,052	56%	2010
West Virginia	\$27,468	\$2,289	59%	2009
Wisconsin	\$33,876	\$2,823	57%	2008
Wyoming	\$45,780	\$3,815	75%	2010
District of Columbia	\$45,780	\$3,815	76%	2009
Data sources	a	a	a	a

APPENDIX C: CHILD CARE DATA (continued)

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2010)						
	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	\$82,109,499	\$6,896,417	\$11,905,165	\$100,911,081	\$0	0%	\$0
Alaska	\$11,850,155	\$3,544,811	\$3,902,559	\$19,297,525	\$9,096,900	8%	\$5,075,147
Arizona	\$114,936,927	\$10,032,936	\$21,097,365	\$146,067,228	\$0	0%	\$0
Arkansas	\$48,192,051	\$1,886,543	\$6,130,268	\$56,208,862	\$0	0%	\$0
California	\$537,042,529	\$85,593,217	\$215,820,863	\$838,456,609	-\$10,000,000	0%	\$155,016,865
Colorado	\$64,530,465	\$8,985,901	\$28,474,201	\$101,990,567	\$3,925,823	1%	\$0
Connecticut	\$51,325,327	\$18,738,358	\$18,349,409	\$88,413,094	\$0	0%	\$0
Delaware	\$14,806,492	\$5,179,325	\$4,728,664	\$24,714,481	\$2,000,000	4%	\$30,580
Florida	\$246,659,851	\$33,415,872	\$75,651,355	\$355,727,078	\$122,549,157	15%	\$23,597,538
Georgia	\$182,225,609	\$22,182,651	\$31,452,887	\$235,861,147	\$0	0%	\$0
Hawaii	\$18,358,781	\$4,971,630	\$5,614,978	\$28,945,389	\$14,850,000	7%	\$6,007,935
Idaho	\$25,089,738	\$1,175,819	\$4,199,535	\$30,465,092	\$0	0%	\$0
Illinois	\$207,477,477	\$56,873,825	\$72,991,323	\$337,342,625	\$0	0%	\$0
Indiana	\$108,786,208	\$15,356,947	\$18,959,162	\$143,102,317	\$22,158,599	8%	\$0
Iowa	\$44,131,123	\$5,078,586	\$9,416,472	\$58,626,181	\$25,836,177	13%	\$0
Kansas	\$45,543,234	\$6,673,024	\$10,513,149	\$62,729,407	\$14,967,811	9%	\$0
Kentucky	\$76,774,230	\$7,274,537	\$9,546,233	\$93,595,000	\$54,386,300	19%	\$19,398,196
Louisiana	\$81,556,649	\$5,219,488	\$12,009,429	\$98,785,566	\$14,474,607	5%	\$0
Maine	\$16,108,115	\$1,749,818	\$3,223,002	\$21,080,935	\$0	0%	\$6,129,048
Maryland	\$79,018,419	\$23,301,407	\$30,633,997	\$132,953,823	\$7,431,667	2%	\$0
Massachusetts	\$102,679,542	\$44,973,368	\$32,410,197	\$180,063,107	\$91,874,225	16%	\$0
Michigan	\$145,788,606	\$24,411,364	\$30,674,819	\$200,874,789	\$0	0%	\$47,090,674
Minnesota	\$79,865,931	\$19,690,299	\$28,946,394	\$128,502,624	\$47,541,000	11%	\$0
Mississippi	\$56,171,496	\$1,715,430	\$5,715,830	\$63,602,756	\$19,160,650	13%	\$0
Missouri	\$97,981,936	\$16,548,755	\$17,975,622	\$132,506,313	\$5,750,000	2%	\$0
Montana	\$14,366,993	\$1,313,990	\$2,416,549	\$18,097,532	\$7,676,010	8%	\$0
Nebraska	\$33,502,496	\$6,498,998	\$6,797,866	\$46,799,360	\$17,000,000	15%	\$0
Nevada	\$33,700,968	\$2,580,421	\$15,691,080	\$51,972,469	\$0	0%	\$0
New Hampshire	\$16,083,358	\$4,581,866	\$6,526,308	\$27,191,532	\$4,507,809	7%	\$0
New Jersey	\$109,162,542	\$26,374,178	\$46,917,134	\$182,453,854	\$75,805,959	11%	\$2,206,682
New Mexico	\$38,752,929	\$2,895,259	\$4,705,254	\$46,353,442	\$30,700,133	16%	\$14,400,000
New York	\$302,848,261	\$101,983,998	\$100,051,779	\$504,884,038	\$323,461,235	9%	\$0
North Carolina	\$193,464,498	\$37,927,282	\$28,193,782	\$259,585,562	\$84,041,379	13%	\$0
North Dakota	\$9,664,803	\$1,017,036	\$1,921,791	\$12,603,630	\$662,205	1%	\$0
Ohio	\$203,331,945	\$45,403,943	\$35,205,589	\$283,941,477	\$0	0%	\$0
Oklahoma	\$77,661,646	\$10,630,233	\$11,728,051	\$100,019,930	\$29,056,288	14%	\$2,338,267
Oregon	\$63,415,026	\$11,714,966	\$11,885,681	\$87,015,673	\$0	0%	\$6,350,446
Pennsylvania	\$180,793,982	\$46,629,051	\$51,227,899	\$278,650,932	\$163,598,000	17%	\$0
Rhode Island	\$17,158,163	\$5,321,126	\$4,525,544	\$27,004,833	\$8,213,379	8%	\$2,866,498
South Carolina	\$72,130,991	\$4,085,269	\$10,182,853	\$86,399,113	\$0	0%	\$0
South Dakota	\$12,070,841	\$802,914	\$2,733,585	\$15,607,340	\$4,255,930	9%	\$0
Tennessee	\$120,287,186	\$18,975,782	\$17,982,748	\$157,245,716	\$54,926,680	14%	\$3,926,487
Texas	\$447,211,598	\$34,681,421	\$112,428,380	\$594,321,399	\$0	0%	\$0
Utah	\$57,046,989	\$4,474,923	\$7,990,491	\$69,512,403	\$0	0%	\$6,131,350
Vermont	\$9,717,495	\$2,666,323	\$1,983,371	\$14,367,189	\$9,224,074	15%	\$0
Virginia	\$103,582,002	\$21,328,762	\$42,309,262	\$167,220,026	\$6,983,957	3%	\$1,647,052
Washington	\$112,607,559	\$38,707,605	\$35,300,037	\$186,615,201	\$105,964,938	18%	\$0
West Virginia	\$31,191,784	\$2,971,392	\$3,096,970	\$37,260,146	\$0	0%	\$403,426
Wisconsin	\$86,751,510	\$16,449,406	\$19,820,980	\$123,021,896	\$0	0%	\$0
Wyoming	\$8,603,239	\$1,553,707	\$2,984,776	\$13,141,722	\$625,000	1%	\$0
District of Columbia	\$9,942,053	\$4,566,972	\$2,623,101	\$17,132,126	\$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	16:1	NR	NR
Maine	8:1/10:1 ³	8:1/10:1 ³	24/20 ³	24/20 ³
Maryland	10:1	10:1	20	20
Massachusetts	10:1 ⁴	10:1 ⁴	20 ⁴	20 ⁴
Michigan	10:1	12:1	NR	NR
Minnesota	10:1	10:1	20	20
Mississippi	14:1	16:1	14	20
Missouri	10:1	10:1	NR	NR
Montana	8:1	10:1	NR	NR
Nebraska	10:1	12:1	NR	NR
Nevada	13:1	13:1	NR	NR
New Hampshire	8:1	12:1	24	24
New Jersey	10:1	12:1	20	20
New Mexico	12:1	12:1	NR	NR
New York	7:1	8:1	18	21
North Carolina	15:1	15:1	25	25
North Dakota	7:1	10:1	14	20
Ohio	12:1	14:1	24	28
Oklahoma	12:1	15:1	24	30
Oregon	10:1	10:1	20	20
Pennsylvania	10:1	10:1	20	20
Rhode Island	9:1	10:1	18	20
South Carolina	13:1	18:1	NR	NR
South Dakota	10:1	10:1	20	20
Tennessee	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	10:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30
District of Columbia	8:1	10:1	16	20
Data sources	d	d	d	d

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (2011)				
	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 salaries (May 2010)
Alabama	12 clock hours training	N	124 clock hours training	Y (1 year)	\$18,070
Alaska	None	N	CDA	N	\$24,040
Arizona	None	N	60 clock hours ECE/CD training	Y (2 years)	\$20,620
Arkansas	None	N	None	N	\$17,400
California	CC certificate + 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	\$23,870
Colorado	Vocational CD program	Y (1 year)	30 semester hours in ECE	Y (2 years)	\$23,520
Connecticut	None	N	CDA	Y (1,080 hours)	\$23,520
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	\$19,350
Florida	40-hour CC training	N	State director credential	N	\$19,970
Georgia	None	N	None	N	\$18,380
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	\$21,980
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	\$17,340
Illinois	60 semester hours (6 in CC or CD)	N	CDA or CCP + 12 ECE credits	Y (2 years)	\$22,200
Indiana	None	N	AA in ECE	Y (3 years)	\$19,160
Iowa	None	N	75 clock hours CD training	Y (> 1 year)	\$19,030
Kansas	None	N	CDA	Y (1 year)	\$19,300
Kentucky	None	N	None	N	\$18,930
Louisiana	None	N	Vocational CC program	Y (1 year)	\$18,730
Maine	None	N	135 clock hours training	Y (5 years)	\$21,500
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	\$23,000
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	\$25,180
Michigan	None	N	CDA + 12 child-related credits	N	\$21,550
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or supervisory	Y (1,040 hours)	\$21,200
Mississippi	None	N	CDA or CC director credential	Y (2 years)	\$18,030
Missouri	None	N	CDA + 6 child-related credits	Y (1 year)	\$19,940
Montana	None	N	None	N	\$18,380
Nebraska	None	N	None	N	\$18,470
Nevada	None	N	CDA	N	\$20,830
New Hampshire	9 EC credits (3 in CD)	N	CDA	Y (4,500 hours)	\$20,420
New Jersey	CDA or CCP credential	Y (1 year)	BA	Y (1 year)	\$22,010
New Mexico	45-hour or 3-credit ECE course	N	3 administration courses	Y (3 years)	\$18,620
New York	None	N	CDA ⁸	Y (4 years)	\$24,300
North Carolina	None	N	None	N	\$19,370
North Dakota	None	N	CDA	Y (1 year)	\$18,260
Ohio	None	N	CDA	Y (2 years)	\$21,910
Oklahoma	None	N	Director credential (bronze level)	N	\$18,410
Oregon	None	N	None	N	\$21,250
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	\$20,570
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	\$21,940
South Carolina	None	N	None	N	\$18,740
South Dakota	None	N	None	N	\$18,510
Tennessee	None	N	TN EC Training Alliance certificate	N	\$18,210
Texas	None ⁵	N ⁵	State director credential	Y (2 years)	\$18,830
Utah	None	N	National administrator credential + 6 CCR&R courses	N	\$19,810
Vermont	CDA ⁶	N ⁶	CDA	Y (2 years)	\$22,500
Virginia	24 clock hours CC training	N	120 hours training	Y (3 years)	\$21,390
Washington	None	N	CDA	Y (2 years)	\$22,960
West Virginia	None	N	None	N	\$18,310
Wisconsin	2 non-credit ECE courses ⁷	Y (80 days)	2 non-credit ECE courses	Y (80 days)	\$20,290
Wyoming	None	N	100 clock hours training	Y (2 years)	\$21,930
District of Columbia	90-hour CC certification course	Y (3 years)	State director credential	Y (5 years)	\$22,720
Data sources	e	e	f	f	g

DATA SOURCES

- a Data were retrieved from the U.S. Department of Health and Human Services report *Child Care and Development Fund: Report of State and Territory Plans FY 2010-2011*. Available at <http://nccic.acf.hhs.gov/pubs/stateplan2010-11/index.html>.
- b Child Care Bureau, FY 2010 CCDF Final Allocations (Including Reallotted Funds). Available at http://www.acf.hhs.gov/programs/ccb/law/allocations/current/state2010/final_allocations_2010.htm.
- c Fiscal year 2010 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/ofa/data/2010fin/tanf_2010_index.html.
- d State Requirements for Child-Staff Ratios and Maximum Group Sizes for Child Care Centers in 2008. Data compiled from the results of *The 2008 Child Care Licensing Study (2010)* by National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration (NARA). Available at <http://nccic.acf.hhs.gov/resource/state-requirements-child-staff-ratios-and-maximum-group-sizes-child-care-centers-2008>.
- e Minimum Requirements for Preservice Qualifications and Annual Ongoing Training Hours for Center Teaching Roles in 2011. Data compiled from the results of *The 2008 Child Care Licensing Study (2010)* by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration (NARA). Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-teachers.html>.
- f Minimum Preservice Qualifications, Administrative Training, and Annual Ongoing Training Hours for Center Directors in 2011. Data compiled from the results of *The 2008 Child Care Licensing Study (2010)* by the National Child Care Information and Technical Assistance Center (NCCIC) and the National Association for Regulatory Administration (NARA). Available at <http://nccic.acf.hhs.gov/pubs/cclicensingreq/cclr-directors.html>.
- g U.S. Department of Labor, Bureau of Labor Statistics (2010). 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 As of September 15, 2006, the child:staff ratio for 3 to not yet school-age 5 years old is 8:1 with a maximum group size of 24, or 10:1 with a maximum group size of 20.
- 4 This ratio applies to 3- and 4-year-old children who attend full-day programs. The ratio for half-day programs is 12:1 with a maximum class size of 24.
- 5 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.
- 6 These requirements are for teaching associates. To be qualified as a teacher according to Vermont's regulations, a bachelor's degree in ECE or a related field and one year of experience are required.
- 7 Approved non-credit courses involve at least 36 clock hours of training.
- 8 Directors without a BA must have a plan of study leading to that degree.

APPENDIX D: U.S. CENSUS POPULATION

STATE

NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2010

	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	61,996	60,790	122,786
Alaska	10,777	10,488	21,265
Arizona	93,880	91,316	185,196
Arkansas	40,841	39,654	80,495
California	516,611	506,908	1,023,519
Colorado	70,538	69,763	140,301
Connecticut	41,895	42,523	84,418
Delaware	11,329	11,403	22,732
Florida	219,358	216,333	435,691
Georgia	140,462	139,354	279,816
Hawaii	17,345	16,843	34,188
Idaho	24,840	24,457	49,297
Illinois	170,187	169,680	339,867
Indiana	89,074	87,799	176,873
Iowa	41,359	40,832	82,191
Kansas	41,378	41,015	82,393
Kentucky	57,551	56,742	114,293
Louisiana	64,309	61,758	126,067
Maine	14,389	14,535	28,924
Maryland	74,034	72,894	146,928
Massachusetts	74,770	74,626	149,396
Michigan	122,630	122,672	245,302
Minnesota	72,956	71,461	144,417
Mississippi	44,066	41,633	85,699
Missouri	79,276	78,979	158,255
Montana	12,980	12,321	25,301
Nebraska	26,549	26,328	52,877
Nevada	38,256	37,317	75,573
New Hampshire	14,584	14,748	29,332
New Jersey	110,984	110,323	221,307
New Mexico	29,468	29,021	58,489
New York	232,971	229,583	462,554
North Carolina	128,665	127,212	255,877
North Dakota	8,938	8,672	17,610
Ohio	147,833	147,043	294,876
Oklahoma	53,861	52,312	106,173
Oregon	48,503	47,648	96,151
Pennsylvania	148,589	148,368	296,957
Rhode Island	11,640	12,020	23,660
South Carolina	62,304	59,686	121,990
South Dakota	12,193	11,757	23,950
Tennessee	82,937	82,399	165,336
Texas	390,262	386,901	777,163
Utah	53,092	51,804	104,896
Vermont	6,719	6,557	13,276
Virginia	103,466	102,720	206,186
Washington	89,097	86,538	175,635
West Virginia	21,137	20,940	42,077
Wisconsin	73,612	72,812	146,424
Wyoming	8,282	7,887	16,169
50 states	4,119,040	4,063,170	8,182,210
District of Columbia	6,267	5,795	12,062

Source: U.S. Census Bureau, Census 2010, PCT12 sections A-E. Downloaded from <http://factfinder2.census.gov/> on September 7, 2012.

APPENDIX E: PRE-K SPECIAL EDUCATION ENROLLMENT

STATE	NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2010-2011					
	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	1,599	2.6%	2,385	3.9%	3,984	3.2%
Alaska	449	4.2%	771	7.4%	1,220	5.7%
Arizona	3,586	3.8%	5,497	6.0%	9,083	4.9%
Arkansas	3,259	8.0%	5,534	14.0%	8,793	10.9%
California	17,898	3.5%	25,354	5.0%	43,252	4.2%
Colorado	2,941	4.2%	4,100	5.9%	7,041	5.0%
Connecticut	2,149	5.1%	2,813	6.6%	4,962	5.9%
Delaware	548	4.8%	777	6.8%	1,325	5.8%
Florida	7,939	3.6%	12,596	5.8%	20,535	4.7%
Georgia	3,182	2.3%	4,957	3.6%	8,139	2.9%
Hawaii	676	3.9%	843	5.0%	1,519	4.4%
Idaho	837	3.4%	1,277	5.2%	2,114	4.3%
Illinois	8,639	5.1%	12,780	7.5%	21,419	6.3%
Indiana	4,702	5.3%	6,198	7.1%	10,900	6.2%
Iowa	1,781	4.3%	2,470	6.0%	4,251	5.2%
Kansas	2,629	6.4%	3,713	9.1%	6,342	7.7%
Kentucky	4,025	7.0%	6,523	11.5%	10,548	9.2%
Louisiana	2,287	3.6%	3,476	5.6%	5,763	4.6%
Maine	898	6.2%	1,410	9.7%	2,308	8.0%
Maryland	3,364	4.5%	4,478	6.1%	7,842	5.3%
Massachusetts	4,119	5.5%	5,912	7.9%	10,031	6.7%
Michigan	5,714	4.7%	7,754	6.3%	13,468	5.5%
Minnesota	3,434	4.7%	5,296	7.4%	8,730	6.0%
Mississippi	1,888	4.3%	3,362	8.1%	5,250	6.1%
Missouri	3,285	4.1%	5,798	7.3%	9,083	5.7%
Montana	258	2.0%	600	4.9%	858	3.4%
Nebraska	1,262	4.8%	1,796	6.8%	3,058	5.8%
Nevada	1,523	4.0%	2,521	6.8%	4,044	5.4%
New Hampshire	868	6.0%	1,089	7.4%	1,957	6.7%
New Jersey	4,528	4.1%	6,183	5.6%	10,711	4.8%
New Mexico	1,801	6.1%	2,604	9.0%	4,405	7.5%
New York	19,921	8.6%	25,684	11.2%	45,605	9.9%
North Carolina	4,233	3.3%	6,184	4.9%	10,417	4.1%
North Dakota	410	4.6%	615	7.1%	1,025	5.8%
Ohio	5,916	4.0%	8,607	5.9%	14,523	4.9%
Oklahoma	1,554	2.9%	2,583	4.9%	4,137	3.9%
Oregon	2,512	5.2%	3,535	7.4%	6,047	6.3%
Pennsylvania	8,335	5.6%	11,782	7.9%	20,117	6.8%
Rhode Island	748	6.4%	1,005	8.4%	1,753	7.4%
South Carolina	2,257	3.6%	3,609	6.0%	5,866	4.8%
South Dakota	589	4.8%	957	8.1%	1,546	6.5%
Tennessee	2,479	3.0%	4,200	5.1%	6,679	4.0%
Texas	9,298	2.4%	14,258	3.7%	23,556	3.0%
Utah	2,317	4.4%	3,199	6.2%	5,516	5.3%
Vermont	498	7.4%	583	8.9%	1,081	8.1%
Virginia	3,762	3.6%	5,846	5.7%	9,608	4.7%
Washington	3,272	3.7%	4,965	5.7%	8,237	4.7%
West Virginia	1,059	5.0%	1,848	8.8%	2,907	6.9%
Wisconsin	3,624	4.9%	5,548	7.6%	9,172	6.3%
Wyoming*	886	10.7%	1,317	16.7%	2,203	13.6%
50 states	175,738	4.3%	257,192	6.3%	432,930	5.3%
District of Columbia	193	3.1%	358	6.2%	551	4.6%

Source: U.S. Department of Education, Office of Special Education Programs, Data Accountability Center (DAC). IDEA Data, Part B, Child Count 2010. Data updated as of October 2011.

*Wyoming 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 2009-2010 school year.

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