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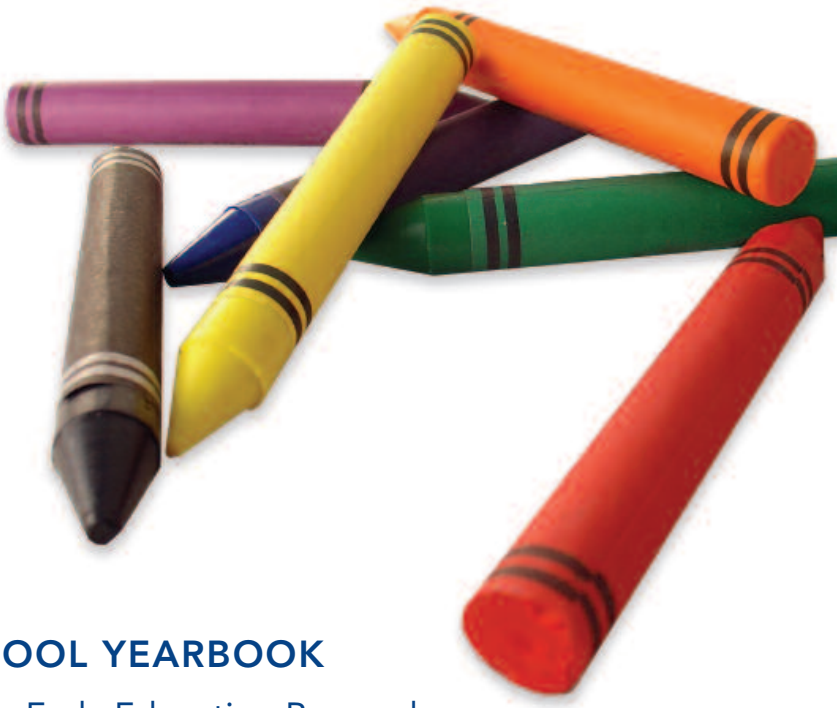
The State of Preschool 2014



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education

THE STATE OF PRESCHOOL 2014

STATE PRESCHOOL YEARBOOK

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Executive Summary

STATE PRE-K: A RETURN TO GROWTH?

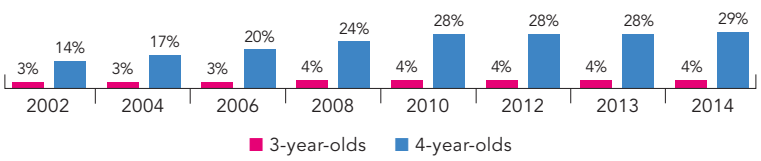
The 2013-2014 school year offered hope of a recovery for state-funded pre-K after the dismal effects of the recession. State funding for pre-K increased by nearly $120 million in 2013-2014, adjusted for inflation. This is the second year in a row that state pre-K has seen a real funding increase, though programs have yet to fully recover from the impacts of half a billion dollars in cuts in 2011-2012.

Enrollment growth also resumed in 2013-2014, albeit modestly. Total enrollment increased by 8,535, and nearly half this increase was required to recoup the loss of 4,000 seats in 2012-2013.

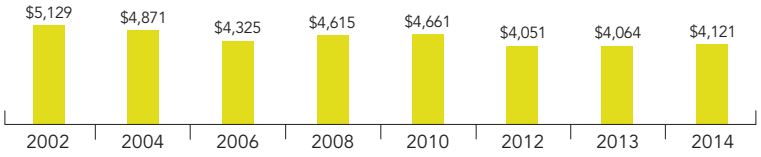
State pre-K quality standards improved notably in 2013-2014. Three programs – Oregon, Pennsylvania HSSAP, and Wisconsin Head Start – now meet the requirement that assistant teachers have at least a Child Development Associate credential thanks to the increased requirements of the Head Start program, which apply to these programs. Two Pennsylvania programs that had previously lost benchmarks regained them this year as temporary moratoria on professional development were lifted. In two additional changes, West Virginia met the benchmark for lead teacher Bachelor degree after a gradual phase in of increased requirements, and Michigan met the benchmark for site visits.

WHAT'S NEW?

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



- Total state funding for pre-K programs increased by more than $116 million across the 40 states plus D.C. that offered pre-K for the full 2013-2014 year, a 1 percent increase in real dollars.
- State pre-K funding per child increased by $61 (inflation-adjusted) from the previous year to $4,125.
- In January 2014, Mississippi became the first state in four years not yet funding pre-K statewide to create a new program. It spent $3 million to enroll 1,774 children, and met all 10 of NIEER's quality standards benchmarks. While not included in the rankings because the program did not operate for the first half the school year, it is a noteworthy addition.
- State funding per child for pre-K increased by at least one percent in 19 of the 41 states with programs, when adjusted for inflation. In 20 states, per-child funding fell by at least 1 percent, adjusted for inflation. Among these states, some fared much worse or better than others. In five states per-child spending fell by 10 percent or more from the previous year; in 5 states, per-child spending increased by the same margin.
- Only 15 states could be verified as providing enough per-child funding to meet all 10 benchmarks for quality standards. As only 13 percent of the children enrolled in state-funded pre-K attend those programs, the vast majority of children served in state-funded pre-K are in programs where funding per child may be inadequate to provide a quality education.
- More than 1.3 million children attended state-funded pre-K, 1.1 million at age 4.
- Enrollment increased by 8,535 children. Four percent of 3-year-olds and 29 percent of 4-year-olds were served in state-funded pre-K, representing a slight increase in percent of 4-year-olds served.
- Combining general and special education enrollments, 32.4 percent of 4-year-olds and 7.4 percent of 3-year-olds are served by public pre-K. When including Head Start programs as well, 41.5 percent of 4-year-olds and 14.5 percent of 3-year-olds are served in these publicly funded programs. These percentages are similar to last year, indicating that enrollment in publicly-funded programs more generally has stagnated. These figures are not completely unduplicatied. We have tried to unduplicate special education. Some Head Start children are also part of state pre-K, which can lead to overstating the number of children served. Comparison with the current population survey preschool enrollment estimates indicates that our national totals are reasonable. Individual state totals my be more problematic, especially for states with universal programs that largely incorporate special education and Head Start.
- Seventeen states increased enrollment, with increases ranging from 1 percent in Nevada to 63 percent in Rhode Island. Sixteen states reduced enrollment, from 1 percent in Arkansas, Illinois, Louisiana, Kentucky and Texas, to 16 percent in Alaska.
- An unprecedented seven programs improved their quality standards and gained against NIEER's Quality Standards Benchmarks checklist.
- Five states (now including Mississippi) plus one of Louisiana's three programs continue to meet all 10 benchmarks for state pre-K quality standards. Seventeen states met eight or more.
- More than half a million children, or 40 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.

[1] For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, there is a total of 41 states providing state-funded pre-K.

NATIONAL ACCESS

Total state preschool enrollment, all ages 1,347,072

State-funded preschool programs .....53 programs in 40 states and D.C.[1]

Income requirement .....29 state programs have an income requirement

Minimum hours of operation .....16 part-day; 14 school-day; 1 extended-day; 22 determined locally[2]

Operating schedule.....39 academic year, 14 determined locally

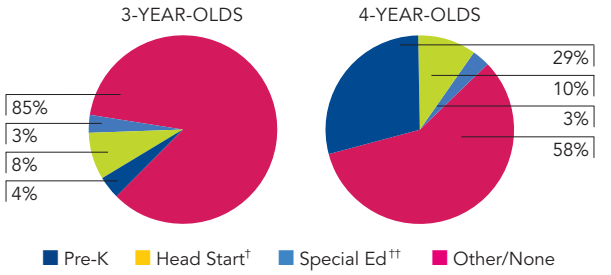
Special education enrollment, ages 3 & 4 425,445

Federal Head Start enrollment, ages 3 & 4.....719,731[3]

Total federal Head Start enrollment, all ages .....768,478[3]

State-funded Head Start enrollment, ages 3 & 4 .....53,393[4]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 53 STATE-FUNDED PRE-K INITIATIVES, NUMBER MEETING BENCHMARKS
Early learning standards	Comprehensive	53
Teacher degree	BA	30
Teacher specialized training	Specializing in pre-K	45
Assistant teacher degree	CDA or equivalent	18
Teacher in-service	At least 15 hours/year	43
Maximum class size 3-year-olds 4-year-olds	20 or lower	45
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better	46
Screening/referral and support services	Vision, hearing, health; and at least 1 support service	35
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	32

NATIONAL RESOURCES

Total state preschool spending .....$5,556,840,884[6]

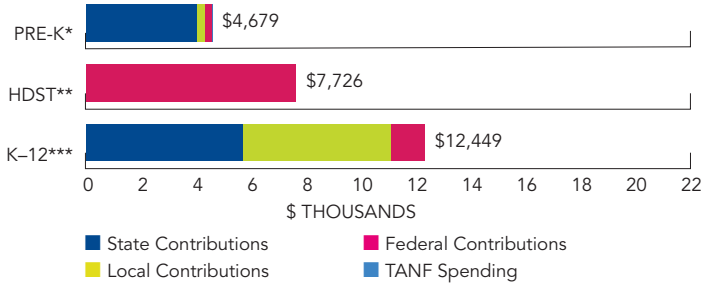
Local match required?.....13 state programs require a local match

State Head Start spending $156,140,148

State spending per child enrolled.....$4,125

All reported spending per child enrolled* $4,679

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.

[1] Throughout this report, the District of Columbia is included like a state for the first time. Figures indicating change over time have been adjusted to reflect 50 state plus D.C. totals. D.C. is also included in rankings as a "state," creating a list of 41 states for rankings. In January, Mississippi began offering a state-funded pre-K program enrolling 1,774 children. Because it was not operating for the full year, these children are not included in the enrollment total.

[2] NIEER's definitions of hours of operations are as follows: part-day programs serve children for fewer than 4 hours per day; school-day programs serve children at least 4 hours but fewer than 8 hours per day; and extended-day programs serve children for 8 or more hours per day. Some pre-K initiatives offer multiple hours of operation, such as a combination of part-day and school-day programs, but only the minimum one offered is listed here.

[3] The enrollment figure for federal Head Start, ages 3 and 4, includes children enrolled in the program in all 50 states, D.C., and the U.S. territories, as well as enrollment in the Migrant and American Indiana/Alaskan Native programs. Past years did not include the enrollment of children in the territories. The enrollment figure for total federal Head Start, all ages, 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.

[4] This figure includes 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.

[5] In January, Mississippi began offering a state-funded pre-K program with all 10 of NIEER's quality standards benchmarks. Because it was not operating for the full year, this program is not reflected in the quality standards benchmarks.

[6] This figure includes federal TANF funds directed toward preschool at states' discretion. In January, Mississippi began offering a state-funded pre-K program with $3 million in state funding. Because it was not operating for the full year, these funds are not reflected in the funding total.

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	32	None served	19	13	**10**
Alaska	39	None served	9	14	**10**
Arizona	34	22	41	41	**5**
Arkansas	12	5	13	21	**9**
California	26	8	18	22	**4**
Colorado	22	9	35	31	**6**
Connecticut	29	12	3	3	**6**
Delaware	35	None served	7	10	**8**
District of Columbia	1	1	1	1	**8**
Florida	3	None served	36	37	**3**
Georgia	7	None served	23	29	**8**
Illinois	20	3	31	30	**8**
Iowa	8	17	32	34	**6.9**
Kansas	25	None served	38	38	**6**
Kentucky	17	10	30	11	**9**
Louisiana	15	None served	16	23	**8**
Maine	14	None served	33	15	**5**
Maryland	13	16	17	24	**8**
Massachusetts	28	18	25	27	**6**
Michigan	21	None served	12	19	**8**
Minnesota	41	24	6	7	**9**
Missouri	38	20	39	39	**7**
Nebraska	16	6	37	36	**6**
Nevada	37	None served	34	35	**7**
New Jersey	18	4	2	2	**8.8**
New Mexico	19	None served	28	32	**8**
New York	10	26	22	28	**7**
North Carolina	24	None served	14	9	**10**
Ohio	36	21	21	26	**4**
Oklahoma	4	None served	26	8	**8**
Oregon	31	14	4	6	**9**
Pennsylvania	30	15	10	18	**6.5**
Rhode Island	40	None served	5	4	**10**
South Carolina	11	11	40	40	**5.6**
Tennessee	23	25	15	16	**9**
Texas	9	13	29	33	**2**
Vermont	2	2	20	25	**4**
Virginia	27	None served	24	17	**6**
Washington	33	19	8	12	**9**
West Virginia	5	7	11	5	**9**
Wisconsin	6	23	27	20	**5.1**
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

ENROLLMENT INCREASES

State-funded pre-K served 1,347,072 children in 2013-2014. State pre-K continues to be largely a program for 4-year-olds, with 4's accounting for more than 1.1 million, or about 86 percent, of the children enrolled.

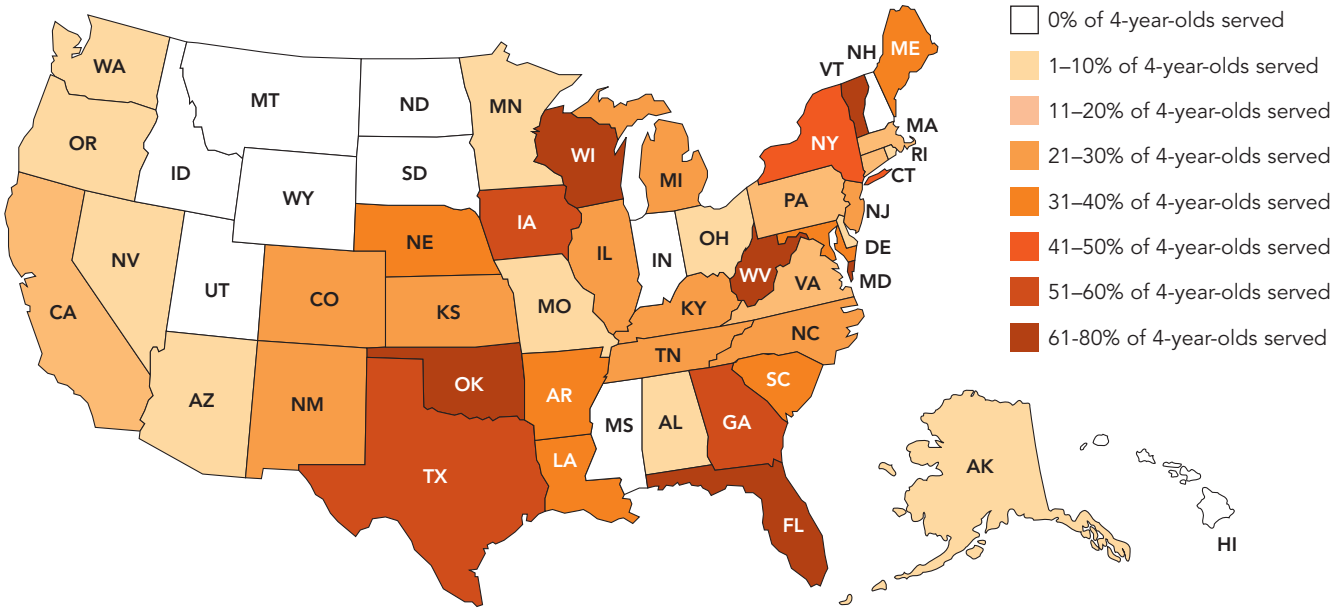
Across the nation, 29 percent of 4-year-olds were enrolled in state-funded pre-K programs and only 4 percent of 3-year-olds were similarly enrolled, percentages that have changed little since the 2010-2011 school year. Total enrollment increased by 8,535 from the prior year. While the additional enrollment is positive, about half of it was need just to offset the previous year's 4,300 cut in enrollment. Table 2 shows both numbers enrolled and enrollment as a percentage of total population by state. Table 3 reports enrollment changes in numbers of children and percentage of the total population for 3- and 4-year-olds from the prior year as well as back to 2001-2002.

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; it also shows totals that include students in the federal Head Start program. These are unduplicated estimates 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 32.4 percent at age 4 and 7.4 percent at age 3. These figures should be interpreted cautiously for two reasons. First, while every effort is made to ensure children are not double counted, we may not have perfectly unduplicated the counts. Second, and more important, some children in preschool special education receive limited therapeutic services and are not enrolled in a quality pre-K in which all of their educational needs are met. Adding in the federal Head Start program, enrollment in all public programs is 41.5 percent at age 4 and 14.5 percent at age 3. Again there may be some duplication we have not eliminated and our prior caveat regarding special education services applies.

Enrollment in state-funded pre-K programs varies widely from state-to-state. Figure 1 displays state pre-K enrollment at age 4 by state. The District of Columbia served the highest percentage of children at both ages 3 and 4. Among states, Florida, Oklahoma, and Vermont ranked at the top with each serving over 75 percent of the state's 4-year-olds.

Other states enrolling more than half of 4-year-olds include Georgia, Iowa, Texas, West Virginia, and Wisconsin. On the other end of the spectrum, 11 states with programs served fewer than 10 percent of 4-year-olds, while 10 more had no program, prior to the start of Mississippi's program in January. Several other states including Michigan, Nebraska, and Ohio have embarked on additional noteworthy expansions since the end of the 2013-2014 school year. Further increases in enrollment are expected in 2015-2016, as states that received federal Preschool Development and Expansion grants are

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



expected to enroll more than 18,000 additional children. States that received these grants in 2014 are: Alabama, Arizona, Arkansas, Connecticut, Hawaii, Illinois, Louisiana, Maine, Maryland, Massachusetts, Montana, Nevada, New Jersey, New York, Rhode Island, Tennessee, Vermont, and Virginia.

State-funded pre-K programs remain primarily the domain of 4-year-olds, and the number of 3-year-olds served increased by just 334 in 2013-2014. However, there are several notable exceptions. Washington, D.C. serves 69 percent of 3-year-old residents. Vermont serves a quarter of its 3-year-olds, while Illinois and New Jersey serve about 20 percent at age 3. Nebraska, and West Virginia all serve 10 percent or more at this age. Of the 26 states that enroll 3-year-olds in state-funded pre-K, 14 states increased their enrollment of 3-year-olds from the previous year while 11 states reduced enrollment in 2013-2014.

Enrollment changes among the states in 2013-2014 were highly uneven. Alabama, Arizona, Michigan, New Mexico, Ohio, and Vermont showed the largest increases in the percentage of population served. Vermont made by far the largest percentage gain. Unfortunately, gains were somewhat offset by decreases in some states, particularly New York, North Carolina, South Carolina, and Texas. Mississippi provided services for half of the school year when it initiated a state-funded pre-K program in January 2014. Though not included in this year's state comparisons because of its part-year status, the program served roughly 4 percent of Mississippi 4-year-olds.

QUALITY STANDARDS

The Yearbook compares each state program's standards against a checklist of 10 research-based quality standards benchmarks. The benchmarks track state progress in quality standards, but they are not, in themselves, guarantees of quality. Arguably some of them are quite low (e.g., hours of professional development), even though many states do not meet them. Moreover, they are primarily indicators of the resources available to programs, not whether these resources are used well. In addition to high standards, effective pre-K programs require adequate funding and the continuous improvement of strong practices. For example, requirements that every teacher be highly qualified mean nothing if pre-K teacher salaries are not competitive with other educational sectors and occupations. Nor do the required hours of professional development matter if they consist of one-shot workshops on barely relevant topics.

While the benchmarks are derived from research, setting them is not an exact science, and they are not all equally important, or important for the same reasons. For example, some state policy makers do not consider it desirable to require meals in part-day programs. In our view, as most programs target disadvantaged children who all too often experience food insecurity and poor nutrition, it is desirable to offer them a healthy meal no matter how short the day. Good teachers make mealtime a learning time broadly, and teach about healthy eating habits, so there is no loss of "instructional time." However, this clearly is a crude indicator of whether programs adequately address children's nutritional needs. A list of benchmarks and a summary of the supporting research are provided on page 22.

Figure 2 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2013-2014. Seven states' policy changes resulted in gains against an additional benchmark in 2013-2014: Michigan, Oregon, three of Pennsylvania's programs, West Virginia, and Wisconsin Head Start. Michigan now meets the benchmark for site visits, while West Virginia now requires that lead teachers have a Bachelors degree. Two of Pennsylvania's programs, EABG and K4, now require 15 hours per year of professional development, after previously implementing a moratorium on such professional development. Three programs reported increased assistant teacher credentials as a result of changes in federal Head Start requirements: Oregon, Pennsylvania HSSAP, and Wisconsin Head Start.

At the start of the 2013-2014 school year, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Mississippi adds a sixth, as its new program also meets all 10 benchmarks for standards. Nine other states have programs that meet nine of 10 benchmarks – Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oregon, Pennsylvania HSSAP, Tennessee, Washington and West Virginia.

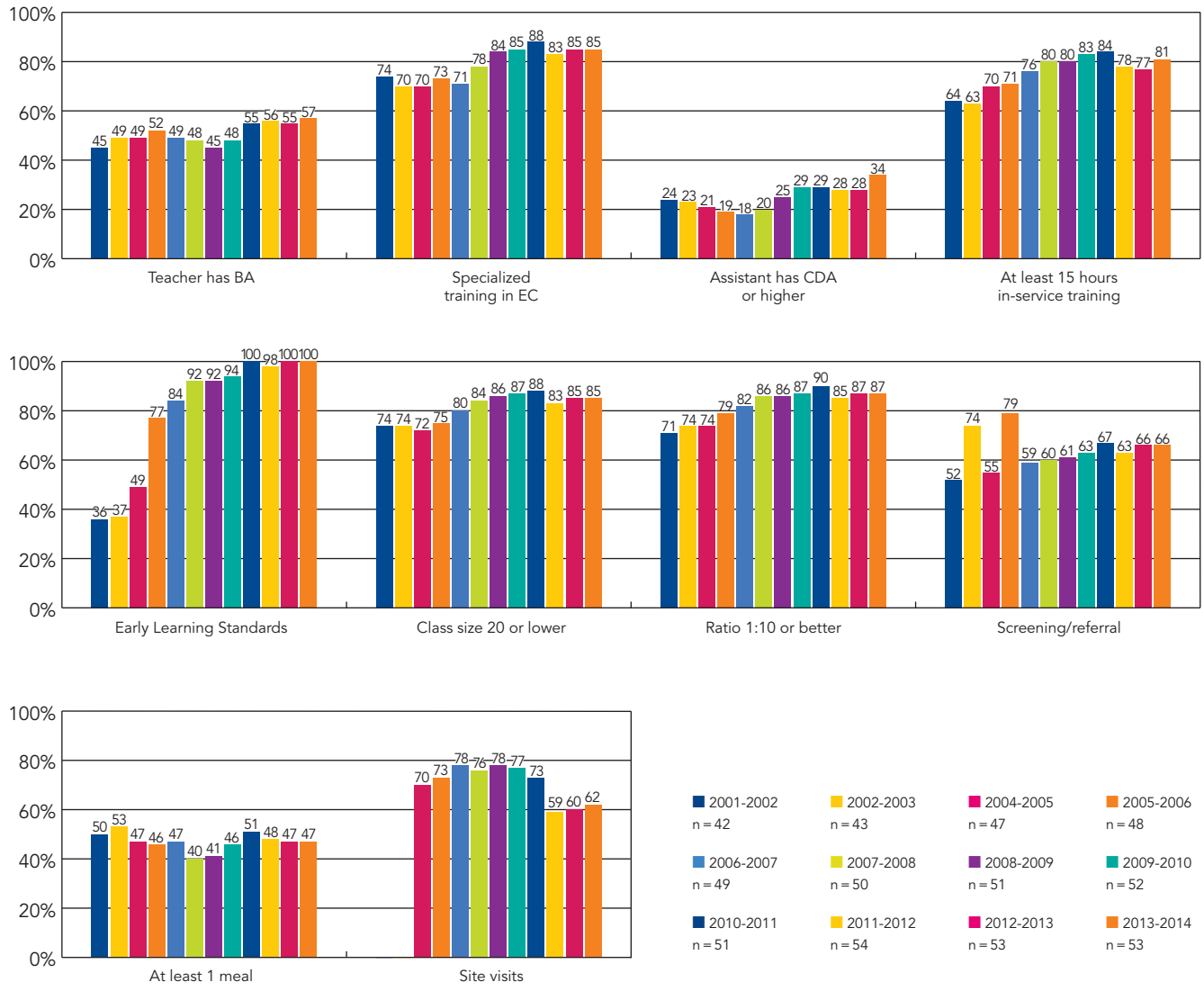
At the other end of the spectrum, six states meet fewer than half of the 10 benchmarks – California, Ohio, and Vermont met four; Florida met three; and Texas met only two benchmarks. Pennsylvania's K4 program meets three benchmarks this year, making it the only program in Pennsylvania that meets fewer than half of the 10 benchmarks. Particularly concerning, Texas and Pennsylvania's K4 program not only miss the class size and staff-child ratio benchmarks, they set no limits on these at all.

RESOURCES: DO SMALL INCREASES SIGNAL THE START OF A RECOVERY?

In 2013-2014, 40 states plus D.C. spent more than $5.56 billion on pre-K, not including special education funds. When Mississippi launched its pre-K program in January, it added another $3 million to state expenditures on pre-K, a modest start that does not appreciably alter the total once it is rounded to the nearest $10 million. The remaining states did not contribute to this total, as they had no pre-K initiative meeting our definition of state-funded prekindergarten at the start of the 2013-2014 school year. (See page 21 for our explanation of what constitutes a state-funded pre-K program.)

As might be expected, total spending by states varies considerably by state size, though this is clearly not the only determinant. Among states with programs, Rhode Island spent the least at $1.9 million while Texas spent the most, $787 million, eclipsing the larger state of California. Across the 40 states and D.C. funding pre-K, total state spending increased by $116 million, a 2 percent increase in real spending from the 2012-2013 school year. Average spending per child increased by $61 (inflation-adjusted) to $4,125. D.C. spends the most per-child at $15,372, with New Jersey behind it at $12,157. South Carolina and Arizona report the lowest state spending per child, both under $2,000.

FIGURE 2: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2014



Many state-funded pre-K programs utilize additional funds from local and federal sources to help fund pre-K programs. In some, states and local education agencies share the costs through a formula just as they do for K-12 education. As a result, funding from all sources is a more complete indicator of the total resources available to support pre-K (though not a better indicator of state financial commitment). Unfortunately, not all states can fully, or even partially, report spending at the local level. This means that the all-reported funding figures understate total spending nationally and that comparisons across states are distorted by differences in reporting.

Nevertheless, the figures reported in Table 7 indicate that local schools and federal funds added at least $746 million to state pre-K funds in the 2013-2014 school year, or $554 per child. All-source reported spending totals $6.3 billion, an increase of about $49 million from the 2012-2013 school year. The majority of reported non-state funds come from non-TANF federal spending, at $331 million. Required local spending adds $211 million while non-required local spending adds $204 million in 2013-2014. This is less than was reported in the 2012-2013 year. The extent to which this is a real change or simply a difference in reporting we cannot determine. Reported spending per-child from all sources was $4,679 nationwide, up slightly from the previous year's $4,672 (inflation-adjusted).

Although funding does not guarantee quality, inadequate funding can harm quality and effectiveness. As can be seen in Table 7, we can have confidence that reported funding per child is sufficient to meet all 10 benchmarks and offer a quality program in only 15 states (taking into account the current operating schedules of those programs, as funding requirements vary with length of day). As our estimates of the amount required are inexact and some funding is unreported, it seems likely that some additional states have adequately funded programs. However, a number of states have reported funding levels so far below what is estimated as required that funding adequacy is high questionable.

RECOMMENDATIONS

State pre-K programs may have turned a corner in 2013-2014, but progress remains slow. If pre-K is to be made available to even all children under 200 percent of the poverty level within the next 20 years, state investments will have to grow at a much faster pace. At the 2013-2014 growth rate it would take about 75 years for states to reach 50 percent enrollment at age 4 and 150 years to reach 70 percent enrollment. Even a return to the average rate of growth since 2001-2002 would leave the nation 25 years away from enrolling 50 percent of 4-year-olds in state funded pre-K.

States should set goals to increase enrollment much more rapidly than has been the case in the past, while raising quality standards and providing funding at the level needed to support those high standards. Every state is capable of delivering high quality pre-K to all 4-year-olds within 10 years, if they set high standards and commit adequate resources. Many states could reach this goal in less than 10 years.

Many states need to raise their quality standards for pre-K and implement policies to ensure continuous improvement. Without sufficient quality, programs will not fulfill their promise with respect to children's learning and development or long-term economic returns. NIEER's 10 benchmarks for quality standards are a starting place for state policy.

Particularly worrying is the number of states with inadequate requirements for preschool teacher preparation. A new Institute of Medicine and National Research Council report calls for all teachers of young children to have a four-year college degree and specialized training. States should create a timeline to ensure that all teachers in state-funded preschool programs obtain these qualifications and that their compensation is comparable to that for K-12 teachers with similar qualifications.

The federal government should offer financial incentives for states to set and achieve ambitious goals for enrollment, quality standards, and adequate funding.

When states do not adequately support high-quality pre-K, communities should act on their own as cities across the nation from New York to Seattle have already done.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2013-2014)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2013-2014)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	District of Columbia	98.6%	69.3%	82.9%	6,616	5,364	11,980
2	Vermont	90.6%	25.8%	58.7%	5,592	1,549	7,142
3	Florida	79.5%	0.0%	39.7%	170,266	-	170,266
4	Oklahoma	76.4%	0.0%	38.2%	40,823	-	40,823
5	West Virginia*	69.2%	11.3%	40.3%	14,149	2,306	16,455
6	Wisconsin	65.8%	1.1%	33.6%	46,323	733	47,056
7	Georgia	60.2%	0.0%	30.1%	81,453	-	81,453
8	Iowa	59.7%	3.9%	31.9%	23,864	1,535	25,399
9	Texas	52.0%	5.7%	28.9%	203,648	22,565	226,213
10	New York	43.8%	0.1%	21.7%	98,695	215	98,910
11	South Carolina	38.6%	6.5%	22.7%	23,251	3,886	27,137
12	Arkansas*	37.7%	12.8%	25.3%	14,632	4,898	19,530
13	Maryland	36.1%	4.3%	20.2%	26,358	3,173	29,531
14	Maine	35.1%	0.0%	17.7%	4,721	-	4,721
15	Louisiana	31.8%	0.0%	15.9%	19,768	-	19,768
16	Nebraska	30.3%	12.5%	21.4%	7,995	3,291	11,286
17	Kentucky	30.0%	7.4%	18.6%	16,470	4,088	20,558
18	New Jersey	29.3%	19.3%	24.3%	31,138	20,669	51,807
19	New Mexico	27.4%	0.0%	13.7%	7,674	-	7,674
20	Illinois	27.1%	19.4%	23.2%	43,778	31,225	75,003
21	Michigan	26.3%	0.0%	13.2%	30,552	-	30,552
22	Colorado	22.3%	7.7%	15.0%	15,259	5,194	20,453
23	Tennessee	22.1%	0.7%	11.5%	17,893	601	18,494
24	North Carolina	21.2%	0.0%	10.6%	26,617	-	26,617
25	Kansas	20.5%	0.0%	10.2%	8,268	-	8,268
26	California	17.8%	8.6%	13.2%	88,708	43,055	131,763
27	Virginia	17.8%	0.0%	8.9%	18,021	-	18,021
28	Massachusetts	14.1%	3.6%	8.8%	10,201	2,597	12,798
29	Connecticut	13.6%	6.1%	9.9%	5,381	2,347	7,728
30	Pennsylvania	11.8%	5.3%	8.6%	17,025	7,585	24,610
31	Oregon	9.8%	5.6%	7.7%	4,627	2,582	7,209
32	Alabama	9.2%	0.0%	4.6%	5,505	-	5,505
33	Washington	7.9%	1.9%	4.9%	7,055	1,686	8,741
34	Arizona*	6.9%	1.2%	4.1%	6,117	1,084	7,201
35	Delaware	5.8%	0.0%	2.9%	635	0	635
36	Ohio*	4.1%	1.6%	2.8%	5,789	2,199	7,988
37	Nevada	3.8%	0.0%	1.9%	1,401	-	1,401
38	Missouri	3.5%	1.6%	2.6%	2,628	1,246	3,874
39	Alaska	2.7%	0.0%	1.4%	291	-	291
40	Rhode Island	2.1%	0.0%	1.1%	234	-	234
41	Minnesota	1.3%	0.9%	1.1%	940	661	1,601
	Hawaii	0.0%	0.0%	0.0%	0	0	0
	Idaho	0.0%	0.0%	0.0%	0	0	0
	Indiana	0.0%	0.0%	0.0%	0	0	0
	Mississippi**	0.0%	0.0%	0.0%	0	0	0
	Montana	0.0%	0.0%	0.0%	0	0	0
	New Hampshire	0.0%	0.0%	0.0%	0	0	0
	North Dakota	0.0%	0.0%	0.0%	0	0	0
	South Dakota	0.0%	0.0%	0.0%	0	0	0
	Utah	0.0%	0.0%	0.0%	0	0	0
	Wyoming	0.0%	0.0%	0.0%	0	0	0
	United States	**29.1%**	**4.4%**	**16.7%**	**1,160,361**	**176,334**	**1,336,695**

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

[1] Nationwide, an additional 10,376 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,347,072.

* These states report a significant number of 5-year-olds enrolled in their programs. Upon further clarification, these are children who were essentially 4-year-olds but barely missed the age cut off. They are counted as 4-year-olds in this table.

** Though not included in this year's state comparisons because of its part-year status, Mississippi served 1,774 4-year-olds or roughly four percent of 4-year-olds in its pre-K program.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

	ENROLLMENT CHANGES FROM 2001-2002 TO 2013-2014				ENROLLMENT CHANGES FROM 2012-2013 TO 2013-2014			
	Change in 3-year-olds		Change in 4-year-olds		Change in 3-year-olds		Change in 4-year-olds	
STATE	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point	Number	Percentage Point
Alabama	0	0%	4,749	8%	0	0%	1,608	3%
Alaska	0	0%	291	3%	0	0%	-54	0%
Arizona*	1,084	1%	-903	-2%	-1,001	-1%	442	1%
Arkansas	3,956	10%	10,362	26%	-605	-1%	-654	0%
California	32,131	6%	44,174	9%	-4,408	-1%	9,234	2%
Colorado	4,464	6%	6,939	8%	713	1%	470	1%
Connecticut	812	3%	964	4%	-170	0%	79	1%
Delaware	1	0%	-208	-2%	1	0%	-208	-2%
D.C.	4,239	49%	3,605	55%	-37	-11%	98	5%
Florida	0	0%	170,266	80%	0	0%	-3,879	1%
Georgia	0	0%	17,840	7%	0	0%	-230	2%
Hawaii	0	0%	0	0%	0	0%	0	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	17,127	11%	4,876	6%	1,244	1%	-1,546	0%
Indiana	0	0%	0	0%	0	0%	0	0%
Iowa	1,024	3%	22,308	56%	73	0%	-846	0%
Kansas	0	0%	6,038	15%	0	0%	-246	0%
Kentucky	-784	-2%	3,653	6%	-90	0%	-169	1%
Louisiana	0	0%	12,249	20%	0	0%	-103	1%
Maine	0	0%	3,281	25%	0	0%	-129	1%
Maryland	1,765	2%	7,984	11%	168	0%	-44	1%
Massachusetts*	-6,835	-8%	769	3%	-69	0%	-298	0%
Michigan	0	0%	4,075	7%	0	0%	6,005	6%
Minnesota*	-154	0%	-330	-1%	-26	0%	-104	0%
Mississippi	0	0%	0	0%	0	0%	0	0%
Missouri	-1,300	-2%	-1,058	-1%	269	0%	-70	0%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	3,167	12%	7,639	29%	312	1%	1,081	5%
Nevada	-111	0%	1,080	3%	-107	0%	129	1%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	7,884	8%	7,257	9%	-37	0%	118	1%
New Mexico	-470	-2%	7,304	26%	0	0%	2,343	9%
New York	-5,620	-2%	35,196	19%	0	0%	-4,437	-1%
North Carolina	0	0%	25,377	20%	0	0%	-2,955	-2%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-7,515	-5%	-9,113	-6%	839	1%	1,315	1%
Oklahoma	0	0%	14,944	21%	0	0%	709	2%
Oregon	1,473	3%	2,038	4%	133	0%	-89	0%
Pennsylvania*	7,585	5%	14,475	10%	143	0%	-885	0%
Rhode Island	0	0%	234	2%	0	0%	90	1%
South Carolina*	3,536	6%	7,601	9%	1,338	2%	-1,678	-2%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee	-241	0%	16,135	20%	0	0%	0	1%
Texas	2,824	0%	76,065	13%	445	0%	-1,408	0%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont*	1,180	21%	4,972	82%	282	5%	991	19%
Virginia	0	0%	12,143	12%	0	0%	708	1%
Washington	537	0%	2,270	2%	536	1%	-186	0%
West Virginia	538	3%	8,958	44%	394	2%	649	6%
Wisconsin*	45	0%	32,819	47%	-5	0%	2	2%
Wyoming	0	0%	0	0%	0	0%	0	0%
U.S.	**72,342**	**2%**	**595,230**	**15%**	**335**	**0%**	**11,764**	**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.

TABLE 4: 2013-2014 ENROLLMENT OF 3- AND 4-YEAR-OLDS IN STATE PRE-K, PRESCHOOL SPECIAL EDUCATION, AND FEDERAL AND STATE HEAD START

	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	
STATE	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	907	1.5%	7,062	11.8%	6,466	10.7%	16,462	27.5%
Alaska*	346	3.3%	886	8.5%	1,325	12.4%	2,344	22.5%
Arizona	4,147	4.4%	10,592	11.9%	9,240	10.4%	21,350	24.0%
Arkansas	7,037	18.5%	18,538	47.8%	11,104	29.5%	22,826	58.9%
California*	57,216	11.5%	108,588	21.8%	93,648	18.7%	159,723	32.1%
Colorado	7,757	11.5%	19,091	27.9%	11,828	17.5%	24,411	35.6%
Connecticut*	3,976	10.3%	7,497	19.0%	6,655	17.2%	10,626	26.9%
Delaware†	355	3.2%	1,219	11.1%	972	8.7%	2,142	19.4%
District of Columbia	5,319	68.7%	6,602	98.5%	6,493	83.9%	6,697	99.8%
Florida	5,864	2.7%	172,442	80.5%	19,337	9.0%	192,291	89.8%
Georgia	2,267	1.7%	82,974	61.4%	13,835	10.5%	92,702	68.4%
Hawaii	572	3.2%	703	4.0%	1,424	8.1%	2,504	14.3%
Idaho	635	2.7%	891	3.7%	1,569	6.8%	3,081	12.9%
Illinois	33,054	20.4%	48,855	30.2%	48,038	29.4%	68,098	42.2%
Indiana	3,565	4.2%	4,940	5.8%	8,565	10.1%	12,340	14.4%
Iowa*	2,202	5.6%	24,578	61.5%	4,868	12.5%	28,055	70.5%
Kansas	2,279	5.6%	11,644	28.4%	5,386	13.5%	14,933	36.5%
Kentucky	4,088	7.4%	16,470	30.0%	9,449	17.1%	25,022	45.6%
Louisiana*	650	1.0%	20,865	33.6%	11,969	19.3%	29,159	46.9%
Maine*	600	4.6%	5,363	39.9%	1,574	11.9%	6,978	51.9%
Maryland	6,052	8.3%	30,385	41.7%	10,532	14.4%	34,712	47.6%
Massachusetts*	5,812	8.0%	13,210	18.3%	10,090	13.9%	18,930	26.2%
Michigan	3,676	3.2%	30,552	26.3%	15,522	13.4%	46,049	39.4%
Minnesota†	3,231	4.6%	4,954	7.1%	6,909	9.9%	10,064	14.4%
Mississippi	542	1.4%	1,610	4.0%	10,981	27.4%	16,132	39.6%
Missouri	3,788	5.0%	7,078	9.3%	9,984	13.2%	15,053	19.4%
Montana	125	1.0%	304	2.4%	1,745	14.2%	2,693	21.4%
Nebraska	3,291	12.5%	7,995	30.3%	4,999	19.5%	10,414	39.4%
Nevada	1,745	4.8%	4,038	11.0%	2,879	8.0%	5,410	14.8%
New Hampshire	791	6.1%	1,088	8.1%	1,345	10.4%	1,821	13.4%
New Jersey	25,157	23.4%	37,006	34.9%	30,869	28.5%	43,853	41.3%
New Mexico	1,319	4.7%	9,530	34.0%	4,260	15.2%	13,848	49.4%
New York*	15,704	6.8%	113,093	50.1%	34,486	14.9%	136,314	60.4%
North Carolina	3,449	2.8%	30,511	24.3%	10,445	8.5%	41,230	32.8%
North Dakota	282	3.0%	432	4.5%	1,374	14.5%	2,002	20.4%
Ohio	6,045	4.5%	12,438	8.8%	19,573	14.5%	31,143	22.0%
Oklahoma	827	1.5%	40,823	76.4%	8,175	15.5%	47,841	89.4%
Oregon	4,406	9.5%	6,771	14.5%	6,908	14.9%	10,915	23.2%
Pennsylvania*†	13,735	9.6%	25,515	17.7%	24,388	16.4%	41,803	29.1%
Rhode Island*	622	5.7%	1,054	9.6%	1,398	12.8%	2,441	22.5%
South Carolina*	4,742	8.0%	24,242	40.5%	10,678	18.0%	29,699	49.5%
South Dakota	463	3.9%	674	5.7%	2,053	17.2%	2,746	23.0%
Tennessee	2,042	2.5%	19,624	24.2%	8,144	10.5%	28,651	35.4%
Texas	27,430	7.0%	203,588	52.0%	56,394	14.4%	239,835	61.3%
Utah	2,140	4.2%	2,850	5.4%	4,054	7.9%	6,560	12.4%
Vermont*	1,681	28.0%	5,592	90.6%	2,122	35.4%	6,123	99.5%
Virginia*	3,288	3.2%	21,499	21.3%	8,117	8.0%	29,196	28.9%
Washington	4,437	5.0%	10,662	11.9%	8,414	9.4%	17,648	19.8%
West Virginia	2,306	11.3%	14,149	69.2%	4,159	20.4%	19,348	94.4%
Wisconsin†	2,867	4.1%	46,619	66.2%	9,284	13.4%	52,418	74.4%
Wyoming	0	0.0%	0	0.0%	644	8.3%	870	10.9%
National	**294,829.42**	**7.4%**	**1,297,688**	**32.4%**	**573,428**	**14.5%**	**1,658,374**	**41.5%**

* 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.

††Total can overstate public enrollment as some or all Head Start children may also be served in a state's pre-K.

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

TABLE 5: 2013-2014 STATE PRE-K QUALITY STANDARDS

STATE/ PROGRAM	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 2013-2014
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Alaska	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Arizona	✔				✔	✔	✔			✔	5
Arkansas	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
California	✔		✔		✔		✔				4
Colorado	✔		✔		✔	✔	✔			✔	6
Connecticut	✔		✔			✔	✔	✔		✔	6
Delaware	✔		✔		✔	✔	✔	✔	✔	✔	8
District of Columbia	✔	✔	✔		✔	✔	✔	✔	✔		8
Florida	✔					✔				✔	3
Georgia	✔	✔	✔	✔	✔			✔	✔	✔	8
Illinois	✔	✔	✔		✔	✔	✔	✔		✔	8
Iowa Shared Visions	✔		✔			✔	✔	✔	✔		6
Iowa SVPP	✔	✔	✔			✔	✔	✔		✔	7
Kansas At-Risk	✔	✔		✔	✔	✔	✔				6
Kansas Pilot Pre-K	✔	✔		✔	✔	✔	✔				6
Kentucky	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
LA 8(g)	✔	✔	✔		✔	✔	✔		✔		7
LA 4	✔	✔	✔		✔	✔	✔	✔	✔		8
LA NSECD	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Maine	✔	✔	✔	✔	✔						5
Maryland	✔	✔	✔		✔		✔	✔	✔	✔	8
Massachusetts	✔				✔	✔	✔	✔		✔	6
Michigan	✔	✔	✔	✔		✔	✔	✔		✔	8
Minnesota	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
Missouri	✔	✔	✔	✔		✔	✔	✔			7
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	✔		✔					✔		✔	4
Oklahoma	✔	✔	✔			✔	✔	✔	✔	✔	8
Oregon	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
Pennsylvania EABG	✔		✔		✔	✔	✔				5
Pennsylvania HSSAP	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
Pennsylvania K4	✔	✔			✔						3
PA Pre-K Counts	✔	✔	✔		✔	✔	✔			✔	7
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
South Carolina 4K	✔		✔		✔	✔	✔				5
South Carolina CDEPP	✔		✔		✔	✔	✔	✔	✔		7
Tennessee	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
Texas	✔				✔						2
Vermont Act 62	✔				✔	✔	✔				4
Vermont EEI	✔		✔			✔	✔				4
Virginia	✔		✔		✔	✔	✔	✔			6
Washington	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
West Virginia	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
WI 4K	✔	✔	✔		✔					✔	5
WI HdSt	✔		✔	✔	✔	✔	✔	✔	✔		8
TOTAL	**53**	**30**	**45**	**18**	**43**	**45**	**46**	**35**	**25**	**33**	

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 2012-2013 to 2013-2014 Adjusted dollars	Total state preschool spending in 2013-2014	Change in total state spending from 2012-2013 to 2013-2014 Adjusted dollars
District of Columbia	1	$15,372	$545	$191,016,442	$14,288,908
New Jersey*	2	$12,157	-$26	$629,798,393	-$363,572
Connecticut	3	$8,906	-$995	$82,742,716	-$11,189,457
Oregon	4	$8,471	-$99	$61,069,891	-$498,503
Rhode Island	5	$8,335	-$1,029	$1,950,475	$602,026
Minnesota	6	$8,074	$411	$14,048,309	$155,758
Delaware	7	$7,295	$437	$6,149,300	$368,129
Washington	8	$6,658	-$76	$58,198,086	$1,695,783
Alaska	9	$6,137	-$1,176	$1,786,000	-$737,295
Pennsylvania*	10	$5,788	$56	$145,553,522	-$1,331,925
West Virginia	11	$5,766	-$182	$97,069,726	$3,257,477
Michigan	12	$5,704	$1,211	$174,275,000	$63,981,782
Arkansas	13	$5,544	-$22	$111,000,000	-$1,034,291
North Carolina	14	$5,172	$166	$137,663,376	-$10,380,890
Tennessee	15	$4,611	-$43	$85,807,267	-$799,547
Louisiana*	16	$4,565	-$98	$90,248,459	-$2,410,954
Maryland	17	$4,500	$73	$132,889,099	$2,694,216
California*	18	$4,298	-$286	$568,986,908	-$24,950,304
Alabama	19	$4,288	-$656	$23,604,115	$4,339,213
Vermont*	20	$4,273	$460	$30,999,300	$8,320,083
Ohio *	21	$4,000	$37	$32,602,974	$10,009,001
New York*	22	$3,820	$177	$377,870,536	$1,384,214
Georgia	23	$3,746	$113	$305,084,448	$8,405,858
Virginia	24	$3,741	-$45	$67,424,295	$1,865,969
Massachusetts	25	$3,693	-$310	$47,978,701	-$5,401,395
Oklahoma	26	$3,671	$26	$149,859,677	$3,650,477
Wisconsin*	27	$3,577	$179	$175,264,100	$6,441,443
New Mexico*	28	$3,555	-$83	$27,280,800	$7,887,159
Texas	29	$3,479	$138	$787,147,078	$26,789,463
Kentucky	30	$3,469	-$186	$71,315,300	-$4,760,560
Illinois	31	$3,164	-$55	$238,037,465	-$5,370,795
Iowa *	32	$2,852	$153	$73,816,217	$1,918,051
Maine	33	$2,702	$385	$13,326,853	$1,537,288
Nevada	34	$2,383	-$36	$3,338,875	-$31,111
Colorado	35	$2,290	$111	$47,742,255	$5,167,319
Florida	36	$2,238	-$24	$381,108,517	-$12,888,986
Nebraska	37	$2,144	$860	$25,416,498	$12,004,510
Kansas*	38	$2,110	-$74	$17,441,983	-$1,146,658
Missouri	39	$2,009	-$77	$7,782,864	$116,596
South Carolina*	40	$1,817	$505	$49,838,273	$13,796,635
Arizona	41	$1,543	-$504	$12,306,790	-$1,028,159
Hawaii	No program	$0	$0	$0	$0
Idaho	No program	$0	$0	$0	$0
Indiana	No program	$0	$0	$0	$0
Mississippi*	No program	$0	$0	$0	$0
Montana	No program	$0	$0	$0	$0
New Hampshire	No program	$0	$0	$0	$0
North Dakota	No program	$0	$0	$0	$0
South Dakota	No program	$0	$0	$0	$0
Utah	No program	$0	$0	$0	$0
Wyoming	No program	$0	$0	$0	$0
United States		**$4,125**	**$61**	**$5,556,840,884**	**$116,352,953**

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

* In January, Mississippi became the first state in four years not funding pre-K statewide to create a new program. It spent $3 million to enroll 1,774 children, and met all 10 of NIEER's quality standard benchmarks. While not included in the rankings because the program did not operate for half the school year, it is a noteworthy addition.

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	District of Columbia	$15,372	$11,214	Yes	$0	8
2	New Jersey	$12,157	$9,543	Yes	$0	8.8
3	Connecticut	$11,441	$8,763	Yes	$0	6
4	Rhode Island	$9,763	$9,015	Yes	$0	10
5	West Virginia	$8,799	$7,172	Yes	$0	9
6	Oregon	$8,471	$4,801	Yes	$0	9
7	Minnesota	$8,074	$4,561	Yes	$0	9
8	Oklahoma	$7,678	$7,041	Yes	$0	8
9	North Carolina	$7,351	$8,450	No	$1,100	10
10	Delaware	$7,295	$4,898	Yes	$0	8
11	Kentucky	$6,818	$4,302	Yes	$0	9
12	Washington	$6,658	$5,450	Yes	$0	9
13	Alabama	$6,507	$8,025	No	$1,518	10
14	Alaska	$6,137	$4,705	Yes	$0	10
15	Maine	$5,968	$4,080	Yes	$0	6
16	Tennessee	$5,895	$8,183	No	$2,289	9
17	Virginia	$5,893	$9,588	No	$3,695	6
18	Pennsylvania	$5,788	$6,249	Yes	$0	6.5
19	Michigan	$5,704	$6,568	No	$864	8
20	Wisconsin	$5,699	$4,488	Yes	$0	5.1
21	Arkansas	$5,544	$7,448	No	$1,905	9
22	California	$4,981	$6,726	No	$1,745	4
23	Louisiana	$4,667	$8,193	No	$3,527	8.0
24	Maryland	$4,500	$6,726	No	$2,226	8
25	Vermont	$4,273	$4,175	No	$98	4
26	Ohio	$4,000	$4,544	No	$544	4
27	Massachusetts	$3,958	$9,139	No	$5,182	6
28	New York	$3,820	$6,928	No	$3,108	7
29	Georgia	$3,746	$8,749	No	$5,003	8
30	Illinois	$3,674	$4,992	No	$1,317	8
31	Colorado	$3,579	$4,625	No	$1,046	6
32	New Mexico	$3,555	$4,434	No	$879	8
33	Texas	$3,533	$5,013	No	$1,479	2
34	Iowa	$3,241	$4,301	No	$1,060	6.9
35	Nevada	$3,157	$4,904	No	$1,746	7
36	Nebraska	$2,283	$4,083	No	$1,800	6
37	Florida	$2,238	$4,456	No	$2,217	3
38	Kansas	$2,110	$4,186	No	$2,076	6
39	Missouri	$2,009	$6,694	No	$4,685	7
40	South Carolina	$1,817	$5,428	No	$3,611	5.6
41	Arizona	$1,543	$4,546	No	$3,003	5
No program	Hawaii	$0	$4,641	No	$4,641	NA
No program	Idaho	$0	$3,998	No	$3,998	NA
No program	Indiana	$0	$4,206	No	$4,206	NA
No program	Mississippi	$0	$4,178	No	$4,178	NA
No program	Montana	$0	$3,890	No	$3,890	NA
No program	New Hampshire	$0	$4,547	No	$4,547	NA
No program	North Dakota	$0	$4,345	No	$4,345	NA
No program	South Dakota	$0	$3,826	No	$3,826	NA
No program	Utah	$0	$4,513	No	$4,513	NA
No program	Wyoming	$0	$4,372	No	$4,372	NA
	U.S.	**$4,679**	**$8,423**	**No**	**$3,744**	

† For each state, a school-day, program-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. Estimates for no-program states are for part-day programs. 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. (2014). *Extending the NCES CWI. The Bush School of Government and Public Service, Texas A&M University.*

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

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

WHAT QUALIFIES AS A STATE PRESCHOOL PROGRAM?

NIEER's *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. The program must reach at least one percent of the 3- or 4-year-old population in the state to be included.
- 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 2013-2014 school year are those who are eligible to enter kindergarten two years later, during the 2015-2016 school year. Children considered to be 4 years old during the 2013-2014 school year were eligible to enter kindergarten one year later, during the 2014-2015 school year. Children considered to be 5 years old during the 2013-2014 school year were already eligible for kindergarten at the beginning of the 2013-2014 school year.

Roadmap to the State Profile Pages

How to interpret data on the individual state profiles

For each state with a preschool education initiative, we 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-olds and 4-year-olds enrolled in the state prekindergarten program. The second set shows the state's spending per child enrolled in the state pre-K 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 2014 (which corresponds to the 2013-2014 school year). Due to space constraints, not all years can be included. Instead, data is included for the years ending in 2002, 2004, 2006, 2008, 2010, 2012, 2013, and 2014. Most of the data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2013 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. The percent of students enrolled is calculated using Census estimates of 3- and 4-year-old children in each state, with the exception of the 2010-2011 school year when estimates were not available and actual Census data were used.

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, enrollment eligibility criteria, and evaluations if conducted. 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 2013-2014 school year and expected changes for the 2014-2015 school year. 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 40 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.

The District of Columbia provides pre-K to a substantial number of 3- and 4-year-olds through D.C. Public Schools (DCPS), community-based organizations (CBOs), and charter schools (authorized by the D.C. Public Charter Board). Programs in DCPS and CBO settings operate under similar program standards and so are profiled together. Beginning in the 2009-2010 school year, data were included in the *Yearbook* on pre-K programs operating in D.C.'s charter schools. As the nature of charter schools allows for each school to set its own regulations and standards through its charter, programs operated in these settings are profiled separately to accurately portray this governance structure. Information is presented similarly to states that have more than one prekindergarten initiative. While D.C.'s unique situation as a city independent of a state makes it difficult to compare directly to state-funded programs, D.C. does have higher per-child spending and access figures than any state and so has been given a ranking of "1*" to indicate this position. However, state rankings also begin at position 1, to be interpreted as "first among states."

State profile pages are also given for the 10 states that did not fund preschool education initiatives in the 2013-2014 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 marked "NA" for all 10 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.

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 2013-2014 school year except where noted.

ACCESS

The Access data table begins with the total state program enrollment, which is the number of children of all ages enrolled at a specific point in time. Following that is the percentage of school districts (or other local education authorities, such as counties or parishes) 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 2014 *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. State pre-K and Head Start counts are not unduplicated for many states, and in some states substantial numbers of children are served in both programs. Therefore, Head Start and state pre-K counts when added together tend to overstate the numbers and percentages of children served in a public program.

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 by 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 in state policy.

The limitations of the 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 based on coursework;[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 most[6] 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 quality as they offer programs guidance and ensure that they cover the full range of areas essential to children's learning and development.[8] States should have comprehensive early learning standards covering all areas identified as fundamental by the National Education Goals Panel[9]—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 other support services, such as parent education, parent conferences and/or home visits, or referrals for such services.[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 at least once every five years to enforce standards and ensure high-quality education in state-funded preschool programs.

RESOURCES

The table in the Resources section provides the following information: total state spending for the state prekindergarten 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 pre-K, 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 by using local funding sources or leveraging federal funding sources. 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. Head Start per-child spending in this yearbook since the 2011-2012 year has included funding only for 3- and 4-year-olds served. Previous years unintentionally included funds for Early Head Start which made per-child amounts seem artificially higher. Different colors indicate the different funding sources (local, state, and federal). Separate colors are used to indicate any TANF funds that a state directs toward its preschool initiative. While TANF 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.

[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).

Guide to State Profiles

ACCESS

Total state program enrollment.....Number of all-age children in state pre-K program

School districts that offer state program .....Percentage of school districts in state where program is offered

Income requirement .....Maximum family income for participants

Hours of operation .....Hours per day and days per week programs operate[14]

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 (local, state, and federal) spent per child participating in pre-K program

[14] In an effort to ensure data is comparable from state to state, NIEER now provides guidelines for characterizing length of program day. "Part day" is defined as fewer than 4 hours per day; "school day" is at least 4 hours but fewer than eight hours per day; and "extended day" is eight or more hours per day.

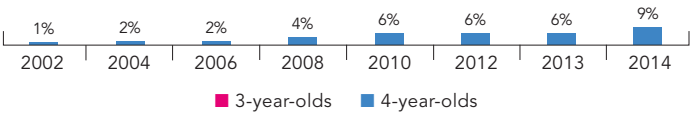
GLOSSARY OF ABBREVIATIONS

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

State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

Since 2000, the state of Alabama has funded preschool education programs for 4-year-olds through First Class: the Alabama Voluntary Pre-Kindergarten program. All state residents meeting the age criteria were automatically eligible for the program. Enrollment had stayed relatively low due to limited resources. Increased funding in 2007-2008 led to increased access, along with technical support and scholarships for teachers working toward finishing their degrees. During the 2011-2012 school year, enrollment and appropriations grew slightly, following flat funding and no growth in access for several years before that.

In 2013-2014, Alabama met its goal of having at least one pre-K classroom in each of its 67 counties. First Class classrooms are housed in many different locations, including Head Start programs, private child care centers, community organizations, faith-based centers, colleges and universities, military agencies and public schools. A competitive grant process determines the program locales, with grant amounts varying by location. In order to receive a grant, grantees must locally match the award, and sliding-scale fees can be included in the matching funds.

Teacher certification standards were revised in 2005-2006 to ensure that newly employed pre-K educators have specialized training in early childhood education. All 10 NIEER quality benchmarks were met for the first time with these revisions and the program has maintained all Benchmarks. In 2008-2009, the First Class program was assessed for program impact, child outcomes, and process quality. An aligned set of standards for pre-K children, the Alabama Developmental Standards for Preschool Children, was instituted in 2012 by the Office of School Readiness and the state Department of Education's Special Education services. Although there is currently no kindergarten entry assessment required by the Alabama Department of Education, the Alabama Department of Children's Affairs is working with local school systems to implement Teaching Strategies GOLD as a Kindergarten Entry Assessment. This is voluntary and in the pilot phase.

Alabama's business community has extended significant support to preschool since 2009-2010, when business leaders recommended the state legislature increase funding for preschool education. The Business Council of Alabama collaborated with the Alabama School Readiness Alliance to create a task force, which set out to develop policy recommendations for increasing access to high-quality prekindergarten throughout the state. In 2013-2014 the budget was increased by $10M, adding 120 new state-funded pre-K classrooms. A new coaching and mentoring system was put into place to ensure quality standards were met. Each grantee signs assurances prior to receiving grant funding to acknowledge their understanding of the quality requirements.

The Office of School Readiness in the Alabama Department of Children's Affairs has partnered with a team of researchers to document the effects of the state's voluntary public pre-K program.

In 2014, Alabama was awarded a competitive federal Preschool Development Grant for $17.5 million.

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

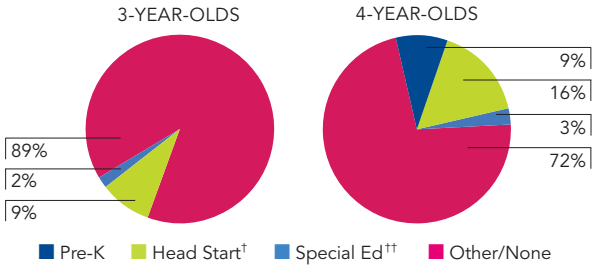
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	13

FIRST CLASS PRE-K: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 5,505
School districts that offer state program .....100% (counties)
Income requirement .....No income requirement
Hours of operation .....6.5 hours/day
Operating schedule .....5 days per week, Academic year
Special education enrollment, ages 3 and 4 3,731
Federally funded Head Start enrollment, ages 3 and 4 14,958
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

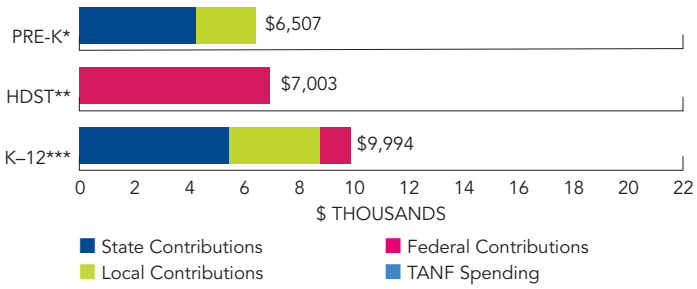
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE (public); CD (nonpublic)[1]	Specializing in pre-K	☑
Assistant teacher degree	CDA	CDA or equivalent	☑
Teacher in-service	30 clock hours per year	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	NA		
4-year-olds	18[2]		
Staff-child ratio	1:10 or better		☑
3-year-olds	NA		
4-year-olds	1:10[2]		
Screening/referral and support services	Vision; hearing; immunizations; full physical exam; developmental; dental[3]; and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch; snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 10

RESOURCES

Total state pre-K spending $23,604,115
Local match required? .....Yes
State spending per child enrolled $4,288
All reported spending per child enrolled* $6,507

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

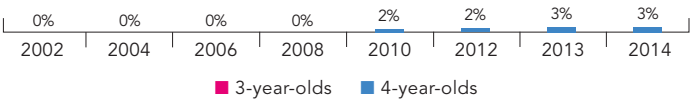
[1] Any preschool teachers with degrees in elementary education must obtain the P-3rd add-on or complete additional early childhood coursework within three years. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor's degree in child development.

[2] Head Start programs may apply for a waiver to 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.

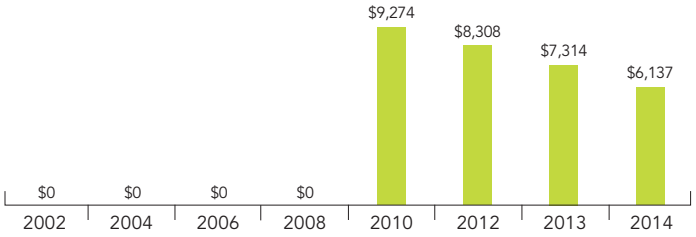
[3] Support services include parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

Alaska

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Four-year-olds in Alaska have the Alaska Pilot-Kindergarten Project (AP3) available in six school districts through competitive grants since the 2009-2010 school year. A majority of programs operate in combined public school and Head Start programs. Grantees offer half-day programs as well as outreach to families preferring in-home care for preschoolers. Funding is granted to public schools that may in turn subcontract with faith-based settings, family child care centers, Head Start programs, and private child care centers.

The federal Head Start guidelines share similarities with Alaska's pre-K program eligibility requirements with eligibility based on family income at, or below, 100 percent of the federal poverty level. However, if space is available, programs can take a maximum of 35 percent of children from families between 100 and 130 percent FPL.

Renamed the Alaska Prekindergarten Program, the pre-K program shifted from pilot status in the 2011-2012 school year, to a scheduled endowment change and re-competition for state grants in fiscal year 2013. The state pre-K program had a total budget of $2.5 million and served children in eight districts for the 2012-2013 school year. There was an $800,000 drop in funding in 2013-2014, so fewer children were served this year. Although pre-K funding was slated for closure in 2014-2015, supporters were successful in providing grant extensions for 2 full years.

The Teaching Strategies Gold assessment was piloted by the state three times per year in two-thirds of the programs during the 2011-2012 school year. The state required its use for all grantees in the new competition. An evaluation of the AP3 program was completed in the 2010-2011 school year, determining process quality as well as program impact and child results based on pre- and post-assessments using the DIAL II, PPVT, and ECERS instruments.

Alaska has offered a supplement to federally recognized Head Start programs since the 1980s. The financial support is part of an effort to develop program quality through school readiness activities and professional improvement. The funds also offer admission to additional children and families whenever possible.

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

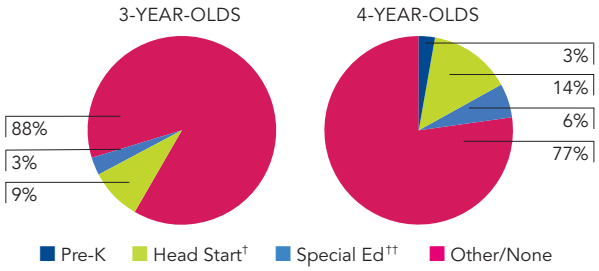
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	14

ALASKA PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 291
School districts that offer state program 15%
Income requirement .....130% FPL[1]
Hours of operation .....3 to 5 hours/day, 4 or 5 days/week[2]
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 1,132
Federally funded Head Start enrollment, ages 3 and 4 2,437
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

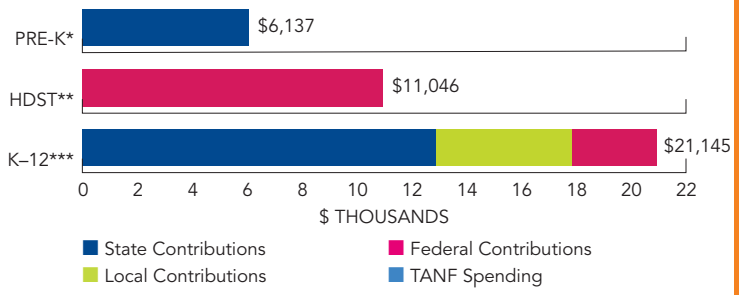
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[3]	BA	☑
Teacher specialized training	ECE endorsement (P–3)	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	6 credit hours/5 year	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 and support services	Vision; hearing; immunizations; psychological/ behavioral; developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast or lunch and one snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 10

RESOURCES

Total state pre-K spending $1,786,000
Local match required? .....No
State Head Start spending .....$[5]
State spending per child enrolled $6,137
All reported spending per child enrolled* $6,137

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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. In addition, some communities may meet poverty of access criteria per federal Head Start regulations.

[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. Programs may partner with child care or other services to provide wraparound care.

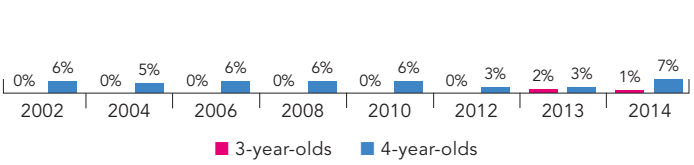
[3] Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have a current CDA,12 ECE credits, or an AA in ECE or with specialized training in early education or a related field.

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

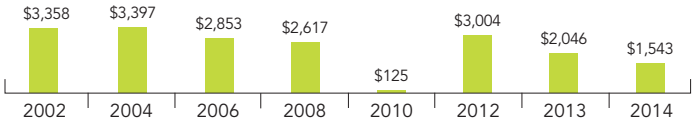
[5] Alaska's state Head Start funds are used to enhance Head Start services and improve quality. About 63 percent of the programs are jointly operated by public schools and Head Start.

Arizona

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



In 1991, Arizona began funding preschool education programs. The Early Childhood Block Grant (ECBG) supported supplemental services for preschool, full-day kindergarten, and first- through third-grade education from 1996 to 2010. Children qualified for ECBG-funded programs if their family income was at our lower than 185 percent of the federal poverty line. ECBG prekindergarten funds were distributed to school districts, including a requirement that some of the funding was to be passed through to either private child care centers or faith-based programs. For preschool programs to receive ECBG funding, they had to be approved by an organization approved by the state, such as the National Association of Education of Young Children (NAEYC). Due to budget constraints, ECBG funds were frozen in the fiscal year 2010 and then revoked. In the 2010-2011 or 2011-2012 school years, no financial support was offered for this program.

In 2006, the voters of the state of Arizona established the Early Childhood Development and Health Board, also known as First Things First (FTF). FTF is the funding and administrative authority for Quality First Scholarships and has a partnering agreement for service delivery with the local United Way affiliate. Programs participating in the QRIS, Quality First, received incentive packages including Quality First Scholarships. Funding is allocated by each FTF Regional Partnership Council; funding opportunities are related to the amount allocated in each region. Regional Partnership Councils, including 18 geographically defined Councils and 10 tribal Councils that span the entire state, administer FTF. Private child care, public schools, Head Start settings, tribal governments, and faith-based centers are qualified to collect grant funds.

Quality First Scholarships are awarded to early care and education programs that have achieved the quality levels in the state's QRIS, Quality First. In the 2013-2014 school year, more children were served, as there was an increase in the number of programs achieving quality levels in the QRIS. Children are only counted as enrolled if they are served in programs with a Quality, Quality Plus, or Highest Quality rating; total funding reimbursement to programs is based on attendance rather than enrollment.

All participating early care and education program administrators and lead teachers are required to participate in introductory training on the Arizona Early Learning Standards. All programs must align curriculum with the standards to participate in Quality First Scholarships. Arizona is developing a workforce registry, and will track data on teaching staff education and qualifications. The state is also working to develop a kindergarten developmental inventory instrument that will be used at kindergarten entry. Implementation is planned for the 2016-2017 school year.

In 2014, Arizona was awarded a competitive federal Preschool Development Grant for $20 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
34	22

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	41

QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state program enrollment 7,977

School districts that offer state program .....74% (Regional Partnership Councils)[1]

Income requirement .....200% FPL

Hours of operation .....Determined locally[2]

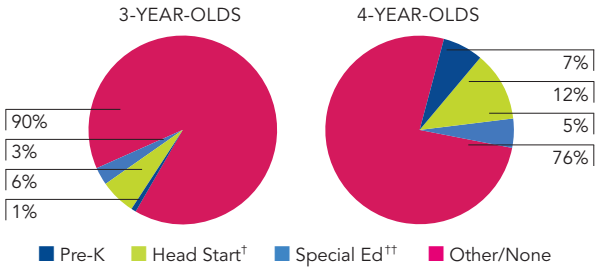
Operating schedule .....Determined locally[2]

Special education enrollment, ages 3 and 4 8,964

Federally funded Head Start enrollment, ages 3 and 4 15,851

State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	12 credit hours in ECE or CDA[3]	BA	☐
Teacher specialized training	12 credit hours in ECE or CDA[3]	Specializing in pre-K	☐
Assistant teacher degree	HSD	CDA or equivalent	☐
Teacher in-service	18 clock hours/year	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	18		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:9		
4-year-olds	1:10		
Screening/referral and support services	Immunizations; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 5

RESOURCES

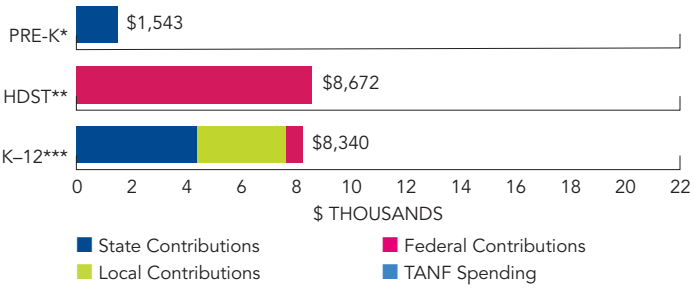
Total state pre-K spending $12,306,790

Local match required? .....No

State spending per child enrolled $1,543

All reported spending per child enrolled* $1,543

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. The count of 23 also includes three of 10 tribal Regional Partnerships Councils, defined by tribal land (reservation) boundaries, and includes separate child counts from the geographic county in which the tribal land is located.

[2] The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week) and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day for a full calendar year.

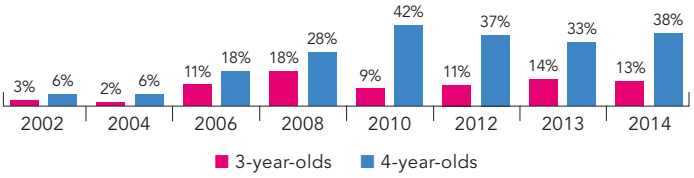
[3] In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole: for participants in Pre-Kindergarten and Quality First scholarship programs, 25% of Lead Teachers must have at least 12 college credit hours in early childhood or related fields OR a certificate of completion in ECE or child development from a community college OR a CDA. Certification was not required in the 2013-2014 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (B-3rd) as of July 2012.

[4] Support services include parent involvement activities, transition to kindergarten activities, and parent conferences and/or home visits.

[5] Programs are required to follow state child care licensing regulations. Children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and at least one meal.

Arkansas

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

The Arkansas Better Chance (ABC) and Arkansas Better Chance for School Success programs were founded as part of a statewide education reform initiative in 1991. It was initially funded only through dedicated sales tax and, between 2001 and 2007, an excise tax on packaged beer provided additional funding. Forty percent of the program's overall financial support must be local contributions (either in-kind or monetary); however the program does receive some federal funding as well.

Children from low-income families from birth to age 5 are eligible for early childhood education services offered by ABC. Children and families with other risk issues may also be eligible, including: developmental delay, foster care, family aggression, low parental education level, having a parent in active overseas military duty, non-English speaking family members, having a teen parent, or low birth weight. Pre-K access through the program is offered in diverse settings, including through Head Start, service cooperatives, public schools, private business, and nonprofit organizations.

For the program's pre-K teachers, the Arkansas Better Chance program offers funding for professional development, such as pursuing college degrees. Act 187 of 2009 became effective in January 2011 and established the Birth through Prekindergarten Teaching Credential. Five institutions have been permitted to offer the credential, allowing an additional professional path for preschool teachers in the ABC program. ABC also assesses both quality outcomes and impact on child outcomes, through an ongoing study that began in the 2005-2006 year.

As additional funds became available in the 2004-2005 program year, the Arkansas Better Chance for School Success (ABCSS) was launched. Three- and 4-year-olds in families whose income falls below 200 percent of the federal poverty level are eligible for the ABCSS program. Initially, only those districts where at least 75 percent of fourth grade children achieved below "proficient" on state benchmarks exams in math and English and districts (which classified them as being in academic distress or school improvement status) were eligible for ABCSS funding. It has since been expanded to offer services to children in other districts that qualify as well.

This report outlines the ABC and ABCSS programs together as they have related requirements and standards. In 2014, Arkansas was awarded a competitive federal Preschool Development Grant for $14.9 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	5

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	21

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment .....20,023[1]

School districts that offer state program.....230 out of 237 school districts (97%)

Income requirement .....200% FPL

Hours of operation .....7 instructional hour/day, 5 days/week

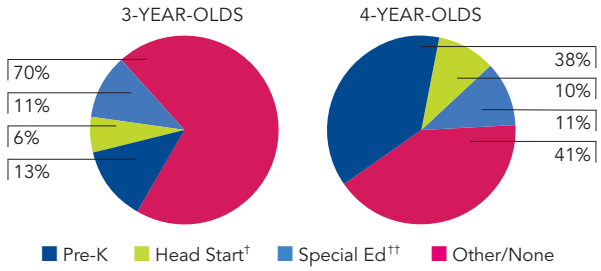
Operating schedule .....Academic year

Special education enrollment, ages 3 and 4 8,148

Federally funded Head Start enrollment, ages 3 and 4 8,355

State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	Degree in ECE or CD[2]	BA	☐
Teacher specialized training	P–4 (public); BA in EC or CD (nonpublic)[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA	CDA or equivalent	☑
Teacher in-service	30 clock hours/year	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision; hearing; height/weight/BMI; immunizations; psychological/behavioral; full physical exam; developmental; and other support services[3]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast, lunch, and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

9

RESOURCES

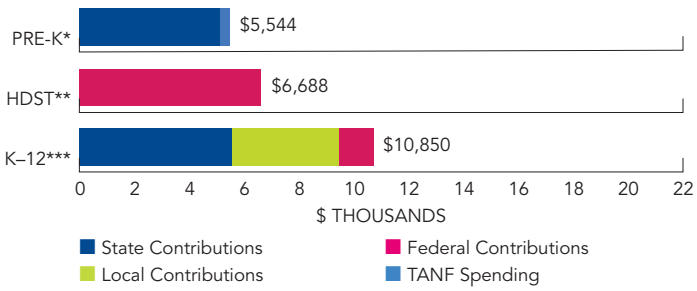
Total state pre-K spending .....$111,000,000[4]

Local match required?.....Yes[5]

State spending per child enrolled .....$5,544[4]

All reported spending per child enrolled*.....$5,544

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Agencies with ABC funding can serve children from birth to 5 who meet special needs criteria. ABCSS agencies may opt to serve children who are kindergarten-eligible with special needs although a waiver must be obtained.

[2] The lead teacher in a public school must hold a standard Arkansas teacher license with P-4 certification. The lead teacher in a nonpublic-school-based program must have a minimum of a bachelor's degree in early childhood education or child development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. State policy does allow programs to hire staff under an approved staff qualifications plan, while they are completing coursework to obtain minimum credentialing.

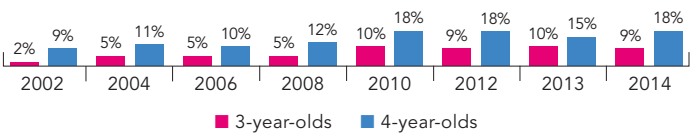
[3] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

[4] These figures include both state and TANF funds.

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

California

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

The State Preschool Program (SPP), founded in 1965, has provided state-funded preschool throughout the state of California. Children who are at risk for neglect, abuse, family violence, or who are receiving protective services are provided preschool services through this program. The Prekindergarten and Family Literacy Program (PKFLP), molded after SPP, was founded in the 2007-2008 school year and offered half- and full-day services. PKFLP includes an additional literacy component for children from families at or below 70 percent of the state median income (SMI).

California streamlined the state's multiple early children education programs into one funding stream, through the California State Preschool Program Act, in 2008. All SPP, PKFLP, and General Child Care programs, part-day and full-day, that served preschool-age children, were merged into the California State Preschool Program (CSPP). The merged program served students for the first time during the 2009-2010 school year, providing services to 3- and 4-year-olds. Eligible families must have an income at or below 70 percent of the SMI. This requirement is be waived for children receiving protective services or those who are at risk of exploitation, neglect, or abuse, as well as for families who are homeless, or receiving CalWORKS cash aid.

School districts, Head Start programs, and private and faith-based agencies apply to provide the program through a competitive application process. Based on families' eligibility and needs, the CSPP provides both full-day and part-day services, and also provides comprehensive services to children and families. Families must maintain eligibility throughout the entire school year to receive full-day services, though they can continue to receive part-day services if they are initially eligible but later experience a change in eligibility. Part-day preschools started charging a family fee beginning in the 2012-2013 school year, though these family fees will be repealed for the 2014-2015 school year.

The Kindergarten Readiness Act of 2010 gradually moved the kindergarten cutoff age from December to September, resulting in all children being 5 years old at the beginning of kindergarten. A Transitional Kindergarten (TK) program was implemented under the act, offering a two-year kindergarten plan for 4-year-olds no longer age-eligible for the one-year kindergarten program. First offered in the 2012-2013 school year, TK uses the kindergarten regulations regarding class size, standards, funding, and serving English language learners, though locally determined kindergarten curricula must be age- and developmentally appropriate. Students enrolled in TK are not regarded as being in pre-K by the state, but rather as in the first year of a two-year kindergarten program. As of fall 2013, 57,534 students were reported as enrolled in TK.

California receives funding through the Race to the Top- Early Learning Challenge (RTT-ELC) to implement a Quality Rating and Improvement System (QRIS) for early learning programs broadly. The grant also seeks to sustain quality improvement efforts in areas of teachers and teaching, child development and school readiness, and program and environment quality.

The California Preschool Learning Foundation, developed in 2008, focused on social emotional development, language and literacy, mathematics and English language development. A second volume, released in December 2011, also focused on visual and performing arts as well as health and physical development. In September 2013, science and history/social science were addressed in a third and final volume.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
26	8

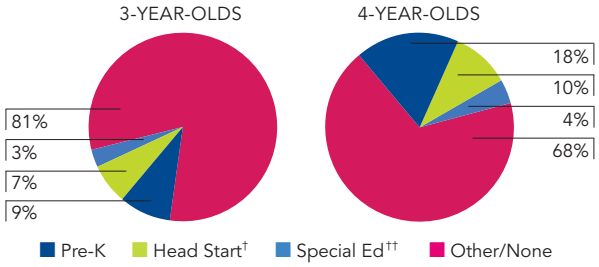
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	22

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 132,397
School districts that offer state program .....96% (counties)
Income requirement .....70% SMI[1]
Hours of operation .....3-6 hours/day, 5 days/week[2]
Operating schedule .....Determined locally[2]
Special education enrollment, ages 3 and 4 44,906
Federally funded Head Start enrollment, ages 3 and 4 87,568
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

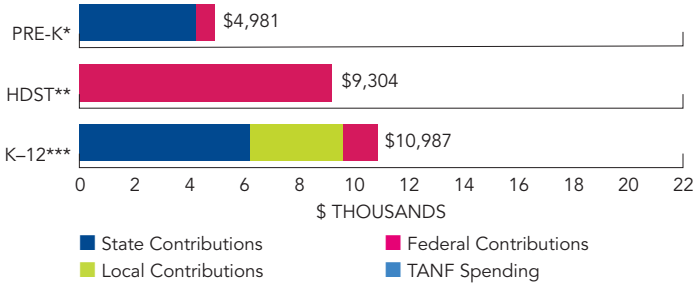
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive[3]	Comprehensive	☑
Teacher degree	California Child Development Associate Teacher Permit	BA	☐
Teacher specialized training	CD Associate Teacher Permit (PK)[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[5]	CDA or equivalent	☐
Teacher in-service	105 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☐
3-year-olds	No limit		
4-year-olds	No limit[6]		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:8		
4-year-olds	1:8[6]		
Screening/referral and support services	Screening/referrals locally determined;[7] support services	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[8]	At least 1/day	☐
Monitoring	Other monitoring[9]	Site visits	☐

TOTAL BENCHMARKS MET: 4

RESOURCES

Total state pre-K spending $568,986,908
Local match required? .....No
State spending per child enrolled $4,298
All reported spending per child enrolled* $4,981

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Children receiving protective services, whose families are homeless or receiving CalWORKS cash aid, or who are at risk for abuse, neglect, or exploitation are not

[2] The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.

[3] The Preschool Learning Foundations Volume 2, which includes visual and performing arts, physical development, and health, was released in December 2011 and was in effect for the 2011-2012 school year. Volume 3 was released in 2012 and includes history/social science and science.

[4] 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." It exceeds the requirement of the CDA. 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.

[5] Assistant teachers in the California State Preschool Program are required to have a High School Diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.

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

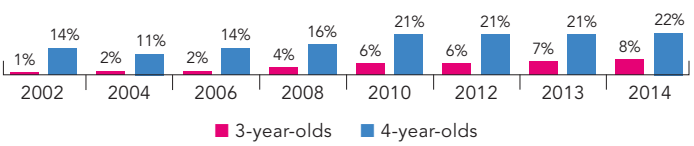
[7] Immunizations and physical and developmental assessments are required by Title 22. If screenings are not provided by the parents, local programs must address them. Support services include annual parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, child health services, referral for social services, and transition to kindergarten activities.

[8] Licensing laws and regulations require that all part-day programs provide at least a snack. One or two meals and two snacks are required for all programs longer than 6 hours. Contractors must meet the nutritional requirements specified by the federal Child Care Food Program or the National School Lunch Program.

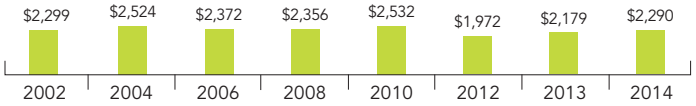
[9] As of the 2010-2011 school year. California has moved from a regularly scheduled visit policy, to a new monitoring schedule determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which result in only 'as-needed' site visits.

Colorado

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 in an effort to reduce school dropout rates and reduce dependence on public assistance 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 a minimum of 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 wraparound care. From 2010-2012, the state enacted consecutive budget cuts, including a reduction in the funding available for K–12 students. State funding for CPP, tied to Colorado's funding for K-12, increased in 2013-2014 for the second consecutive year to reach its highest level to date.

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

Results Matter is an ongoing evaluation, and an analysis of longitudinal data collected by the Colorado Department of Education, as well as data from Results Matter, was used in the 2013-2014 school year to evaluate CPP for program impact and child outcomes. Results Matter evaluated approximately 47,000 children during the 2013-2014 school year, including 19,538 CPP participants and reported positive, sustained gains for CPP children through eighth grade.

Originally established in 2007, the Colorado Building Blocks for Early Development and Learning was revised in 2011 to align with the Colorado P-12 Academic Standards. Building Blocks was replaced by the Colorado Early Learning & Development Guidelines in January 2013. The Guidelines address all developmental and academic fields, are inclusive of all children ages birth to 8 years, and align with the Colorado P-12 Academic Standards which have incorporated the Common Core State Standards.

The Colorado Early Childhood Leadership Commission (ECLC) was formed in 2010 to coordinate efforts to guarantee and advance a comprehensive service delivery system for children from birth to age 8, relying on data to improve alignment, decision-making, and coordination among federally funded and state-funded services and programs.

Colorado was one of 5 states funded in the second round of federal Race to the Top-Early Learning Challenge in 2012.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
22	9

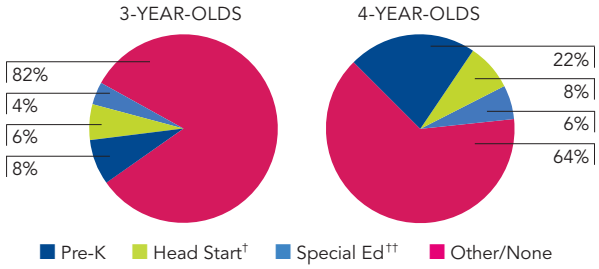
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	31

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment ..... 20,850[1]
School districts that offer state program 96%
Income requirement ..... 185% FPL[2]
Hours of operation ..... 2.5 hours/day, 4 days/week[3]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 7,481
Federally funded Head Start enrollment, ages 3 and 4 9,392
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

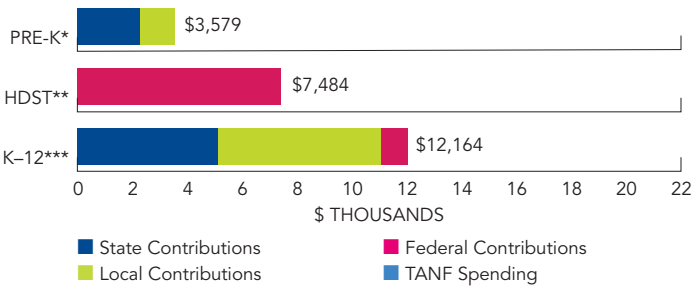
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	CDA[4]	BA	☐
Teacher specialized training	None[4]	Specializing in pre-K	☑
Assistant teacher degree	No minimum degree required[5]	CDA or equivalent	☐
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	16		
4-year-olds	16		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:8		
4-year-olds	1:8		
Screening/referral and support services	Health, developmental; and support services[6]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[7]	At least 1/day	☐
Monitoring	Site visits	Site visits	☑

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending ..... $47,742,255[8]
Local match required? ..... Yes
State spending per child enrolled $2,290
All reported spending per child enrolled* $3,579

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Under the early childhood councils, three school districts have waivers to serve children younger than age three in CPP. Children must turn three 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 through two slots.

[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% 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, completing 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] There is no specific category for assistant teacher; staff aides must meet Colorado Department of Human Services Licensing Requirements.

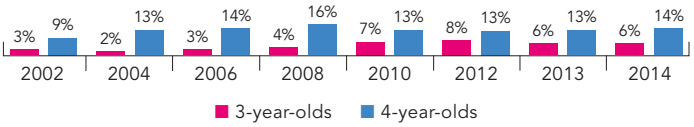
[6] Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information 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*
(2014 DOLLARS)

In an effort to increase access to early education programs for 3- and 4-year-olds, the Connecticut School Readiness Program was founded in 1997. Financial support is available to 19 priority districts; other townships can apply for competitive grants if they are among the 50 lowest wealth towns in the state or house a priority school. In order to qualify, at least 60 percent of School Readiness students in a town must have a family income at or below 75 percent of the state median income. Led by the district school superintendent and elected officials, each town has a School Readiness Council which encourages networking among community and school-based preschool programs. As of July 2013, the new Connecticut Office of Early Childhood (OEC) exercises administrative authority over the School Readiness program, rather than the State Department of Education.

While only municipalities, towns, and Regional Education Service Centers receive funding directly, they may contract with public schools, Head Start agencies, private child care centers, and faith-based settings. The program works to accommodate a diverse set of family situations, and offers extended-day spaces in addition to school- and part-day spaces. Extended days are available for 7 to 10 hours per day, for 50 weeks per year, 5 days a week. School- and part-day are respectively 6 and 2½ hours per day, for 5 days a week as well and 180 days per year.

Connecticut institutes of higher education are forming or reviewing early childhood degree programs, including the recently developed Early Childhood Teacher Credential that satisfies requirements to teach in School Readiness and State Supplemental Head Start programs. Scholarship money is offered for degree programs, as degree requirements for lead teachers are gradually increasing by 2015.

Child care contracts for children birth to age 12 with household incomes below 75 percent of the state median income are available through the OEC. Though some preschool-age children are served, fees for this service are redetermined every six months, which does not meet the definition of a state-funded preschool program. The child care program is consequently not profiled in this publication.

In 2014, Connecticut was awarded a competitive federal Preschool Development Grant for $12.5 million.

The federal Head Start program was also supported during the 2013-2014 program year with state funding totaling $5,585,093 provided through three grants: Services, Enhancements, and Links. These funds were used in many aspects, including to provide 380 supplementary spaces to 3- and 4-year olds and to expand the Head Start program day and year. The funds also support quality improvements, including establishing collaborative learning opportunities for early childhood education and care providers from other agencies, collaborating with kindergarten to focus on executive function, and purchasing additional materials.

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

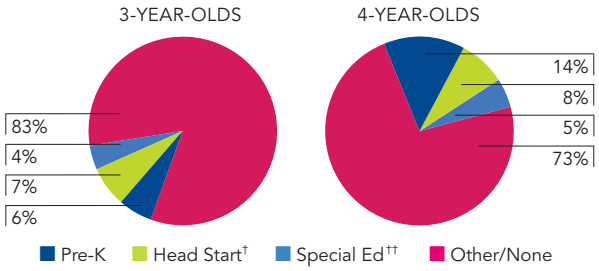
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	3

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment 9,291
School districts that offer state program .....40% (towns/communities)
Income requirement.....No income requirement
Hours of operation .....Determined locally, 5 days/week[1]
Operating schedule .....Determined locally[1]
Special education enrollment, ages 3 and 4 5,004
Federally funded Head Start enrollment, ages 3 and 4 5,432
State-funded Head Start enrollment, ages 3 and 4 .....375[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	CDA	BA	☐
Teacher specialized training	CDA plus 12 EC credits	Specializing in pre-K	☑
Assistant teacher degree	No minimum degree required	CDA or equivalent	☐
Teacher in-service	9 clock hours/year[3]	At least 15 hours/year	☐
Maximum class size	20 or lower		☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision; hearing; height/weight/BMI; blood pressure; immunizations; psychological/behavioral; full physical exam; developmental; dental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

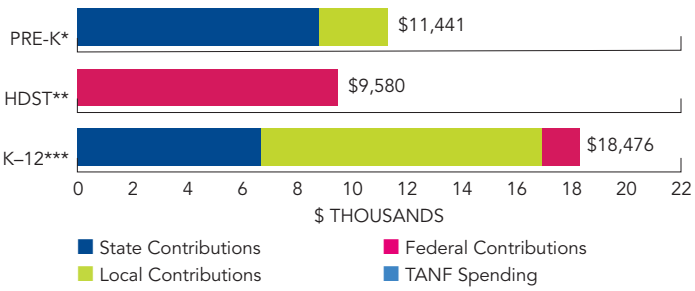
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending $82,742,716
Local match required? .....No
State spending per child enrolled $8,906
All reported spending per child enrolled*.....$11,441

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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 5.5 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] Additional slots were created by supplemental funds, although the number of children served by age is estimated as the state does not collect that information.

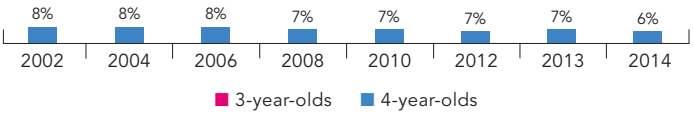
[3] All School Readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more hour annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the Department of Public Health, which requires annual training in medical administration, First Aid, and nutrition.

[4] 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, parent conferences and/or home visits; and family literacy and dual language learners.

[5] 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*
(2014 DOLLARS)

Delaware's Early Childhood Assistance Program (ECAP) has provided comprehensive early childhood services for Head Start-eligible 4-year-olds since 1994. Modeled after the federal Head Start program, ECAP requires participating programs to follow Head Start Performance Standards. Ten percent of enrollment slots are reserved for children with disabilities; the remainder of children must live in families whose income is at or below 100 percent FPL. In 2007, the Head Start Reauthorization Act was enabled, allowing children living in households with incomes at 100 to 130 FPL to make up, at most, 35 percent of the programs' funded enrollment.

Community Needs Assessment Data determine who receive ECAP grants, which are available to for-profit child care, Head Start agencies, public schools, and private and faith-based centers. The 2014-2015 school year will bring an increase in state funding, to align with current Head Start costs per child level in the state.

In 2004, the state implemented a set of early learning standards, the Delaware Early Learning Foundations: Preschool. These standards were reviewed in 2010 for alignment with K-12 performance indicators and the Common Core standards. Delaware uses TSI GOLD to follow the progress of enrolled children. The 2008 Child Outcomes Study evaluated ECAP for program impact and child outcomes.

Delaware Stars is the quality rating improvement system for early childhood programs, which aligns with the Head Start Performance Standards. Since December 2012, all ECAP programs must participate in the Delaware Stars QRIS. ECAP-only programs that do not receive mixed funding, if successfully monitored, can participate in an alternate pathway to QRIS and enter with a Star 4. ECAP programs that are funded through other sources start with a rating of 1. A Race to the Top-Early Learning Challenge grant was awarded to Delaware, with the goal of all ECAP programs attaining 5 stars.

An alliance of the state's K-12 professional development standards, the state's cross-sector early childhood professional development system and the Delaware Institute for Excellence in Early Childhood offers high quality expert assistance to ECAP programs.

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

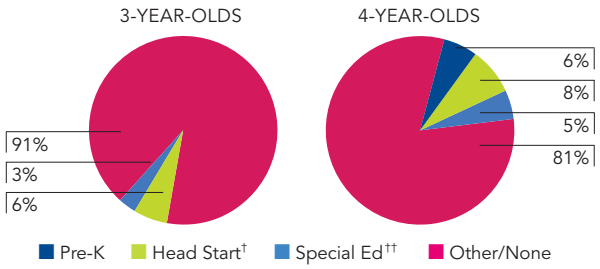
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	10

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state program enrollment 634
School districts that offer state program .....100% (counties)
Income requirement .....100% FPL[1]
Hours of operation .....3.5 hours/day, 5 days/week[2]
Operating schedule .....Determined locally[2]
Special education enrollment, ages 3 and 4 1,145
Federally funded Head Start enrollment, ages 3 and 4 1,540
State-funded Head Start enrollment, ages 3 and 4 .....0[3]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

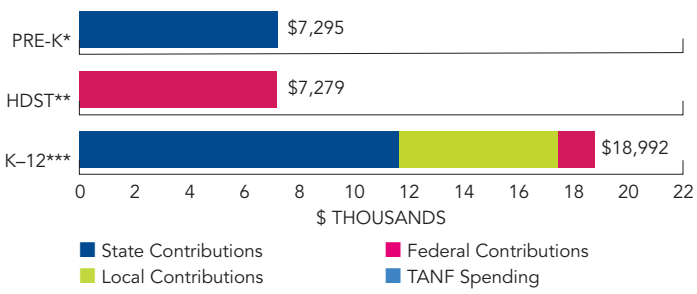
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[4]	BA	☐
Teacher specialized training	None[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[4]	CDA or equivalent	☐
Teacher in-service	18 clock hours/year	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 and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	One meal and one snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 8

RESOURCES

Total state pre-K spending $6,149,300
Local match required? .....No
State Head Start spending .....$6,149,300[5]
State spending per child enrolled $7,295
All reported spending per child enrolled* $7,295

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

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

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

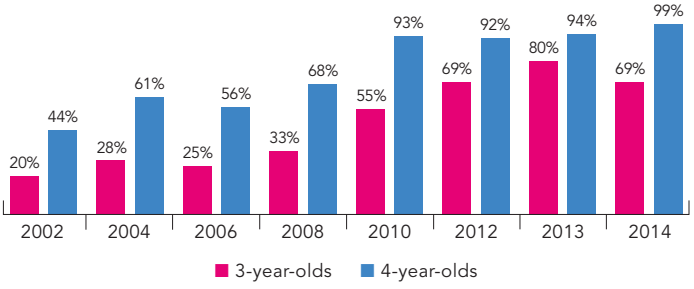
[4] ECAP follows the Head Start Performance Standards. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent had to have earned at least a BA. By September 30, 2013, all assistant teachers had to have earned 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. Public school assistant teachers must successfully complete the Praxis test.

[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.

District of Columbia

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

The District of Columbia has offered funding for prekindergarten programs since the 1960s. In its current form, the Public Pre-Kindergarten program serves students in schools run through community-based organizations (CBOs), DC Public Schools (DCPS), and charter schools authorized by the DC Public Charter School Board (PCSB). The program seeks to provide high-quality, universally accessible prekindergarten education services, as stated in the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008. Using a per-pupil funding formula, funds are allocated by the DC Office of the State Superintendent of Education (OSSE). Additional funds are available for serving children who use special education services or are English Language Learners. Programs receive the same per-pupil amounts regardless of where children are served, though the per-pupil rate differs between 3- and 4-year-olds. Charter schools also receive a facilities allowance per child alongside the per-pupil amount. Compared to states, DC has the highest percentage of children enrolled at both ages 3 and 4 and spends the most per child.

DCPS and PCSB both have some responsibility for administering the programs in their respective settings; however, the Office of the State Superintendent maintains administrative control over the program in all sectors. The Pre-Kindergarten Enhancement and Expansion Amendment Act established guidelines for charter schools participating in the program, though the School Reform Act allows them some degree of flexibility.

The Early Childhood Performance Management Framework (PMF) was piloted in the 2012-2013 school year in DCPS schools for improved accountability. All early childhood programs are scored annually on student outcomes, teacher interaction as measured through CLASS, and attendance. Information on program quality is provided to parents and the community through this framework.

The District is also part of a Kindergarten Entry Assessment (KEA) Consortium with 10 other states. The consortium seeks to develop an assessment that will be useful for multiple purposes: informing policy and program improvements in the birth to five system; informing instruction for every child; and helping teachers communicate with families about their children's progress. In 2013-2014, OSSE piloted the KEA, assessing 825 children in 40 classrooms. The KEA will be fully implemented in the 2016-2017 school year.

The District of Columbia is profiled here as if it were a state, as it is in the unique position of being a city that is not within a state. This results in district-level spending on the program to be considered "state-funding" for comparability. NIEER has previously profiled DC's program separately for each sector in which services were provided, however the program this year is profiled as one entity serving children in diverse settings, under the guidance of OSSE and PCSB. DC has sought to comprise district-funded preschool and pre-K, Head Start, and special education into an aligned early learning program and efforts have been made to unduplicate enrollment figures presented in this report.

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

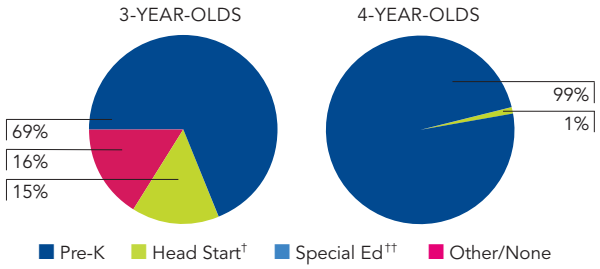
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

D.C. PUBLIC PRE-K

ACCESS

Total state program enrollment	12,426
School districts that offer state program	100%[1]
Income requirement	No income requirement
Hours of operation	8 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	776
Federally funded Head Start enrollment, ages 3 and 4	2,335
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC, Montessori Primary, EC SpEd	Specializing in pre-K	☑
Assistant teacher degree	CDA[2]	CDA or equivalent	☐
Teacher in-service	40 clock hours/year	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	16		
4-year-olds	20[3]		
Staff-child ratio	1:10 or better		☑
3-year-olds	2:16		
4-year-olds	2:20[3]		
Screening/referral and support services	Vision; hearing; height/weight/BMI; blood pressure; immunizations; psychological/behavioral; full physical exam; developmental; dental; and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast and lunch	At least 1/day	☑
Monitoring	Other monitoring[4]	Site visits	☐

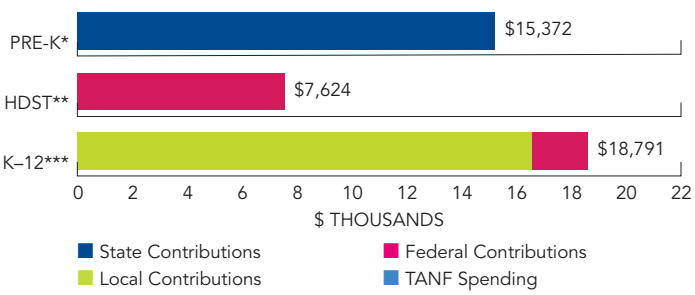
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$191,016,442
Local match required?	No
State spending per child enrolled	$15,372[5]
All reported spending per child enrolled*	$15,372

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] All elementary schools in DCPS offer pre-K for age eligible students. DC Public Charter Schools that are approved by their charters to provide pre-K may offer it to all age-eligible students who are DC residents. The pre-K grant is available to highly qualified community-based organizations, awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 establishes a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten.

[2] 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. The provision allowing assistant teachers to pass the paraprofessional exam in lieu of a credential prevents DC from meeting this NIEER benchmark.

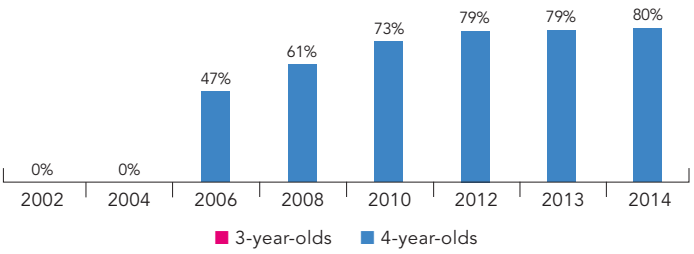
[3] For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-child ratio.

[4] Site visits are conducted quarterly for CBOs and annually for DCPS settings. Visits are also conducted as part of the Program Development Review for charter schools, but there is no guarantee that the pre-K classrooms will be visited on a schedule that meets the NIEER benchmark.

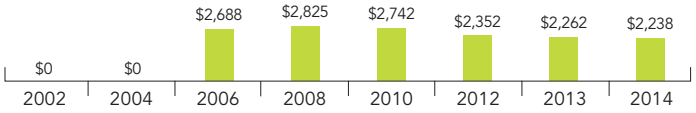
[5] Programs receive the same per-pupil amount regardless of the setting where children are served. Spending is based on the per-pupil funding formula of $12,470 per 3-year-old and $12,098 per 4-year-old with adjustments for special education and limited English proficiency students, as well as the Charter school facilities allowance.

Florida

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Florida's Voluntary Prekindergarten (VPK) Education Program was created as a result of the 2002 state constitutional amendment requiring prekindergarten access for all of Florida's 4-year-olds. The program began operating in 2005, serving approximately 100,000 children. Since that time, enrollment increased steadily to more than 175,000 children in the 2011-2012 program year, decreasing in 2012-2013 and 2013-2014 in response to a declining preschool population. VPK was jointly managed in 2013-2014 by Florida's Office of Early Learning (OEL) and the Department of Children and Families. Florida's Office of Early Learning (OEL) was established as an independent agency administratively linked to the DOE, separated from Florida's Agency for Workforce Innovation in 2011.

Age-eligible children are enrolled in either a 300 hour summer program, which every school district is mandated to offer, or a school year program totaling 540 instructional hours. Teachers in the school-year program are required to have at minimum a Child Development Associate (CDA) degree or equivalent credential. Teachers in the summer program are required to have a bachelor's degree. More than 65 percent of the lead teachers hold a Child Development Associate or Associate degree. In 2011, the Florida Early Learning and Developmental Standards for Four-Year-Olds was approved by the State Board of Education, which all programs were required to meet in the 2012-2013 school year.

A variety of settings provide VPK, such as public schools, accredited nonpublic schools, licensed child care centers, accredited faith-based centers, and licensed family child care homes. More than 80 percent of the children are provided services in nonpublic school settings. Regional early learning coalitions are formed to monitor programs for compliance and administer VPK. The coalitions also distribute funds to VPK programs based on a fixed hourly rate.

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 (FLKRS), composed of FAIR and ECHOS, administered within the first 30 days of kindergarten, comparing children and programs that participated in VPK to those that did not. 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. Beginning with the 2011-2012 program year, the state changed the requirements for children to be ready for kindergarten to require that children be rated as proficient on both the ECHOS and FAIR components of FLKRS. Beginning with the 2012-2013 school year, all providers are required to administer the Florida VPK assessment. Results from the first and third assessment periods will be collected and used as a pre- and post-assessment to demonstrate learning gains.

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 served 3- and 4-year-olds whose parents are migratory agricultural or fishing industry laborers—offers financial assistance for child care to qualified parents. This report focuses solely on the VPK program.

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

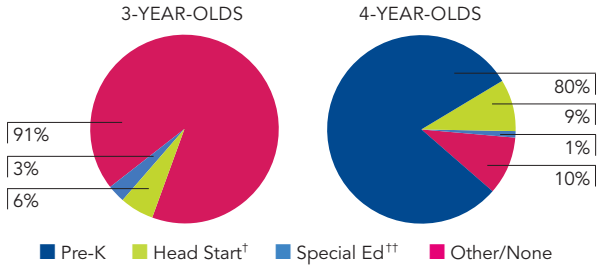
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	37

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	170,266
School districts that offer state program	100%
Income requirement	No income requirement
Hours of operation	Determined locally[1]
Operating schedule	Determined locally[1]
Special education enrollment, ages 3 and 4	19,957
Federally funded Head Start enrollment, ages 3 and 4	33,322
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

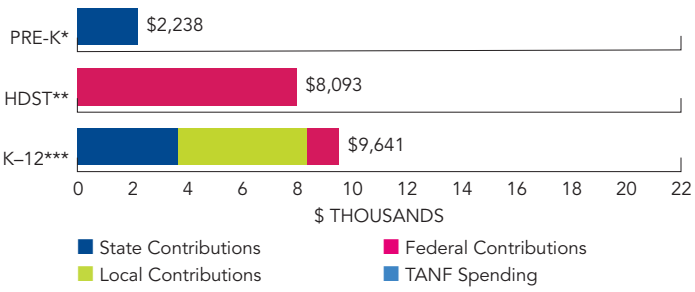
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (summer); CDA or equivalent (school year)[2]	BA	☐
Teacher specialized training	BA or higher in ECE or related field (school year); CDA and emergent literacy training (summer)[2]	Specializing in pre-K	☐
Assistant teacher degree	None[3]	CDA or equivalent	☐
Teacher in-service	10 clock hours/year[4]	At least 15 hours/year	☐
Maximum class size 3-year-olds 4-year-olds	 NA 12 (summer); 20 (school year)	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 NA 1:11 (summer); 1:12 (school year)[5]	1:10 or better	☐
Screening/referral and support services	Screenings/referrals; and support services[6]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[7]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 3

RESOURCES

Total state pre-K spending	$381,108,517
Local match required?	No
State spending per child enrolled	$2,238
All reported spending per child enrolled*	$2,238

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] All school districts are required to offer the summer VPK program. VPK programs may choose to operate a 300-hour summer program or a school year program, totaling at least 540 hours of service. The operating schedule and hours are determined locally, but most school year programs operate 3 hours per day, 5 days per week. Most summer programs operate 8 hours per day, 5 days per week. Providers are allowed to determine their individual calendars to meet those requirements.

[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, family and consumer science, or elementary education. Teachers in the school-year programs are required to have a CDA or the Florida Child Care Professional Credential (FCCPC) equivalent and 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] Lead teachers must participate in a minimum of 10 hours of professional development annually. Lead teachers in licensed programs are required to maintain a valid CDA or the FCCPC as a minimum credential for the school-year program, which must be renewed every five years. Lead teachers in the summer program must have a bachelor's degree in a specified major and/or maintain their teacher certification, which includes 6 semester hours of college credit or equivalent earned during each five-year renewal period.

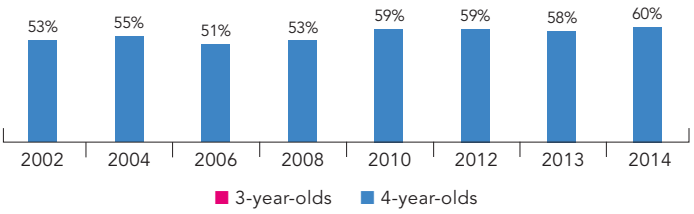
[5] During a special legislative session in 2009, the Florida Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. In 2011, the legislature change the staff-child ratio for the school year to require one teacher for classes of up to 11 students.

[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 extended-day programs.

Georgia

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

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

The new Georgia Early Learning and Development Standards, which align with the Common Core Georgia Performance Standard, were released in June 2013. During the 2013-2014 school year, teachers were trained in the standards which were fully implemented in the 2014-2015 school year.

Schools are monitored on-site for the state to track implementation of quality standards. Georgia's Pre-K uses the Classroom Assessment Scoring System (CLASS) to measure and improve quality. Georgia also received a K-12 Race to the Top grant which includes an initiative in which many of Georgia's Pre-K teachers are receiving specialized professional development related to the CLASS.

Based on the Work Sampling System, Georgia implemented the state's Pre-K Child Assessment Program in the 2006-2007 school year. Teachers were trained on how to use this assessment, in order to individualize instruction, document children's progress, and provide parents with progress reports. These assessments facilitate coordination between Georgia's Pre-K and the K-16 system. An online version of the Child Assessment program, which assigned Georgia Testing IDs to pre-K students, was piloted in the 2008-2009 school year. The Work Sampling Online system was created in the 2011-2012 school year, and initially had 2,070 classrooms participating. In the 2013-2014 school year, the Work Sampling System was used for approximately 78,863 children and now includes a specific instrument for kindergarten assessment similar to the Work Sampling System.

In the 2011-2012 school year, Georgia's Pre-K Program underwent a number of changes in response to budgetary constraints. The program was cut by 20 days, though 10 days were added back for the following year, and another 10 during the 2013-2014 year. This returned the program to its 180-day schedule. Other changes included a teacher-student ratio of 1-11 being allowed, and the maximum class size now set at 22 students. An increase in teacher turnover occurred when the state also implemented a cap of Training and Experience (T&E) supplemental pay for certified teachers in public schools.

Georgia began a multi-year evaluation in 2011, which was conducted by the FPG Child Development Institute at the University of North Carolina at Chapel Hill. Data on the first two phases of the study have been released.

Georgia's Pre-K program funded a Summer Transition Program in the summer of 2014 to serve students who were on a waitlist for Pre-K or needed an additional six weeks of instruction and included dual-language learners. Georgia is a winner of the federal Race to the Top Early Learning Challenge Grants for their commitment to early education.

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

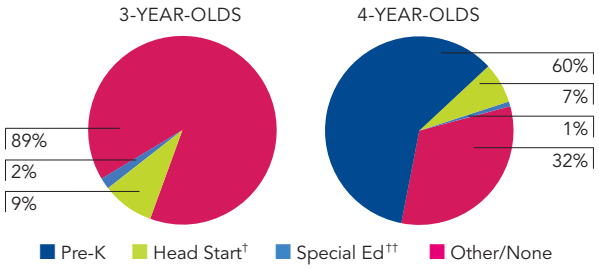
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	29

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment	81,453
School districts that offer state program	100% (counties)
Income requirement	No income requirement
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	8,832
Federally funded Head Start enrollment, ages 3 and 4	21,296
State-funded Head Start enrollment, ages 3 and 4	0[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[1]	BA	☑
Teacher specialized training	Elementary, SpEd General Curriculum Consultative/ECE, ECE SpEd Preschool, Birth to Five[1]	Specializing in pre-K	☑
Assistant teacher degree	CDA or paraprofessional certificate[2]	CDA or equivalent	☑
Teacher in-service	15 clock hours/academic year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 NA 22	20 or lower	☐
Staff-child ratio 3-year-olds 4-year-olds	 NA 1:11[3]	1:10 or better	☐
Screening/referral and support services	Vision; hearing; health, dental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

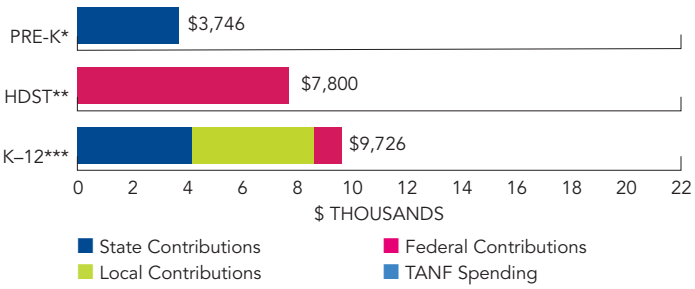
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$305,084,448
Local match required?	No
State spending per child enrolled	$3,746
All reported spending per child enrolled*	$3,746

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[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] In order to receive a paraprofessional certificate, the applicant must have an associate's degree or equivalent course credits, pass an ECE exam, and background check. The certificate is issued by the Georgia Professional Standards Commission.

[3] Maximum class size and teacher-to-student ratio were changed as of the 2011-2012 school year, due to budget constraints, and will continue through at least the 2013-2014 school year. These no longer meet NIEER's quality standard benchmark.

[4] 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 did not have a state-funded pre-K program during the 2013-2014 school year, the state has made several commitments to early childhood education.

The Executive Office of Early Learning launched a pre-K program in Hawaii's public schools in 2014-2015. The $3 million program supports 20 classrooms in 18 schools across the state, serving approximately 360 students, and is supported by five Early Learning Resource Teachers with Master's Degrees in Early Childhood Education. Voters defeated a proposed amendment to the state constitution in November 2014, upholding a provision in the Hawaii state constitution barring the distribution of public funds to private providers.

The Preschool Open Doors program, created in 1990, offers subsidy payments to low-income parents, allowing them to purchase preschool services for their 4-year-olds. On a case-by-case basis, families with 3-year-olds with special needs may be eligible, as funding allows. Payments are made directly to the service provider chosen by parents. Income eligibility is set at 85 percent of the state median income, and family incomes are reevaluated every six months. The program is implemented by the state's Department of Human Services.

The federal Race to the Top (RTT) grant helps Hawaii's Department of Education (DOE) fund preschool education for qualified low-income families. These programs fall within two "Zones of School Innovation" school districts on Oahu and the island of Hawaii. Qualified families can access tuition assistance through the Preschool Open Doors project. The state DOE preserves fiscal oversight and data collection responsibilities. DOE funding is also provided for pre- and post-assessment of children in this program and to support longitudinal studies of the children's development and learning.

Hawaii's Pre-Plus Program was started in 2002 to support constructing preschool institutions on public school campuses with the goal of expanding full-day preschool services for low-income children in targeted areas. Private providers compete for minimal utility costs and no lease fees to operate on these sites. Seventeen Pre-Plus facilities have been built since the start of the program. Financial support for added construction has not been established.

The DOE also manages the Preschool Demonstration Program, an initiative planned to provide very young children with developmentally suitable and cognitively motivating activities. The program also works to expand inclusion opportunities for 3- and 4-year-olds with disabilities, as described in IDEA Part B. To help children smoothly transition to kindergarten, preschool programs are located in community elementary schools. Several preschool programs currently operate throughout the state, though there are plans to increase the number of schools throughout the state.

Established in July 2012, the Executive Office of Early Learning (EOEL) coordinates efforts on behalf of Hawaii's children from prenatal to age 8. EOEL creates partnerships, and aligns policies and programs for health, safety, and school readiness. The former State Advisory Council on Early Care and Education, now known as the Early Learning Advisory Board, is working with EOEL on incorporating a comprehensive early learning system in Hawaii.

In 2014, Hawaii was awarded $2 million in a competitive federal Preschool Expansion Grant.

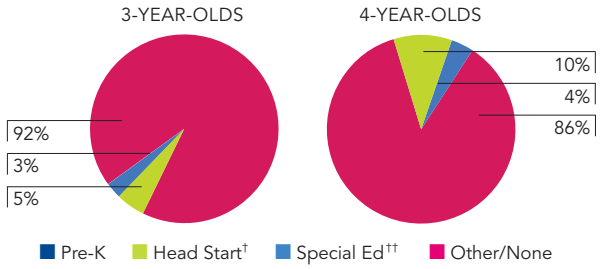
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,527
Federally funded Head Start enrollment	2,653
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

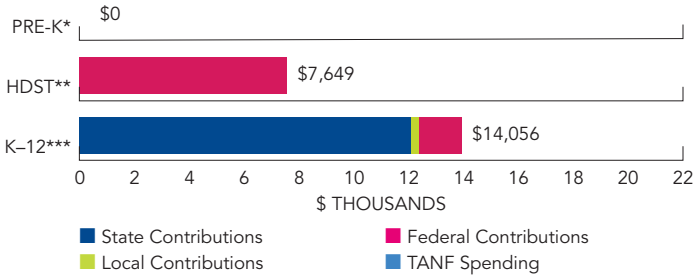
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Idaho

NO PROGRAM

While Idaho does not provide state-funded pre-K, it does invest in early education through other means. To provide additional slots in Head Start and Early Head Start, the state channels $1.5 million in TANF funds into a Head Start supplement. The funds typically support an average addition of 200 Head Start slots, though the number varies based on how many slots are in the more expensive Early Head Start program. A bill proposing a three-year pilot pre-K program in five preschools introduced during the 2013-2014 year did not get out of committee.

Idaho's Early Learning eGuidelines were revised and updated in 2013. The Guidelines cover many different aspects of early learning, including: approaches to learning and cognitive development; motor development, physical well-being and health; social-emotional development; general knowledge; and communication, language, and literacy. The document provides guidance through third grade for approaches to learning, cognition, and social and emotional development; however the rest provide guidance from birth through kindergarten. The eGuidelines have been cross-walked with both the Idaho Core Standards, National Association for the Education of Young Children (NAEYC) standards, and the Head Start Child Outcome Framework.

The Idaho STARS quality rating and improvement system (QRIS) for child care providers is a multi-agency collaboration. The system also assists child care providers in increasing their knowledge and skills in early care and education through a Professional Development System (PDS). Idaho STARS meets the goals set in the Early Learning Guidelines, and participation in the QRIS is voluntary.

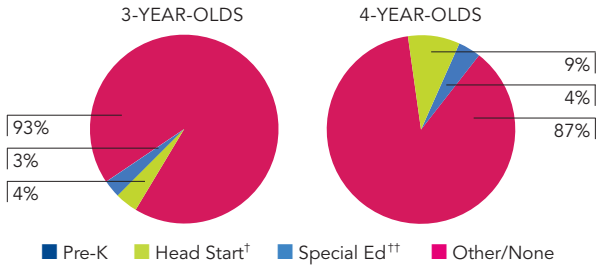
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,846
Federally funded Head Start enrollment	2,926
State-funded Head Start enrollment	198

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

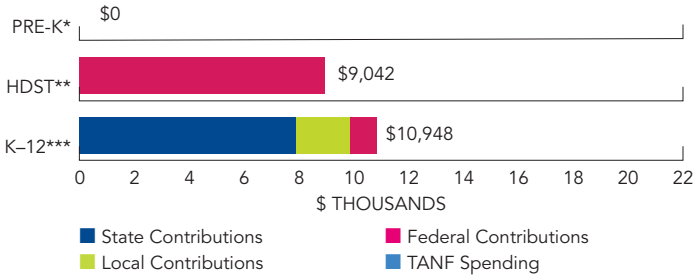
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

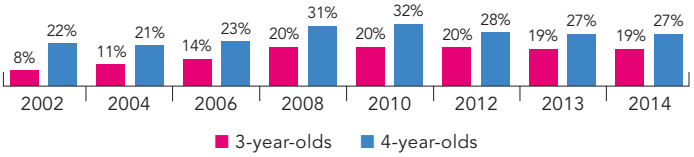
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

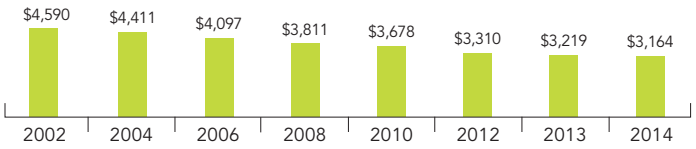


Illinois

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Calls for statewide education improvement were finally answered when the Illinois Prekindergarten Program for At-Risk Children was founded in 1985. The state Early Childhood Block Grant (ECBG) has provided funding for the program since 1998, along with coordinating services for at-risk infants and toddlers, offering parenting training, and supporting preschool education programs. The grant requires that at least 11 percent of its funding serves children age 3 or younger.

The Preschool for All initiative was created in 2006, with the goal of fully funding the program by 2012. The program began with the intention of offering preschool education to every 3- and 4-year-old in the state. Family child care homes, public schools, Head Start programs, and private child care and faith-based centers are all eligible to apply for competitive grants. The program is available in every county, though funding limitations do not allow every child whose families seek early learning to enroll. The ECBG, which provides state funding for both Preschool for All 3-5 and the Prevention Initiative 0-3 programs, received level funding in 2013-2014, which represented an 8% cut from what programs had received in the 2011-2012 school year.

Throughout the expansion phase of Preschool for All, at-risk children have been the first funding priority. At-risk status is determined locally, based on requirements identified by districts and agencies in their funding proposals. Low income, low parent education levels, exposure to drug or alcohol abuse in the family, developmental delays, and a history of family neglect, violence or abuse all are considered risk factors. Families with an income at 400 percent of the federal poverty level are given second priority to Preschool for All funding. However, currently none of those programs serving the second priority have been funded, since there are still inadequate funds to serve all children in the first priority.

Preschool for All programs were mandated to meet bilingual education requirements, as of the 2009-2010 school year: all pre-K teachers have to meet the appropriate requirements by July 1, 2016. Pre-K programs must provide instruction in the primary home language and English, if 20 or more English Language Learners (ELL) that speak the same language are enrolled. Program of instruction is locally determined for centers with 19 or fewer ELLs speaking the same language, however this may include ESL and home language supports as needed.

During the 2010-2011 school year, a Kindergarten Readiness Assessment Stakeholder Committee convened to provide recommendations to the Illinois State Board of Education on developing a comprehensive assessment procedure. The Illinois State Board of Education is implementing a comprehensive kindergarten assessment process that was piloted in the 2012-2013 school year. The second phase pilot implementation in 2013-2014 doubled the number of school districts participating. Statewide implementation is planned. The DRDP-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for the Illinois Kindergarten Individual Development Survey (KIDS).

Illinois earned grants from federal Race to the Top and Race to the Top-Early Learning Challenge competitions. This helped with implementing a Quality Rating and Improvement System, beginning in the 2013-2014 year, including all Preschool for All programs; revising the Illinois Early Learning and Development Standards to align them with Common Core State Standards and the Head Start Framework for the 2013-2014 school year; and implementing the KIDS assessment.

In 2014, Illinois was awarded a competitive federal Preschool Development Grant for $20 million.

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

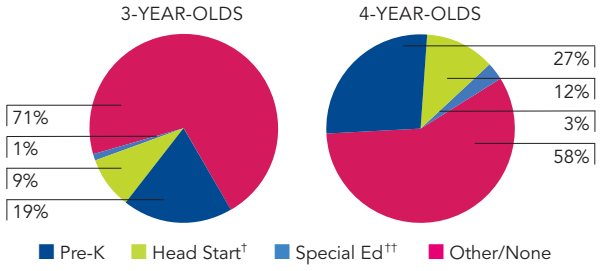
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	30

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	75,231
School districts that offer state program	100% (counties)
Income requirement	Low income is one of the risk factors[1]
Hours of operation	At least 2.5 hours/day, 5 days/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	22,117
Federally funded Head Start enrollment, ages 3 and 4	34,227
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

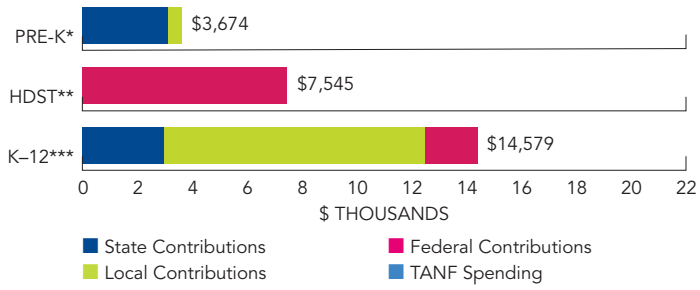
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Professional Educator License with with ECE endorsement	Specializing in pre-K	☑
Assistant teacher degree	AA[3]	CDA or equivalent	☐
Teacher in-service	120 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10		
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	☑
Meals	Snack (part day)[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 8

RESOURCES

Total state pre-K spending	$276,431,173
Local match required?	No
State spending per child enrolled	$3,164
All reported spending per child enrolled*	$3,674

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Although there is not a state-specified income requirement, low income is one of the risk factors included in the weighted eligibility criteria.

[2] There are 28 programs that offer school-day sessions only; 21 programs that offer both school-day and part-day sessions, and 413 programs that offer part-day sessions only.

[3] Assistant teachers must have an AA or paraprofessional approval. To receive paraprofessional approval, in addition to holding a high school diploma or equivalent, an individual must have completed 60 semester hours of college credit at a regionally accredited institution of higher education; or pass either the ParaPro test offered by the Educational Testing Service (ETS) or Work Keys test offered by ACT, with at least the score identified by the State Board of Education in consultation with the State Educator Preparation and Licensure Board.

[4] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, referral to social services, and transition to kindergarten activities.

[5] School-day programs must provide lunch and snacks; part-day programs must provide snacks.

Indiana

NO PROGRAM

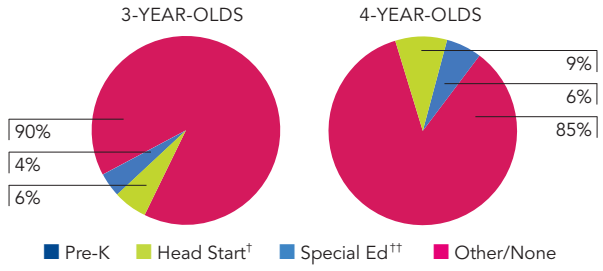
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	10,241
Federally funded Head Start enrollment	12,400
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

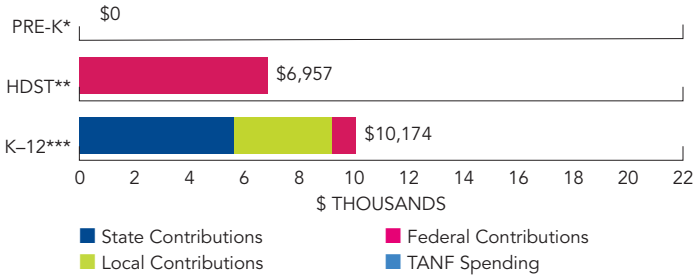
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

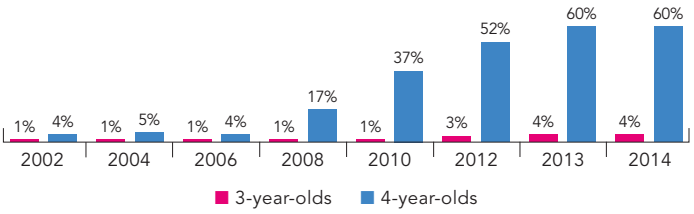
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Iowa

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

The two pre-K programs financed by the state of Iowa are the Statewide Voluntary Preschool Program (SVPP) and Shared Visions (SV). Shared Visions, was launched in 1989 and provides services to 3- to 5- year-olds in school-, part-, or extended-day programs. The program is funded through competitive grants available to Head Start programs, public schools, licensed nonprofit child care centers, and other public nonprofit agencies. A minimum of 80 percent of children enrolled in the program must qualify based on family income of 130 percent FPL, qualifying them for free lunch. Up to 20 percent of students in each classroom may qualify for the program based on other risk factors, such as homelessness, having a parent with a substance abuse problem, developmental delay, having a teen parent, or low birth weight. Children from higher income families that qualify based on other risk factors may participate if payment is based on a sliding payment scale. In 2011, legislation gave grantees more flexibility in using funds by removing the categorical requirement. For example, a program previously awarded a grant to serve 4-year-olds only could now use this funding for qualifying children between the ages of 3 and 5. Over the last five years, this program experienced two decreases in funding during the 2009-2010 and 2011-2012 program years. However, the 2013-2014 program year saw an increase in funding.

To provide more pre-K slots to 4-year-olds, SVPP was launched in 2007. Any age-eligible children may enroll in any school district or the district's community partner program. Programs operate at least 10 hours per week. The funding for this program is based on the child count. During 2011-2012, the pre-K portion of the school funding formula contributing to SVPP was reduced from 60 percent of the K–12 per student allowance to 50 percent. During the 2013-2014 school year more than 21,000 4 year-olds enrolled, incorporating 92 percent of districts in the state. Three- and 5-year-olds may register in the program, supported by a combination of local dollars, tuition, or funding from additional sources, bringing the total number of children served to more than 24,000 children. All children in the SVPP have a unique state identification number and data are included in the state longitudinal data system.

In the spring of 2011, Iowa began providing GOLD assessment training and required all grantees in Shared Visions to implement Teaching Strategies GOLD online three times a year. The GOLD data reports child progress. The state Department of Education allocates a unique child identification number to each child in the SV program, as of 2011, to enhance data collection and analysis. In 2013 state law required all preschool age children enrolled in a district sponsored or SVPP program to be assessed using Teaching Strategies GOLD. The Iowa GOLD license allows any Iowa program to participate in GOLD at a reduced cost. State assessment requirements changed, effective August 2014, and will apply for the next reported year. A new law related to early literacy requires districts to implement a K-3rd grade universal literacy screening tool and monitor progress for students showing "substantial deficiency" in reading. Districts are required to offer and provide research-based reading instruction and a summer program for those who are not on track to be proficient readers by the end of third grade. In addition, districts must notify parents of their student's reading progress. The law also requires all kindergarteners to be assessed with a universal screening tool within the first six weeks of the school year.

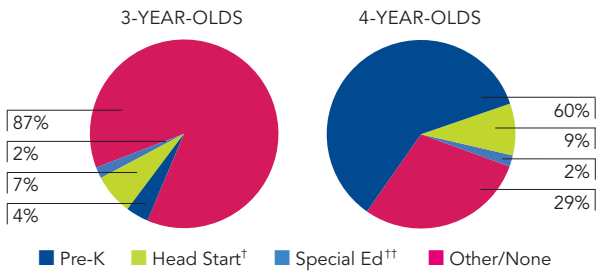
Iowa's overall assistance and promise to state prekindergarten, including state expenses and enrollment for both Shared Visions and the Statewide Voluntary Preschool Program, are recognized in the first two pages of this state profile. The third page focuses exclusively on the Shared Visions program while the final page presents specific details about the Statewide Voluntary Preschool Program.

STATE OVERVIEW

ACCESS

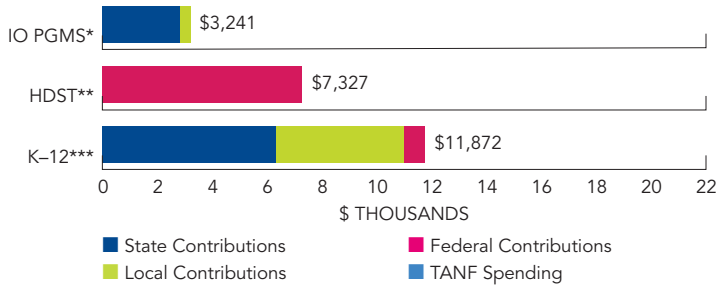
Total state program enrollment 26,642
Total state spending $73,816,217
State spending per child enrolled $2,852
All reported spending per child enrolled* $3,241

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
8	17

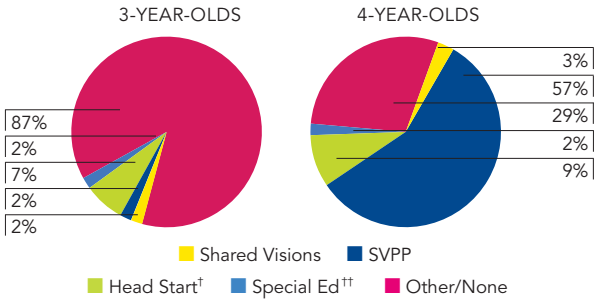
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	34

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	1,716
School districts that offer state program	9%[1]
Income requirement	130% FPL
Hours of operation	Determined locally[2]
Operating schedule	Determined locally
Special education enrollment, ages 3 and 4	3,529
Federally funded Head Start enrollment, ages 3 and 4	6,143
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

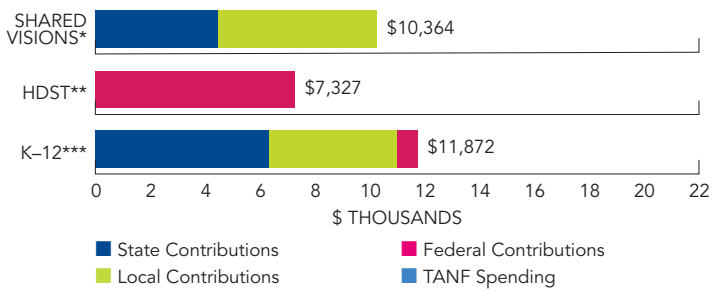
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); CDA (nonpublic)[3]	BA	☐
Teacher specialized training	EC Endorsement with or without SpEd, EC (public); AA in ECE or CD (nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☐
Maximum class size 3-year-olds 4-year-olds	 18[5] 20[5]	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 1:8 1:8	1:10 or better	☑
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental; and support services[6]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[7]	At least 1/day	☑
Monitoring	Other monitoring[8]	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending	$7,716,478
Local match required?	Yes
State spending per child enrolled	$4,497
All reported spending per child enrolled*	$10,364

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] In addition, 33 classrooms are offered by 13 of Iowa's 18 Head Start grantees, and 17 are offered in child care centers.

[2] In the 2011-2012 school year, Shared Visions programs blended with SVPP and Head Start programs to increase hours to meet the needs of children and families. SVPP funds may be used to provide school- or extended-day programs if the program adds at least 10 hours of instruction by an early childhood endorsed teacher, and the program meets NAEYC standards.

[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 40 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, referral to social services, and family nights.

[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.

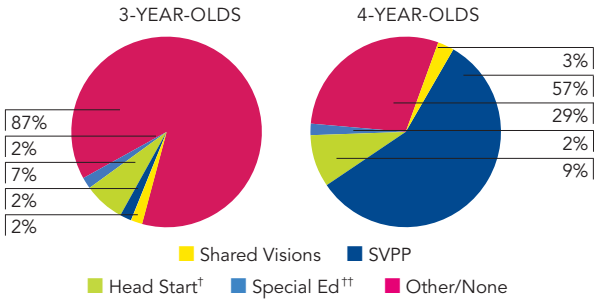
[8] All Shared Visions programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	24,167
School districts that offer state program	92%
Income requirement	No income requirement
Hours of operation	10 hours/week[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,529
Federally funded Head Start enrollment, ages 3 and 4	6,143
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

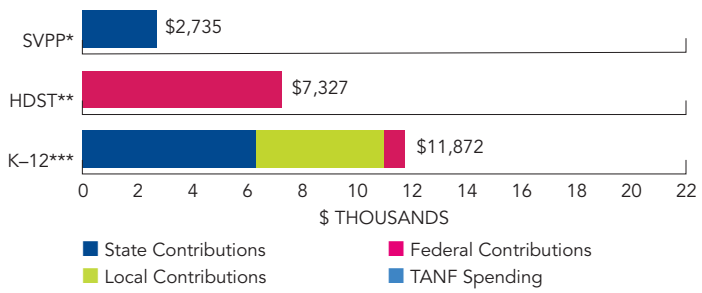
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC with or without SpEd	Specializing in pre-K	☑
Assistant teacher degree	CDA or Iowa Paraeducator Certificate[2]	CDA or equivalent	☐
Teacher in-service	15 clock hours/school year	At least 15 hours/year	☐
Maximum class size 3-year-olds 4-year-olds	20 or lower 18 20		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better 1:9 1:10		☑
Screening/referral and support services	Vision, hearing, health, dental, psychological/behavioral, developmental; and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Snack[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring[6]	Site visits	☑

TOTAL BENCHMARKS MET: 7

RESOURCES

Total state pre-K spending	$66,099,739
Local match required?	No
State spending per child enrolled	$2,735
All reported spending per child enrolled*	$2,735

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Most districts provide 12 hours per week, and operate 3-4 days per week. Programs operate at least 3 days per week; many 4-5 days 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 and must be completed within a year. 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] State policy requires professional development but does not specify hours. Districts report the number of hours annually.

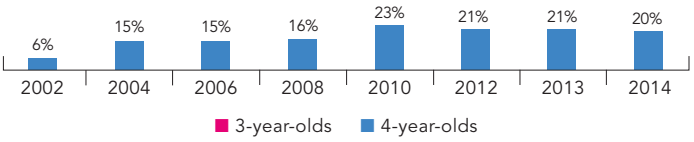
[4] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, nutrition information, referral to social services, and transition to kindergarten activities.

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

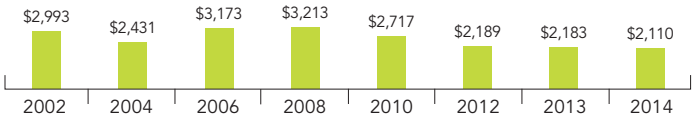
[6] Programs are visited during their second year of operation and then again every five years.

Kansas

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



There are two state-funded pre-K programs supported by Kansas. The first program, established in 1998, is the Kansas State Prekindergarten Program, formerly known as the Four-Year-Old At-Risk Program. The program provides funding to public schools directly, although schools may subcontract with community-based organizations to provide services. School districts receive 50 percent of the Base Student Aid per pupil as per the state's K-12 funding formula. If applicable, they also receive weighting for transportation, serving at-risk population, and/or local option budget. Eligibility for the program requires that children must meet, at minimum, one of the eight risk factors: eligibility for free lunch (130 percent FPL), academic or developmental delay based upon validated assessments, English Language Learner status, migrant status, a parent lacking a high school diploma or GED, having a single parent or a teen parent, or a referral from the Department for Children and Families agency. Child inventories on randomly selected children in each classroom, as well as classroom and parent surveys, are among collected data via a new web application.

The Kansas Preschool Program, formerly known as the Pre-K Pilot Program, was first offered in 2006-2007 program year and is funded with tobacco dollars from the Master Settlement Agreement. The program is operated by the Kansas State Department of Education and is presently accessible in 14 out of 105 counties. Grants are awarded to school districts and non-profit community partnerships or community agencies on behalf of a coalition of service providers. At least 50 percent of the children enrolled must meet either one of the At-Risk program risk factors above or one of the alternate risk factors; these factors include being referred by an early childhood organization, qualifying for reduced price lunch (185% FPL), or having a parent on active military duty. The other half must be eligible according to standards set by local programs. In 2013-2014, program sites began participating in the Multi-Tiered System of Supports (MTSS), receiving technical assistance and support from KSDE throughout the year. The initial support focused on increased collaboration at the community level and data-driven decision making. The collaboration was assessed through a survey completed by leadership team members. A continued focus is around strengthening the intentionality of teaching and the improvement of child learning and development—using data to drive decisions and learning to analyze data (training and TA will begin in 2014-15). As of the 2013-2014 school year, both Kansas programs are using the 2013 Kansas Early Learning Standards, which are aligned with Kansas College and Career Ready Standards, K-12.

An evidence-based home visiting program is currently under development for Kansas Preschool Program sites. The program was planned in the 2013-2014 school year, and will be implemented the following school year This program requires collaboration among parent educators, parents, and classroom teachers, data collection by a trained parent educator, group visits and home visits.

The Parents as Teacher Program is also funded by the state of Kansas. The program serves children from prenatal to 3 years and their families. Managed by the Kansas State Department of Education, the program offers services through local school districts and coordination with other communities.

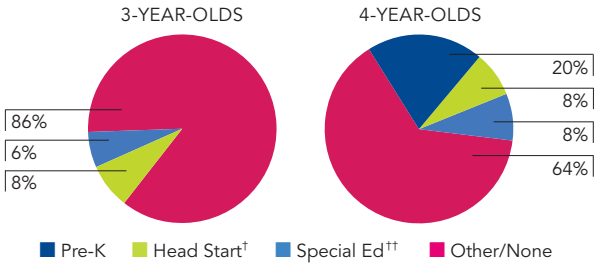
The first two pages of this profile address the general assistance and commitment to prekindergarten in Kansas, including enrollment and spending for both the State Pre-Kindergarten Program and the Kansas Preschool Program. The third page centers solely on the State Pre-Kindergarten Program while the last page discusses the Kansas Preschool program.

STATE OVERVIEW

ACCESS

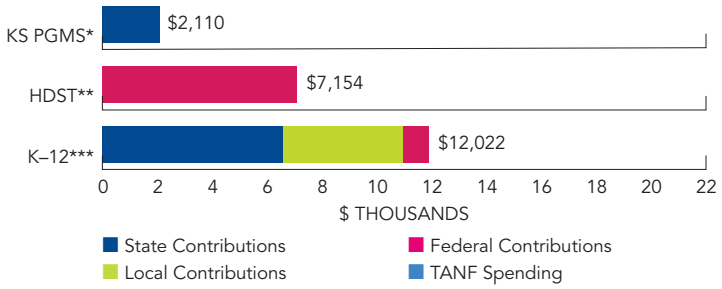
Total state program enrollment	8,514
Total state spending	$17,441,983
State spending per child enrolled	$2,110
All reported spending per child enrolled*	$2,110

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

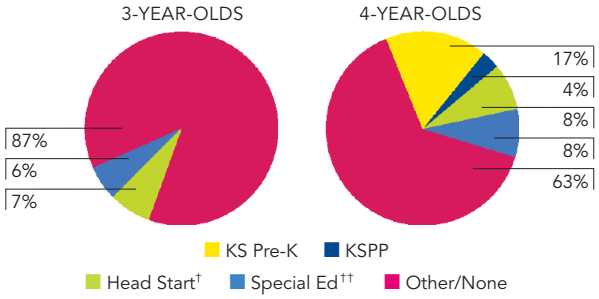
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	38

KANSAS PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	1,159
School districts that offer state program	13% (counties/parishes)[1]
Income requirement	No income requirement[2]
Hours of operation	Determined locally[3]
Operating schedule	Determined locally[3]
Special education enrollment, ages 3 and 4	6,790
Federally funded Head Start enrollment, ages 3 and 4	6,397
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[4]	BA	☑
Teacher specialized training	EE, EE with EC endorsement, EC, EC SpEd, EC Unified, EC Unified[4]	Specializing in pre-K	☐
Assistant teacher degree	CDA	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	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 and support services	Vision, hearing; and support services[5]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack (part-day); Lunch and one snack (school day)	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

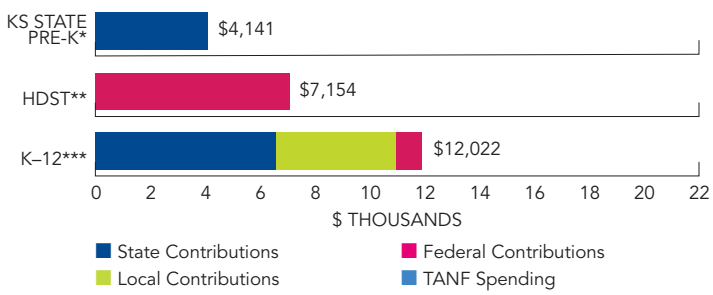
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	$4,799,812
Local match required?	No
State spending per child enrolled	$4,141
All reported spending per child enrolled*	$4,141

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] The Pre-K Program was provided in 12 sites this year, serving 14 counties. The program does include some children in the Kansas State Prekindergarten Program.

[2] Fifty percent of children must meet one of the risk factors, which includes 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, developmentally or academically delayed based on assessments, Department of Children and Families referral, or early childhood referral. Eligibility for the other fifty percent of children is determined locally.

[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 5 years of becoming a state pre-K site. Lead teachers in public settings must have a BA. As of the 2013-2014 school year, teachers in all settings are required to be licensed in early childhood education. For this year only, teachers with a license in elementary education who have taught the last two years in an early childhood classroom can be a teacher in the Kansas Preschool Program.

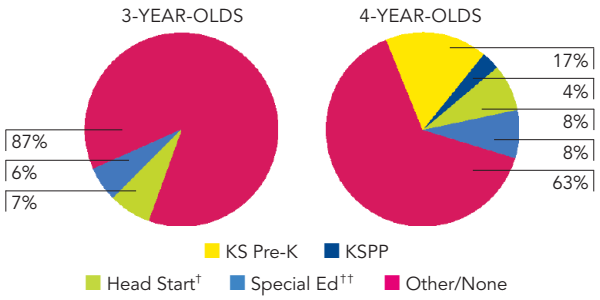
[5] The grant does not require screenings and referrals. All sites have different models so the actual requirements are locally determined. However, hearing and vision tests are required in both public schools and Head Start settings. This policy does not meet NIEER's benchmark requirement.

KANSAS STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 7,109
School districts that offer state program 63%
Income requirement ..... 130% FPL[1]
Hours of operation ..... 3 hours/day, determined locally[2]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 6,790
Federally funded Head Start enrollment, ages 3 and 4 6,397
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

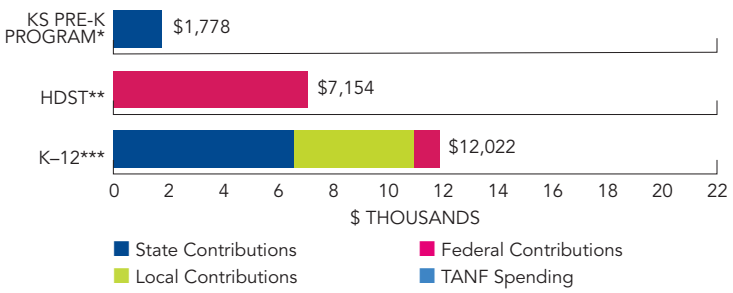
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public)[3]	BA	☑
Teacher specialized training	EC endorsement/EE; EC; EC Unified; Early Childhood SpEd[3]	Specializing in pre-K	☐
Assistant teacher degree	CDA or highly qualified	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	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 and support services	Vision, hearing, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending $12,642,171
Local match required? ..... No
State spending per child enrolled $1,778
All reported spending per child enrolled* $1,778

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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.

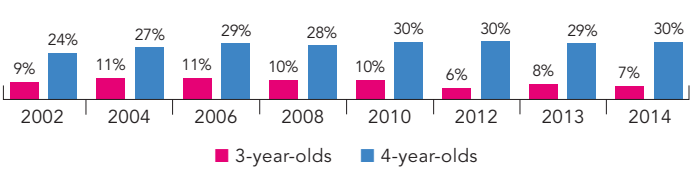
[2] Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately 3 hours per day, 5 days a week.

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

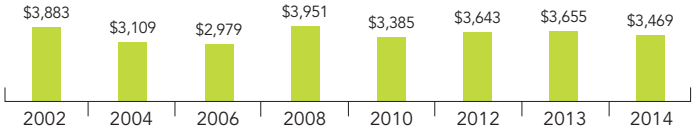
[4] While schools are required to screen, referral is not listed as a required process. However many programs do refer. Students must have a documented health assessment from a medical professional before entering the program, though screening is not provided through the program itself.

Kentucky

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Kentucky Preschool Program (KPP) was launched in 1990, in response to the Kentucky Education Reform Act. KPP eligibility is targeted to 4-year-olds who are homeless, 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 faced an income-eligibility increase, from 130 percent of the federal poverty level (FPL) to 150 percent of FPL. Local districts have the option of registering additional children exceeding state income eligibility requirements, provided additional space is available and using district funds, tuition, or other funds.

In 2013-2014, 20,558 eligible children participated in KPP, based on an averaged count between December 1 and March 1, including 9,651 students receiving special education services. There was a slight reduction in enrollment for the second consecutive year, partly attributed to changes in data systems, then program capacity. The introduction of the Kentucky System of Intervention (KSI) provides a more precise count of children with a recognized disability, and a modification of the electronic student information system attains a more accurate count. The KSI is modeled after the Response to Intervention (RTI) approach.

Local school districts receive KPP funding according to a funding formula. Funds are based on the number of qualified children registered the previous year, and are weighted by the appropriate per-child rate for at-risk or disability group (speech/language, mild to moderate, and severe). In 2013-14 the funding formula was changed to the same per child rate for at-risk, speech/language, and mild to moderate delays. Children with severe disabilities receive a higher funding formula. School districts may subcontract with Head Start, private child care centers, and special education providers to offer preschool services.

A formal, third-party evaluation to measure program quality of KPP was completed by the University of Kentucky in 2012 as part of a state-wide evaluation of the star rating system compared to the KPP. Kentucky also continues its efforts to support program quality and improve child outcomes. The Kentucky Department of Education (KDE) has been identifying high-quality, state-funded preschool classrooms as Classrooms of Excellence, a practice that began in 2006-2007 school year. Kentucky System of Intervention (KSI) improvements were initiated in 2011-2012, enabling programs to more accurately recognize children suspected of having a disability and offer research-based supports for these children. Kentucky also piloted and applied the Preschool Program Review (P2R) statewide monitoring process respectively in the 2011-2012 and 2012-2013 school years. In its third year during 2013-2014, the P2R requires district self-evaluation of the preschool standards through an online survey, completion of an ECERS-R for every classroom, and site visits at least once every 5 years to observe classrooms; review documentation; and interview parents, teachers, and administrators. To ensure that program quality assessment for the P2R process is reliable, the Early Childhood Regional Training Centers (RTCs) collaborate with KDE staff. RTCs also offer technical assistance before and after ECERS-R observations. In addition to P2R, KPP programs in 14 school districts participated in statewide consolidated monitoring process of state and federal programs in 2013-2014.

In 2011, efforts began to reinforce district capacity to understand and implement Kentucky's Early Childhood Standards and support school readiness. KDE continues this work through Early Learning Leadership Networks (ELLNs), which help to guarantee that districts have knowledgeable unified leadership teams composed of representatives from child care, Head Start, preschool, and kindergarten. These teams guide the professional learning and practice of all teachers, staff and administrators.

An integrated P-12 data management system continued to be developed in 2013-2014 to align program and child outcome data from KPP, Head Start and child care with the K-12 system as part of the Race to the Top-Early Learning Challenge grant. Head Start sequestration in 2013-2014 had a significant impact on the state-funded program where many blended Head Start/preschool settings reduced the number of instructional days, eliminated staff, or were unable to accept additional children. The kindergarten entrance age will change from October 1 to August 1, effective in the 2017-2018 school year, which may have future implications for KPP enrollment.

Kentucky was one of five states funded in the third round of federal Race to the Top-Early Learning Challenge in 2013.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
17	10

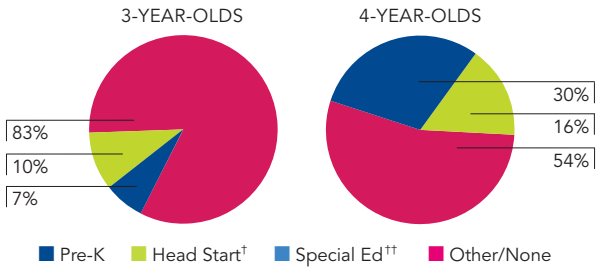
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	14

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment .....20,558[1]
School districts that offer state program 100%
Income requirement .....150% FPL
Hours of operation .....2.5 hours/day plus meal time, determined locally
Operating schedule .....Academic year[2]
Special education enrollment, ages 3 and 4 .....9,871[3]
Federally funded Head Start enrollment, ages 3 and 4 13,913
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

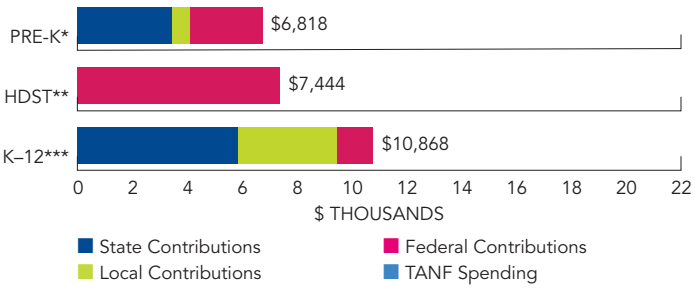
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[4]	BA	☑
Teacher specialized training	Interdisciplinary ECE	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	28 clock hours/year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	20 20	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 1:10	1:10 or better	☑
Screening/referral and support services	Vision; hearing; health, full physical exam, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast or lunch	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending $71,315,300
Local match required? .....No
State spending per child enrolled $3,469
All reported spending per child enrolled* $6,818

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] This total does not include an additional 1,691 4-year-olds who were served through tuition or district funds.

[2] The preschool program may begin later and end earlier than the school year calendar, provided districts are using these instructional days for child and family activities such as screening, home visits, and other comprehensive components of the program.

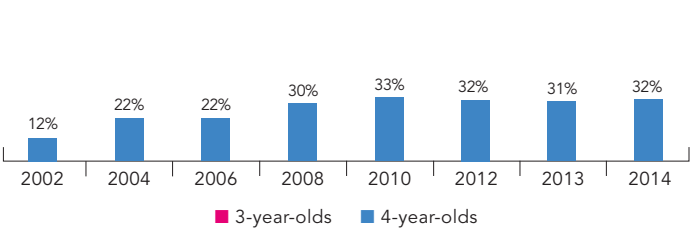
[3] Because the state pre-K program is interrelated with the state special education program, 9,661 of the 3- and 4-year-olds reported as having IEPs are served within KPP.

[4] 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.

[5] 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*
(2014 DOLLARS)

In 1988, the Louisiana Department of Education established a goal that "children will enter kindergarten ready to learn." That year, Louisiana began providing the Model Early Childhood Program preschool education services. This initiative ended in 1993 when matching annual appropriations for the program ended. To make up for the program, some local school districts began using the 8(g) Student Enhancement Block Grant Program to offer preschool programs to at-risk-4-year-olds. During the 2013-2014 school year, 66 of 70 districts were using these Block Grants, providing prekindergarten programs to 2,643 children. Enrollment priority is given to children from low-income families; children are qualified for the program if they are at risk of being "insufficiently ready for the regular school program." To meet the initial goal, Louisiana operates two other state-funded preschool programs alongside the 8(g).

Louisiana's largest pre-K program, The Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points) was established in 2001. In the 2013-2014 school year, 15,934 4-year-olds were enrolled. This state funded program is offered in most of Louisiana's parishes as well as several charter schools and in one tribal school. Before- and after-school care is available, adding an additional possible 4 hours to the 6 hours of regular instruction. Four-year-olds eligible for free- or reduced- price lunch are also eligible to attend at no cost.

Also established in 2001, the Non-Public Schools Early Childhood Development program (NSECD) implemented a goal of reimbursing preschool tuition for enrolled children from families with incomes below 200 percent of the federal poverty level. With the implementation of Act 3 and the unification of Louisiana's preschool programs, preschool tuition is now reimbursed for families 185 percent of the federal poverty level. Programs operate in 15 parishes throughout the state; though all parishes are have the opportunity to participate. NSECD programs are state-approved, privately run preschools offering a minimum of 6 hours of regular instruction per day and up to 4 hours of before- and after-school care.

An assessment of process quality and program impact/child outcomes for Louisiana's three pre-K programs was conducted by the Cecil J. Picard Center for Child Development and Learning at the University of Louisiana-Lafayette in 2012-2013.

During the 2012 session, the Louisiana Legislature passed Act 3. This requires the formation of an early childhood system uniting multiple early education initiatives under the direction of the Department of Education in collaboration with other state agencies. This system will contain aligned program standards; a quality rating and improvement accountability system, in which all programs receiving state and/or federal funds will be required to participate; a unified professional development system; birth-through-five early learning and development standards; and a cross-agency integrated data system. In the 2013-2014 school year, the before- and after-care school services were discontinued, but the implementation of Act 3 will serve to create a statewide Early Care and Education Network to be piloted in 13 communities across the state. These local networks bring together public and nonpublic schools, child care, and Head Start. In the 2014-2015 school year, the state will expand the number of Community Network Pilots in order to move toward the full implementation of Act 3, scheduled for the 2015-2016 school year.

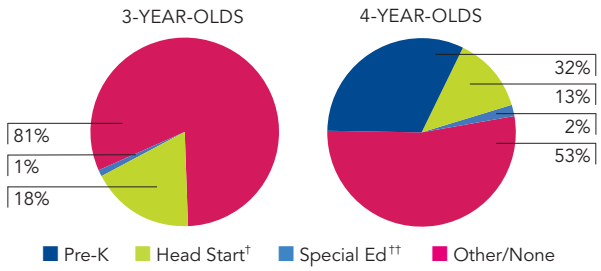
To document the contributions Louisiana makes to prekindergarten, we first present summary information reflecting the state's overall performance through enrollment and state spending for all three programs. We then present additional details about the 8(g), the Cecil J. Picard LA4, and the NSECD programs. In 2014, Louisiana was awarded a competitive federal Preschool Development Grant for $2.4 million.

STATE OVERVIEW

ACCESS

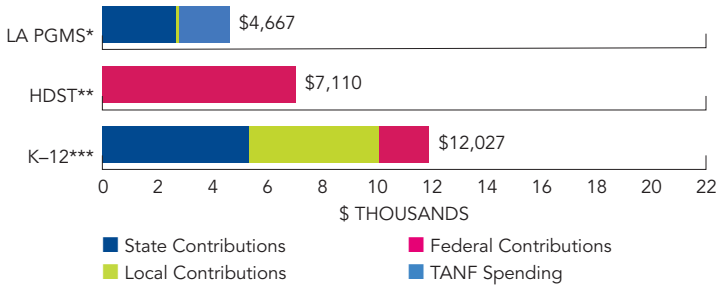
Total state program enrollment 19,871
Total state spending $90,248,459
State spending per child enrolled $4,565
All reported spending per child enrolled*.....$4,667

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

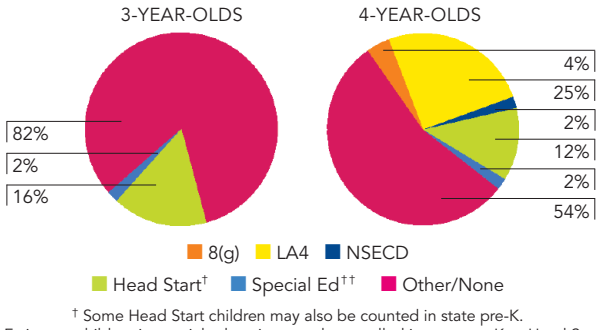
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	23

CECIL J. PICARD LA 4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment ..... 15,934[1]
School districts that offer state program ..... 90%[2]
Income requirement ..... No income requirement[3]
Hours of operation ..... 6 hours/day, 5 days/week
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 4,965
Federally funded Head Start enrollment, ages 3 and 4 19,613
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	K, Nursery, Early Interventionist, PK–3rd, Noncategorical Preschool Handicapped, Practitioner's License[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	18 clock hours/year	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 and support services	Vision, hearing, health;[5] and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☐

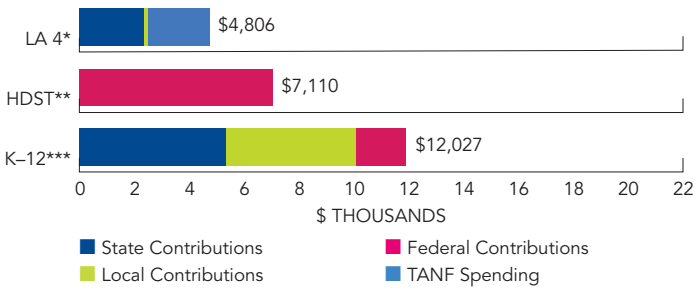
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending ..... $74,576,140[6]
Local match required? ..... No
State spending per child enrolled ..... $4,680[6]
All reported spending per child enrolled* $4,806

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] The total enrollment figure does not include 351 tuition-paying students and an additional 2,740 students funded from other sources.

[2] In addition to program availability in 64 of 71 school districts, 17 charter schools and one tribal school participate in the LA4 program.

[3] There is no state-specified income requirement for eligibility as all age-eligible children may participate. Children who qualify for free or reduced-price lunch attend free of charge. Others may pay tuition, or school districts cover costs.

[4] 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.

[5] 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, and transition to kindergarten activities.

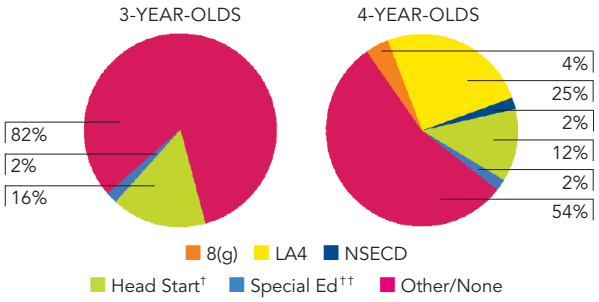
[6] In addition to state funding, this amount includes $36,455,768 in TANF discretionary funds.

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	2,551
School districts that offer state program	94%
Income requirement	185% FPL[1]
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,965
Federally funded Head Start enrollment, ages 3 and 4	19,613
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

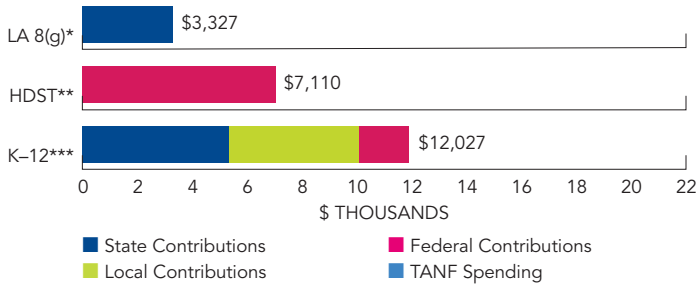
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Early Interventionist, Nursery School, PK–3rd, Noncategorical Preschool Handicapped, Kindergarten[2]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent (public)[3]	CDA or equivalent	☐
Teacher in-service	18 clock hours/year	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 and support services	Vision, hearing, health; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Lunch and snack	At least 1/day	☑
Monitoring	Site visits	Site visits	☐

TOTAL BENCHMARKS MET: 7

RESOURCES

Total state pre-K spending	$8,487,519
Local match required?	No
State spending per child enrolled	$3,327
All reported spending per child enrolled*	$3,327

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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] 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.

[3] Teacher assistants must also have extended experiences assuming responsibility and care of children younger than age 5 and meet other district requirements.

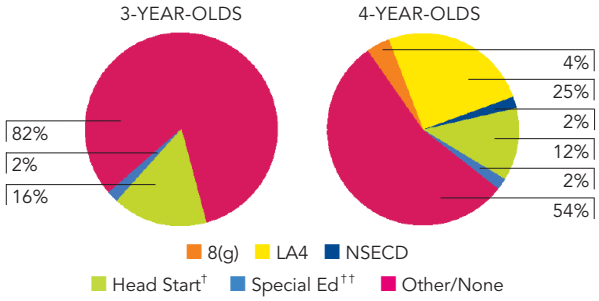
[4] Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities.

LOUISIANA NON-PUBLIC SCHOOLS EARLY CHILDHOOD DEVELOPMENT PROGRAM

ACCESS

Total state program enrollment 1,283
School districts that offer state program .....23% (parishes)
Income requirement .....185% FPL
Hours of operation.....10 hours/day, 5 days/week[1]
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 4,965
Federally funded Head Start enrollment, ages 3 and 4 19,613
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

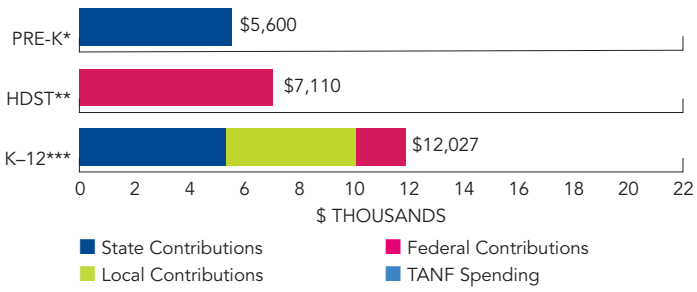
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Early Interventionist, Nursery School, Kindergarten, PK–3rd, Noncategorical Preschool Handicapped[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	18 clock hours/year[4]	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 and support services	Vision, hearing, health, psychological/; behavioral, other; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast, lunch and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 10

RESOURCES

Total state pre-K spending .....$7,184,800[6]
Local match required? .....No
State spending per child enrolled $5,600
All reported spending per child enrolled*.....$5,600

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] The 10-hour day includes 6 hours of instruction and 4 hours of enrichment activities.

[2] Incumbent or new NSECD teachers must be certified in early childhood or working toward certification; those not already certified must have passed the Praxis I and taken all prerequisites to enroll in a Pre-K-3 or Early Interventionist alternate certification program. 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 3 years of their hire date.

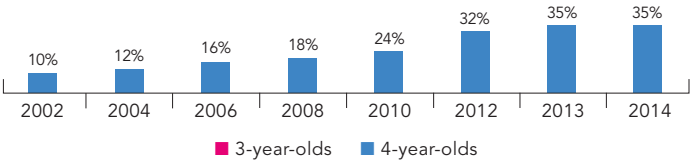
[3] Since the 2007-2008 school year, only assistant teachers with at least a CDA or AA in early childhood education or family studies are hired. Incumbent assistant teachers must be enrolled in a CDA or early childhood AA program and maintain enrollment until completing the program within three years.

[4] NSECD administrators, teachers, and teacher assistants are required to complete the NSECD Foundation/Curriculum Development training and attend a three-day regional training during the school year, in addition to completing 18 clock hours of professional development.

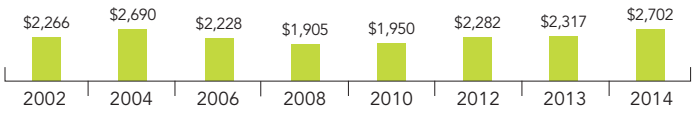
[5] Support services include parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. Other support services are determined locally, as are developmental and dental screening and referrals.

Maine

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



In an effort to support public preschool education, Maine established its Two-Year Kindergarten initiative in 1983 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) since 2007, and remain funded through Maine's school funding formula, with distributions going directly to school districts.

School administrative units (SAUs) were not required to offer a public preschool program in 2013-2014. Schools choosing to provide one were required to obtain prior approval from the Maine Department of Education. Program approval must show evidence of a joint planning process that involves local providers. SAUs must provide a minimum of 10 hours per week of instructional programming to receive a full per-pupil financial allocation. The state also supplements the regular pupil allotment for pre-K through second grade through an additional "weighted" subsidy. Legislation enacted in 2014 will encourage voluntary preschool throughout the state effective 2018-2019.

During the 2013-2014 school, 65 percent of Maine's schools that provided kindergarten programs also chose to offer public preschool education programs. Additional state, federal, and local funds were blended by SAUs during the 2013-2014 school year, resulting in increased state-wide enrollment for PPP of three percent. SAU participation has increased annually since 2009, when PPP was available in 24 percent of districts.

Although many SAUs have partnered with community-based child care programs or Head Start agencies to offer early childhood services, the majority of Maine's preschool programs are located in public schools. In an effort to minimize transitions experienced by children and families, many programs initially offered in community locations have shifted into public school settings as space becomes available. Regardless of setting, all lead teachers are required to hold a BA degree and an Early Childhood endorsed teaching certificate from the Department of Education. The Public Pre-K Collaboration Coach model is used to support partnerships among public schools, Head Start agencies, and child care programs with implementing a diverse delivery system.

In addition to funding the Public Preschool Program, Maine has historically supplemented the federal Head Start program with state grants. These supplemental funds were used in a variety of ways to help support programs beyond what federal funding allows; including extending amount of time children received services, enhancing services provided by the federal program, and providing additional supplemental services. In 2013-2014, Maine invested $2.5 million in expanding access to Early Head Start, though this only served children ages six weeks to 36 months.

A review of Maine's screening and referral services revealed that the provision of services is locally determined rather than required as state policy. The redetermination of locally determined services does not meet NIEER's quality standard benchmark of minimum services, resulting in Maine meeting five of 10 benchmarks, down from six in 2012-2013. Screening and referral services and remaining NIEER quality standards will be required in 2015-2016 per revised program requirements.

In 2014, Maine was awarded a competitive federal Preschool Development Grant for $3.5 million.

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

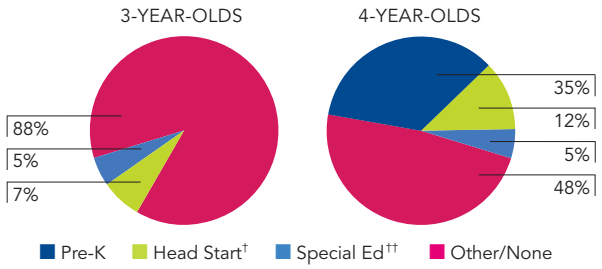
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	15

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	4,932
School districts that offer state program	64%
Income requirement	No income requirement
Hours of operation	Determined locally, 10 hours/week[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	2,129
Federally funded Head Start enrollment, ages 3 and 4	2,457[2]
State-funded Head Start enrollment, ages 3 and 4	131

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC Teacher, with or without SpEd	Specializing in pre-K	☑
Assistant teacher degree	Educational Technician II (60 credits)	CDA or equivalent	☑
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☐
3-year-olds	NA		
4-year-olds	No limit[3]		
Staff-child ratio		1:10 or better	☐
3-year-olds	NA		
4-year-olds	1:15		
Screening/referral and support services	Locally determined; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals required[5]	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

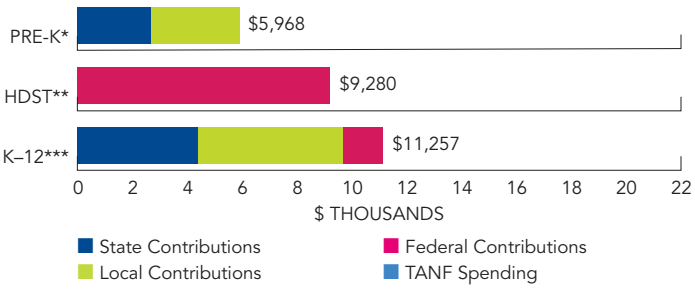
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	$13,326,853[6]
Local match required?	Yes
State spending per child enrolled	$2,702
All reported spending per child enrolled*	$5,968

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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 programs 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] In the 2012-2013 school year, all additional Head Start funds provided by the state of Maine were used to serve children ages 6 weeks to 36 months in Early Head Start programs.

[3] If a district partners with a program holding a DHHS child care program license, ratios of 1:10 must be met.

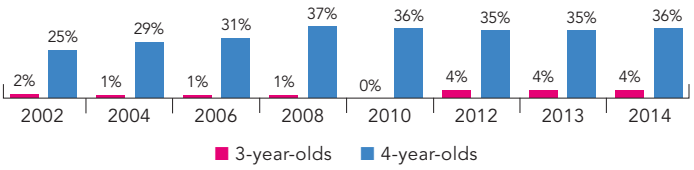
[4] A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

[5] While not required, most programs offer a snack and others offer 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.

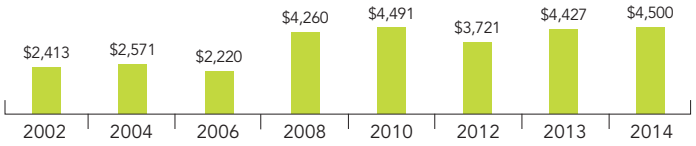
[6] In addition to Public Preschool Program funding, weighted funds are available for pre-K through grade 2. Included in this total is portion of this funding estimated to serve 4-year-olds.

Maryland

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



In 1980, Maryland created the Extended Elementary Education Program (EEEP), a pilot preschool program in Baltimore City and Prince George's County. This was Maryland's first preschool program for at-risk 4-year-olds. The program eventually expanded throughout the state and by 2002, served 25 percent of the state's 4-year-olds. In 2002, a finance reform legislation passed, requiring all local boards of education to increase prekindergarten enrollment in public schools to all economically underprivileged 4-year-olds by the 2007-2008 school year. Until 2011-2012, state funding to school districts increased significantly each year. In the 2011-2012 school year, state funds were reduced by approximately 9 percent, yet subsequent years have seen an increase in funding. Revised prekindergarten regulations were implemented to help districts meet the kindergarten readiness needs of low-income, special education, and English Language Learner (ELL) students who comprise the greatest percentage of the nearly 30,000 students registered in public prekindergarten during the 2013-2014 school year.

The 2002 school finance reform law also restructured the way prekindergarten funding was determined. Prior to the law's enactment, school districts received dedicated state funds, which EEEP used to supplement general education funds in local school systems. In 2007-2008, the Bridge to Excellence in Public Schools Act was implemented, allotting pre-K programs funding with state aid and local education dollars. Costs for Maryland's prekindergarten are included in the cost estimates of K-12 education state aid, which requires local school districts to offer access to pre-K for "4-year-olds from disadvantaged families."

In 2007 the Maryland Task Force on Universal Preschool Education recommended expanding preschool access to include all 4-year-olds and a number of 3-year-olds by 2014, regardless of family earnings. The state is working towards putting some of the report's recommendations in place, starting with permitting enrollment for 3-year-old children who are at risk of school failure, are economically disadvantaged, or are homeless or in foster care. Maryland received support to expand access to high-quality prekindergarten programs in April 2014, with the passage of Senate Bill 332, allocating $4.3 million to expand access to eligible families with household incomes up to 300% of the federal poverty guideline (FPG).

Maryland has 25 early learning centers of distinction, in addition to public prekindergarten. These centers are known as Judy Centers, and are located in Title 1 school districts. The Judy Centers work collaboratively with selected elementary schools to offer comprehensive year-round services for children from birth to age 6. Judy Center Partnerships during the 2013-2014 school year provided enhanced, continuous learning opportunities to 13,013 young children and their families, including 3,112 children under three years of age.

Head Start programs also receive supplemental funds from Maryland, in order to expand enrollment and support extended-day and summer services. The state provided $1.8 million statewide in order to support extended-day/week services for 10,905 Head Start attendees (9,613 HS and 1,292 EHS), during the 2013-2014 school year. In addition to the annual supplemental Head Start funding, Maryland State Officials approved $4.1 million dollars in order to "backfill" funding for sustaining Head Start classrooms that were eliminated as a result of the federal dollars lost under automatic cuts known as "sequestration."

Maryland was one of nine states financed in the initial round of the federal Race to the Top-Early Learning Challenge in 2012. In 2013, the state received additional federal funding to coordinate a consortium to develop and implement a statewide kindergarten entrance assessment and is piloting a new instrument in 2014-2015. In 2014, Maryland was awarded a competitive federal Preschool Development Grant for $15 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
13	16

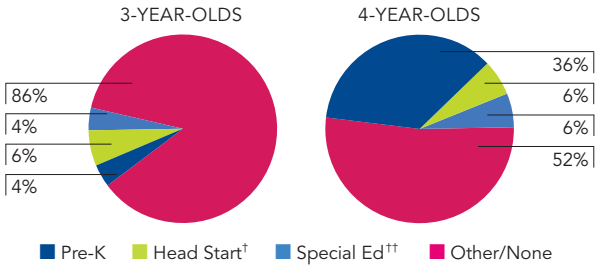
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	24

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	29,531[1]
School districts that offer state program	100%
Income requirement	185% FPL
Hours of operation	2.5 or 6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	7,814
Federally funded Head Start enrollment, ages 3 and 4	8,807
State-funded Head Start enrollment, ages 3 and 4	0[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC with or without SpEd, Pre-K–K (public); AA in ECE or CDA (nonpublic)	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[3]	CDA or equivalent	☐
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☐
3-year-olds	20[4]		
4-year-olds	20[4]		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10[4]		
4-year-olds	1:10[4]		
Screening/referral and support services	Vision; hearing; health, dental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

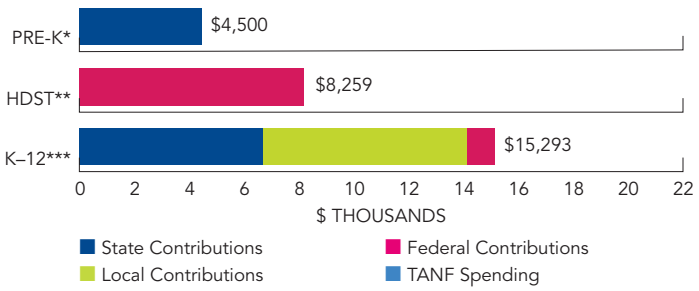
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$132,889,099
Local match required?	No[7]
State Head Start spending	$1,800,000[2]
State spending per child enrolled	$4,500
All reported spending per child enrolled*	$4,500

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Additional children under age 3 enrolled in Judy Centers, and 5-year-olds eligible for kindergarten, are not reflected in total enrollment figures. Judy Center Partnerships enrollment for 2012-2013 was 11,992, including pre-K.

[2] The state provided extended-day/year services to 2,786 children ages 3 to 5 enrolled in Head Start.

[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] State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this ratio, provided an overall program average of 20 is maintained. 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.

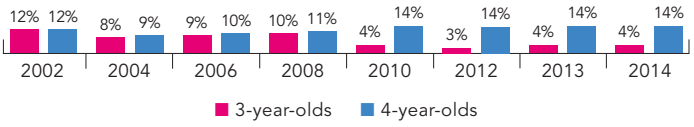
[5] Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Support services include parenting support 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*
(2014 DOLLARS)

The Massachusetts Department Early Education and Care (EEC) was established in 2005 to improve quality, affordability, and access to preschool education services. The same year EEC was created, the state started its Universal Pre-kindergarten (UPK) initiative, which serves children from age 2 years, 9 months, until they arrive at the locally determined kindergarten eligibility age.

Public schools, private child care centers, Head Start programs, family child care, and faith-based centers are eligible for UPK grants if they offer full-day, full-year services. UPK is usually a competitive grant program, though renewal grants had been used in recent years during funding constraints. During the 2013-2014 program year, the state issued: $6 million in renewal grants for the existing UPK grantees and roughly $692,000 for the open competitive grant for new programs. Individual child eligibility is not based on income level, though programs must be willing to serve children from families with income levels at or below 85 percent of the state's median income (SMI). UPK was assessed for process quality during the 2008-2009 and 2009-2010 school years. The grant eligibility requirements have been streamlined for renewal grants in the 2014-2015 school year. Programs must meet at least level 3 on the EEC's QRIS Program Manager (QPM) and must also have an income-eligible contract, and/or voucher agreement in place and be willing to accept EEC-subsidized or low-income children. Programs must be accredited by one of several eligible agencies, including NAEYC. Programs are also required to collect formative assessment data on all children and demonstrate pre-K to third grade alignment with the local school district.

Massachusetts also offers the Inclusive Preschool Learning Environment Grant, the so-called Grant 391 program. This program has funded typically developing preschool children, since 1985, to enroll alongside students with disabilities served in inclusion classrooms. There is no income qualification for enrollment in this program. In the 2013-2014 school year, the Grant 391 program was offered in 186 cities/towns. In 2013, a reduction in state funding was forecasted. The federal sequestration impacted the IPLE grant funded programs by reducing the number of classrooms and program closures.

Massachusetts is gradually phasing programs into its Quality Rating & Improvement System (QRIS). All UPK grantees are required to participate. By the 2012-2013 school year, all programs that work with EEC beyond licensing were added to the QRIS. In FY2014, all Head Start sites must participate as well. Programs must achieve no less than 100 percent QRIS participation of their total center-based and family child care sites. UPK grantees not only participate in the QRIS, but also allow for on-site ECERS/FCCERS observations to be carried out by EEC staff. EEC staff, with parent permission, provide child-level data using a State Assigned Student Identification or program-specific child ID number as well as collect staff information for EEC's Professional Qualifications Registry. Massachusetts is performing a study to validate this QRIS as part of its Race to the Top-Early Learning Challenge award.

The Massachusetts Board of Elementary and Secondary Education adopted new regulations in June 2012, which include a requirement that all incumbent core academic teachers of ELLs earn a Sheltered English Immersion Teacher Endorsement by July 1, 2016. Early childhood education teachers in all Massachusetts public schools, charter schools and collaborative are covered by these policies. In the 2014-2015 school year, a $750,000 state appropriation for K1 classrooms will allow cities/towns, regional school districts and educational collaborative to provide educational opportunities on a voluntary basis to 4-year-olds in the district through the creation of pre-kindergarten classrooms. Two grants will be funded: $500,000 will be used for Preschool Access and Quality Grants and another $250,000 will be used for Preschool Quality Enhancement Grants. In 2014, Massachusetts was awarded a competitive federal Preschool Development Grants for $15 million.

Massachusetts also provides $8 million dollars for an additional 235 slots for eligible children in the federal Head Start program, as well as funding for before- and after-care services. State supplemental funding is also used for quality-improvement purposes within Head Start, including professional development opportunities for staff.

This profile focuses on UPK and Grant 391, which are reported together because both programs have similar requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
28	18

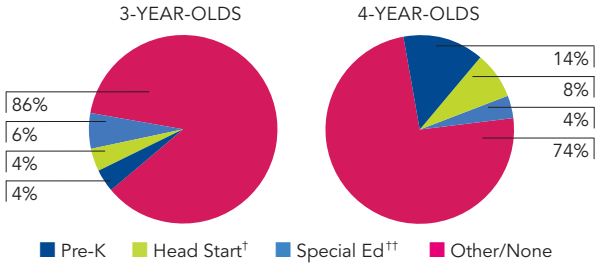
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	27

UNIVERSAL PRE-KINDERGARTEN GRANT (UPK) AND INCLUSIVE PRESCHOOL LEARNING ENVIRONMENT GRANT (IPLE-GRANT 391)

ACCESS

Total state program enrollment 12,991
School districts that offer state program ..... 63% (town/communities)
Income requirement ..... 85% SMI (UPK); None (Grant 391)[1]
Hours of operation ..... Determined locally, varies by program[2]
Operating schedule ..... Determined locally[2]
Special education enrollment, ages 3 and 4 9,950
Federally funded Head Start enrollment, ages 3 and 4 9,787
State-funded Head Start enrollment, ages 3 and 4 ..... 211[3]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

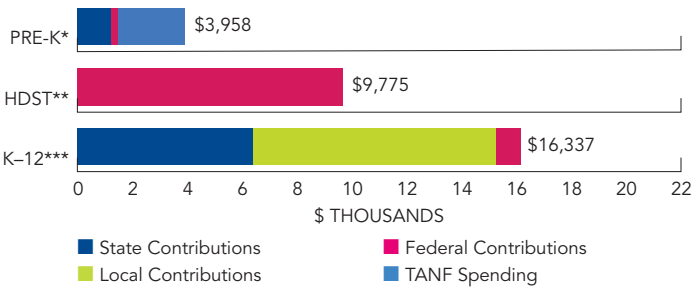
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); None (nonpublic)[4]	BA	☐
Teacher specialized training	EC Teacher of Students with and without Disabilities (public); 3 credits (nonpublic)[4]	Specializing in pre-K	☐
Assistant teacher degree	HSD or equivalent (public); 18 years + 3 credit CD course (nonpublic)[5]	CDA or equivalent	☐
Teacher in-service	150 clock hours/5 years (IPLE); 20 clock hours/year (UPK)	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 20 20	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 1:10 (UPK); 1:7-10 (IPLE) 1:10 (UPK); 1:7-10 (IPLE)[6]	1:10 or better	☑
Screening/referral and support services	Vision, hearing, developmental;[7] and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[8]	At least 1/day	☐
Monitoring	Site visits and other monitoring[9]	Site visits	☑

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending ..... $47,978,701[10]
Local match required? ..... Yes
State spending per child enrolled $3,693
All reported spending per child enrolled* $3,958

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] In the UPK 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 grantees are required to offer or provide access to full-day and full-year services. For Grant 391, grantees follow the public school calendar which is determined locally.

[3] 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 For 391 grants, the ratio can range from 1:7 to 1:10 based upon the number of children with disabilities enrolled in the session.

[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.

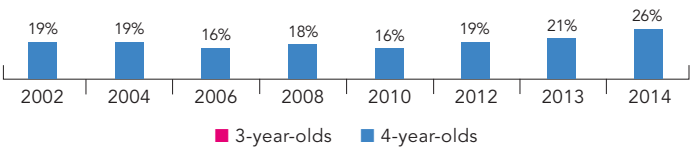
[8] Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

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

[10] Total spending by program was: Grant 391/IPLE budget allocation FY14, $8,342,828; UPK budget allocation, $7,500,000 plus $32,149,969 in TANF/CCDF.

Michigan

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

Established in 1985, the Michigan School Readiness Program (MSRP) was developed to ensure preschool education for at-risk 4-year-olds, and is associated with the state's early childhood initiative, Project Great Start. MSRP is now called the Great Start Readiness Program (GSRP). The program has moved from half-day programs toward school-day programs to better suit the needs of families. Public school districts receive direct financial support, but they may distribute funds to local providers in other settings to offer GSRP. Other preschool providers, such as social service and mental health agencies, private child care centers, and Head Start agencies, may apply for competitive preschool education funds. The level of need in each district and a school funding formula determine overall district funding. The state-level competitive process for Community-based Organizations (CBO)s was removed and made a responsibility of the Intermediate School Districts (ISDs). At least 30 percent of total slots by ISDs must go to CBOs. All GSRP providers must attain a 3 star or higher rating in Michigan's Great Start to Quality (tiered rating system). Prior legislative language to transfer GSRP to an Early Childhood Block Grant was removed as well as a legislative option for GSRP funding to fund parent education programs.

In previous years, 70 percent of families in the program have had to be at or below 300 percent FPL. Starting in 2013-2014, 90 percent of families must be at or below 300 percent FPL. Any family over income for the remaining 10 percent must pay a fee on a locally determined sliding scale. A new legislated prioritization process was put in place for ranking each family's household income into quartiles.

The 2013-2014 year also the first in a three-year transition to roll back the age-eligibility date for GSRP, aligning it with a change in the kindergarten entry date. For 2013-2014 GSRP eligibility, a child had to be at least 4, but less than 5, years old by November 1. However, there was also an exception provision allowing (by parent request) any child with a birthday through December 1 to have early entry into kindergarten. Any GSRP child who did not go to kindergarten was allowed to attend GSRP for a second year. The eligibility date moved to October 1 for the 2014-2015 school year, with an exception again allowed through December 1.

In FY 2013-2014, Michigan invested an additional $65M in GSRP, increasing the half-day slot funding by $225. In FY 2014-2015, Michigan again invested another $65M in GSRP though per-child funding was kept level. A $10 million special transportation fund for GSRP has been set aside. In both budget increases, 2 percent of funding has been specifically earmarked for recruiting and increasing public awareness of GSRP. Cross-ISD boundary enrollment has always been permitted via GSRP policy, but this will be legislatively allowed beginning in the 2014-2015 school year.

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

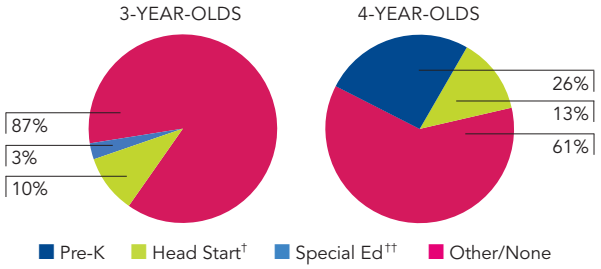
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	19

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	30,552[1]
School districts that offer state program	61%
Income requirement	250% FPL
Hours of operation	3-6.5 hours/day, 4 days/week
Operating schedule	30 weeks/year
Special education enrollment, ages 3 and 4	11,671
Federally funded Head Start enrollment, ages 3 and 4	27,344
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[2]	BA	☑
Teacher specialized training	Elementary Teaching Certificate with EC endorsement (public); BA with focus on preschool teaching (nonpublic)[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	6 credit hour/5 years[4]	At least 15 hours/year	☐
Maximum class size		20 or lower	☑
3-year-olds	NA		
4-year-olds	18[5]		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:8		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[6]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[7]	At least 1/day	☐
Monitoring	Site visits and other monitoring[8]	Site visits	☑

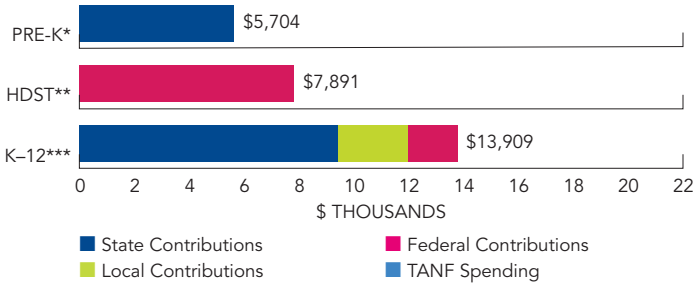
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$174,275,000
Local match required?	Yes[9]
State spending per child enrolled	$5,704
All reported spending per child enrolled*	$5,704

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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; an additional 42 children were also served in a home-based option but are not included in the enrollment count.

[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.

[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 complete 12 clock hours per year plus current CPR, first aid, and blood-borne pathogen training to keep required child care licenses current. This generally adds up to more than 15 hours per year. Lead teachers who are certified teachers in public school settings must complete six credit 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.

[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; behavioral and 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.

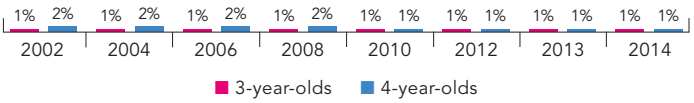
[7] Part-day programs must provide at least a snack, and school-day programs must provide one meal and two snacks or two meals and one snack.

[8] Beginning in the 2013-14 grant year, MDE created a new monitoring tool and 3-4 cycle for the ISDs as GSRP grantees. The ISD is responsible for monitoring its subrecipients for compliance with policies and guidelines for fiscal and programmatic issues, as well as program quality. An MDE auditor, consultant, or combined team will conduct on-site monitoring visits to the ISD. This now meet the NIEER benchmark for site visits.

[9] GSRP cannot operate solely on the state funding, but the state does not collect local spending data. 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*
(2014 DOLLARS)

Both Head Start and Early Head Start (EHS) programs receive supplemental financial support from the state of Minnesota, in an effort to improve access for children from birth to age 5. Qualifications for financial support are simple; any organization that obtains federal Head Start backing can receive aid. Agencies must always follow the federal Head Start Performance Standards, though they may work in joint ventures with private child care centers, public schools, and family child care homes. The Early Childhood Indicators of Progress, Minnesota's early learning standards, guide support and training for all program staff members and on technical assistance. In the 2009-2010 school year, Minnesota was the recipient of a Race to the Top-Early Learning Challenge grant.

A second state initiative called the School Readiness Program provides services through subcontracted charter schools, community-based organizations, and school districts. Improving kindergarten readiness is the program focus, and is carried out through a number of approaches. These approaches include services for children with disabilities, home visits, and preschool education programs. Services offered differ from district to district as they are decided by individual districts. Programs must meet several requirements including that they must have research-based program content, support parent involvement, collaborate with other local programs, and provide children with appropriate screenings and referrals as needed. The School Readiness Program is excluded from this profile because the state does not track financial support data and program enrollment for center-based preschool education services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
41	24

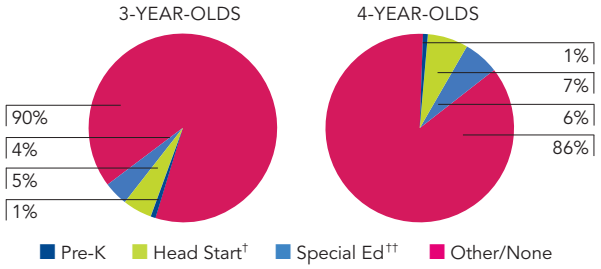
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	7

MINNESOTA HEAD START

ACCESS

Total state program enrollment	1,740
School districts that offer state program	100% (counties/parishes)
Income requirement	No income requirement[1]
Hours of operation	Determined locally[2]
Operating schedule	Determined locally[2]
Special education enrollment, ages 3 and 4	8,563
Federally funded Head Start enrollment, ages 3 and 4	8,788
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

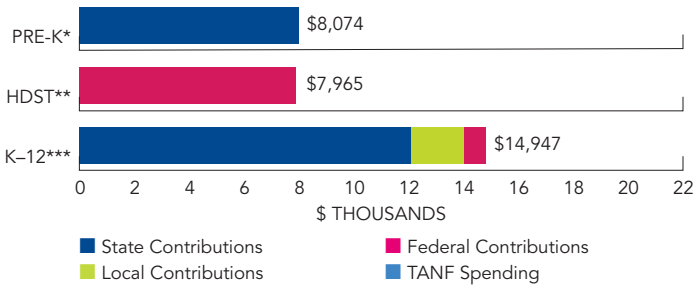
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[3]	BA	☐
Teacher specialized training	EC endorsement with or without SpEd (public); Pre-K–K, AA in ECE or CD (nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	CDA[4]	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 17 20	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 2:17 1:10	1:10 or better	☑
Screening/referral and support services	Vision; hearing; height/weight/BMI; blood pressure; immunizations; psychological/behavioral; full physical exam; developmental; dental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast and lunch[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending	$14,048,309[7]
Local match required?	No
State spending per child enrolled	$8,074
All reported spending per child enrolled*	$8,074

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; 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. In a public school, teacher union rules require that teachers have at least a BA.

[4] Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as a high school diploma, 12 quarter units in early childhood or a related field, and 2,080 hours of experience. Federal Head Start requires that by 2013 all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within 2 years.

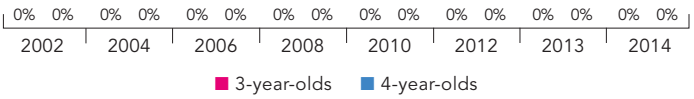
[5] Support services include parent conferences or home visits, education services or job training for parents, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten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

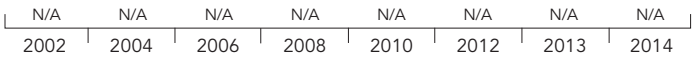
[7] All spending through this initiative is directed toward Head Start programs.

Mississippi

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



IN PROGRESS

The Early Learning Collaborative Act of 2013 became law in April 2013, establishing Mississippi's first state-funded, voluntary Pre-K program. The program served 1,774 children beginning in January 2014. It is reported as "no program" here because it did not enroll children for the duration of the school year. The state used $3 million to fund the program.

The purpose of the Early Learning Collaborative Act is to provide funding to local communities to establish, expand, support and facilitate the successful implementation of quality early childhood education and development services. Pre-K programs in Head Start centers, licensed childcare facilities, public, parochial, or private schools formed and maintained a stakeholder council called an Early Learning Collaborative, involving a minimum of two of those program auspices. The Early Learning Collaborative designated a Lead Partner, which can be a public school or other nonprofit entity with the instructional expertise and operational capacity to manage a Collaborative's Pre-Kindergarten (Pre-K) program.

The voluntary Pre-K Program intends to improve quality, increase access to high-quality Pre-K programs for 4-year-olds, and prepare more children to enter Kindergarten ready to succeed in school. The program also will provide supports to local programs to improve quality, and families will have access to information about Pre-K program quality. Pre-K programs will increase their collaboration with other early childhood education programs and related services. Pre-K programs will implement an integrated, effective system of early childhood curriculum, instruction, assessment, and program evaluation, including curricula aligned with the MDE's *Early Learning Standards for Classrooms Serving Four-Year-Old Children*.

The program meets all 10 of NIEER's quality standards benchmarks, and will continue to do so when it is fully profiled here for the 2014-2015 school year.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
No Program	

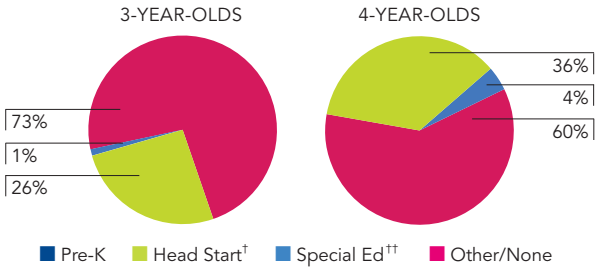
MISSISSIPPI EARLY LEARNING COLLABORATIVE

This profile indicates the enrollment, spending, and program standards of the mid-year program that started in 2014. Though not included in the rankings and national totals, this information is included for reference.

ACCESS

Total state program enrollment 1,774
School districts that offer state program 10%
Income requirement ..... No income requirement
Hours of operation ..... 7 hours/day
Operating schedule ..... 5 days/week, Academic year
Special education enrollment, ages 3 and 4 4,911
Federally funded Head Start enrollment, ages 3 and 4 24,961
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

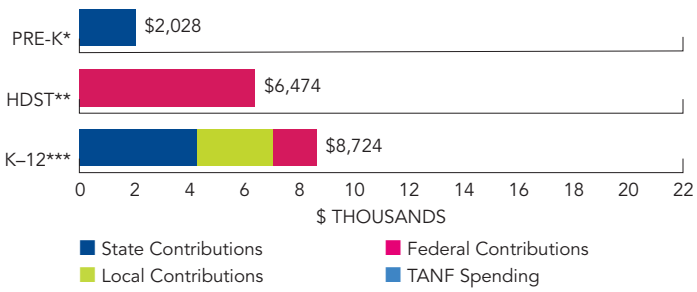
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA/BS	BA	☑
Teacher specialized training	12 hours ECE coursework	Specializing in pre-K	☑
Assistant teacher degree	Associates degree	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	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 and support services	Vision; hearing; health; and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and either breakfast or snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 10

RESOURCES

Total state pre-K spending $3,000,000
Local match required? ..... Yes
State spending per child enrolled $1,691
All reported spending per child enrolled* ..... Not reported

SPENDING PER CHILD ENROLLED



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

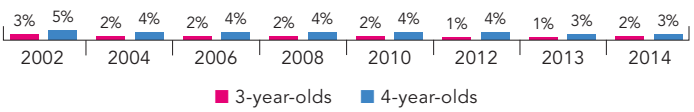
** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

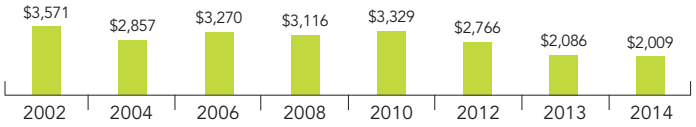
Data are for the '13-'14 school year, unless otherwise noted.

Missouri

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings since 1998. The MPP is operated in public schools, private child care centers, and nonprofit agencies. Enrollment in the 2013-2014 school year increased by 5 percent increased to 3,874 children, partially offsetting a 10 percent decrease in 2012- 2013. Eleven additional districts provided pre-K services in 2013-2014, serving 30 percent of districts in the state. State-funded MPP contracts for private providers are eligible for up to six years; after this period contracts are made available to other grantees.

Tobacco settlement revenue provides for funding the Early Childhood Development, Education, and Care Fund (ECDEC), though fluctuation in revenue creates uncertainties for programs. The ECDEC fund supports MPP as well as other early childhood services including Head Start, Parents as Teachers (PAT), First Steps, and childcare assistance. The 2011-2012 school year saw a $2 million decrease in allocation for MPP funding from the previous year, and another $3.4 million reduction the following year. Funding for MPP remained essentially level in 2013-2014, at a level substantially below 2011-2012 funding.

A competitive grant process determines where MPP funds are awarded, though programs serving children with special needs and those from low-income families are given priority. Programs use sliding payment scales, based on criteria including eligibility for free- or reduced-price lunch. The MPP's goal is to provide access to all families throughout the state, regardless of income, though currently only 3 percent of Missouri's 4-year-olds and 1 percent of 3-year-olds are actually being served.

For a program to receive state funding, regardless of setting, all teachers hired after July 1, 2005 are required to have a bachelor's degree with specialization in early childhood. This criteria has been met by all teachers and programs since the 2010-2011 school year. A Child Development Associate (CDA) credential has been required since 2008-2009 as a minimum requirement for all assistant teachers in both public and nonpublic settings, in addition to having experience working in a program with young children and their families.

In 2003, the University of Missouri evaluated MPP in response to a legislative mandate. Program quality was also monitored in 2013-2014, through program record reviews, self-assessments, and, for all newly funded programs, onsite visits. Following a year of piloting, Missouri adopted the Desired Results Developmental Profile (DRDP) as a uniform child assessment instrument among new and renewal MPP programs. DRDP replaced the process of using results of locally determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	20

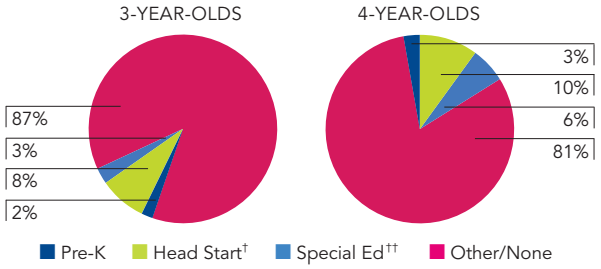
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	39

MISSOURI PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	3,874
School districts that offer state program	30%
Income requirement	No income requirement[1]
Hours of operation	3-6.5 hours/day, 5 days/week[2]
Operating schedule	Determined locally[2]
Special education enrollment, ages 3 and 4	9,144
Federally funded Head Start enrollment, ages 3 and 4	14,171
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE, EC SpEd, Four-Year CD Degree	Specializing in pre-K	☑
Assistant teacher degree	CDA	CDA or equivalent	☑
Teacher in-service	12 clock hours/year[3]	At least 15 hours/year	☐
Maximum class size 3-year-olds 4-year-olds	20 20	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 1:10	1:10 or better	☑
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring[6]	Site visits	☐

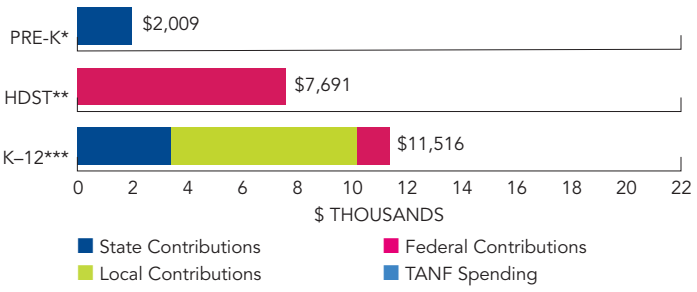
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$7,782,864
Local match required?	No
State spending per child enrolled	$2,009
All reported spending per child enrolled*	$2,009

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

[2] Programs are required to operate full day for 12 months per year, with the exception of government entities and public school districts, which can choose to provide a half-day program and operate for fewer than 12 months, but no less than an academic year. Public schools that implement a four-day school week for K-12 can also implement a four-day schedule for the preschool program.

[3] In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually, no longer meeting NIEER's quality standard benchmark of at least 15 hours. Additional required professional development hours for first-year teachers and teacher assistants beyond the state's minimum include at least of 30 hours of curriculum training.

[4] Support services include parent conferences and home visits, parent involvement, and transition to kindergarten activities.

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

[6] Site visits are not conducted for all programs on a regular basis and are performed as needed, based on a review of submitted reports or concerns raised from partner agencies.

Montana

NO PROGRAM

While Montana does not provide state-funded pre-K as defined in this report, the state has taken several steps to address early learning. Governor Steve Bullock has made early childhood education one of his top priorities, proposing the Montana Early Edge Initiative to fund voluntary public preschool. The governor was unsuccessful in his budget request for a 2-year $37 million state investment in preschool.

The Office of Public Instruction (OPI) has taken action recently to improve early education. The OPI proposed accreditation standards (Chapter 63) to the Board of Public Education for school districts that choose to provide public preschool to children ages 3-5 years. It also recommended changes to educator licensure requirements for an Early Grades endorsement (Age 3-Grade 3), including changes to the educator preparation program requirements for the early grades endorsement. Recommendations were approved by the Montana Board of Public Education in November 2014.

The Montana Early Learning Standards, separate from Chapter 63, cover multiple domains including: physical well-being and motor development; social-emotional development; approaches toward learning; language development; and cognitive and general knowledge. Two previous documents, Montana's Early Learning Guidelines for children ages 3-5 which had been in existence since 2004, and the Montana Guidelines for infants and toddlers, since 2009, were combined and revised in 2014. The Montana Early Learning Standards have not been approved by the Board of Public Education.

The Best Beginnings Advisory Council (BBAC), established in 2011, serves as the state early childhood advisory council and collaborating entity for the early childhood system. A core principal for BBAC is that children will have access to high quality early childhood programs. The Early Childhood Services Bureau within the Department of Public Health and Human Services serves as the home for BBAC. Additionally, Best Beginnings local coalitions work to increase coordination across early childhood systems.

Best Beginnings STARS to Quality Program is Montana's voluntary quality rating improvement system, aligning quality indicators with support and incentives for early childhood programs and early childhood professionals. Participating licensed preschool facilities are awarded up to 5 stars indicating the level of quality.

In 2013, Montana submitted an application in the third round for competitive Race to the Top Early Learning Challenge funding. Though the collaborative application was not funded, the Governor's Office, Office of Public Instruction, Board of Public Education, Department of Public Health and Human Services, Montana University System, and the State Library, identified the goal to make all Montana children school-ready, in its comprehensive early learning and development vision.

In 2014, Montana was awarded a competitive federal Preschool Development Grant for $10 million to develop preschools for low- and moderate-income families in 16 communities.

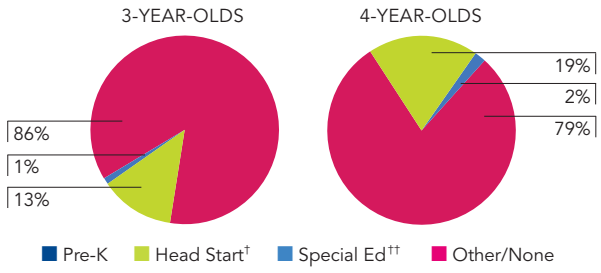
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	827
Federally funded Head Start enrollment	4,009
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

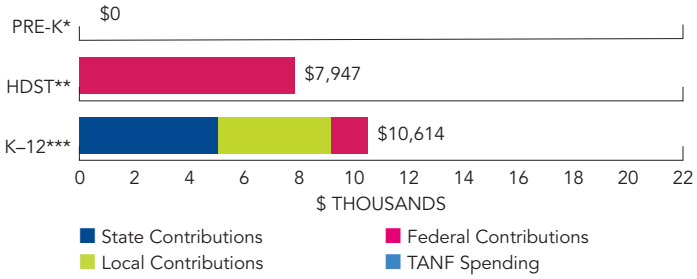
QUALITY STANDARDS CHECKLIST

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.

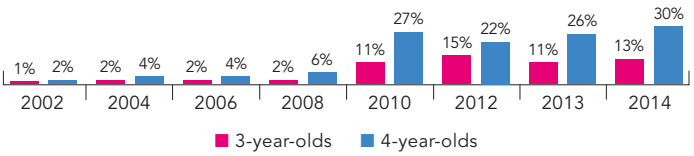
** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

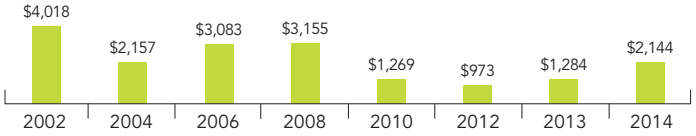
Data are for the '12-'13 school year, unless otherwise noted.

Nebraska

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Nebraska Early Childhood Education Grant Program provides preschool for children ages 3 to 5; it started as a pilot program in 1992 and was expanded in 2001. At least 70 percent of awarded grant funding to participating programs must be used to provide services to children with one of the following risk factors: disability or developmental delay, living in a home in which English is not the primary language, eligibility for free or reduced-price lunch (185 percent FPL), having teen parents or parents who have no completed high school, and having been born prematurely or with a low birth weight. The program seeks to serve children of diverse social and economic characteristics.

Direct financial support is available for public schools and education service units that partner with child care centers, as well as Head Start agencies and/or human services agencies. Grantees are obligated to match 100 percent of the funding using local and/or federal sources. The program monitors child, program, and family outcomes annually.

Legislation was approved in 2005 which required 4-year-olds to be incorporated into the school district state-aid formula. Before students are included in the state aid formula however, school districts must first be approved for three consecutive years. Since the legislation passed, there has been a significant increase in the number of children served in state-funded pre-K. Federal and local sources used by programs receiving grant funding are expected to match funds. The state does not track federal and/or local spending for programs that do not receive an early childhood grant.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
16	6

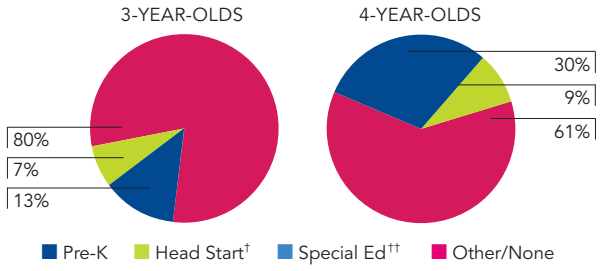
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	36

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAMS - AGES 3 TO 5

ACCESS

Total state program enrollment	11,852
School districts that offer state program	78%
Income requirement	185% FPL[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,128
Federally funded Head Start enrollment, ages 3 and 4	4,127
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

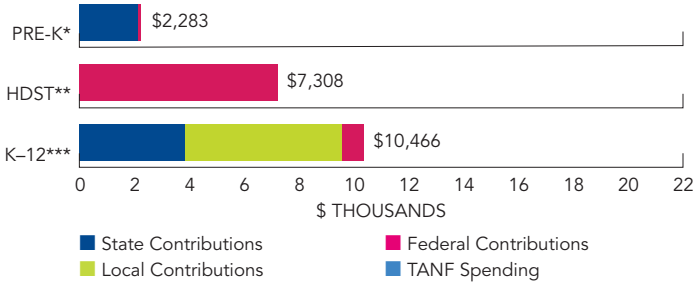
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC, EC Unified, Preschool Disabilities, EC SpEd	Specializing in pre-K	☑
Assistant teacher degree	CDA or 12 semester hours of credit in CD or ECE, or equivalent	CDA or equivalent	☑
Teacher in-service	12 clock hours/year	At least 15 hours/year	☐
Maximum class size	20 or lower		☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; support services[3]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending	$25,416,498
Local match required?	Yes[4]
State spending per child enrolled	$2,144
All reported spending per child enrolled*	$2,283

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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.

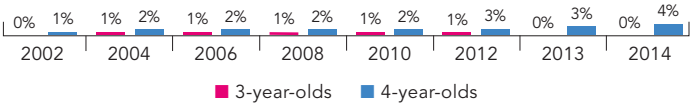
[2] Most programs operate part-day, 3.5 to 4 hours per day, 4 or 5 days per week.

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

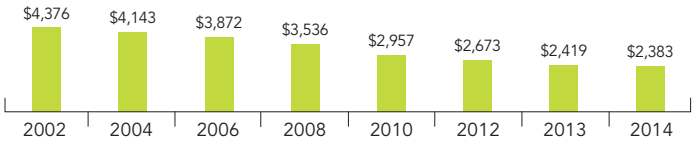
[4] There is a requirement of 100 percent match of grant funds, although it is not required to come from a local source. The state does not track matching funds from local and federal sources for programs that receive state aid so these funds are not reflected in all reported spending.

Nevada

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Nevada's state-funded pre-K program, initially called the Early Childhood Education Comprehensive Plan when it began in 2001, is now referred to as the Nevada State Pre-Kindergarten Education Program (PEP). Funds are provided to establish new preschool programs and expand existing ones in both community-based organizations and school districts. The program aims to provide prekindergarten to 3-, 4- , and 5-year-olds. Eligibility is determined locally based on each district's assessment of community needs, but priority is given to 4- and 5- year-olds who will be eligible to attend kindergarten the following year. Children are also prioritized if they are from low-income families, homeless, English Language Learners, or receive special education services.

Competitive grant awards are available and funding is determined based on community needs as stated in individual grant applications. Since the 2008-2009 school year, state funding for PEP has remained stable. As a result, local districts either modify services or supplement state funds. An additional $1 million in federal Title I funds were used in communities to support pre-K programs meeting state pre-K requirements, and one county spent approximately $10 million in Title I for preschool programs not aligned with state pre-K requirements. Enrollment remained unchanged during the 2013-2014 year.

The state monitors program quality several ways. Initially, the program design is assessed during the competitive grant application process. Annual formal evaluation of programs was reduced to occurring every two years in 2013-2014. State staff or contracted specialists perform site observations annually. Program quality is also monitored through program information submitted biannually. As required by the state, PEP has been assessed for both program impact/child outcomes and process quality through annual and longitudinal evaluation measures; results are reported biannually. During the 2013-2014 school year, the first cohort of students being tracked in the annual longitudinal evaluation entered the tenth grade.

The revised Nevada Pre-Kindergarten Standards were adopted by the State Board of Education in 2010 and are aligned with the Common Core State Standards. Nevada is participating in a seven state, federally funded consortium to develop and enhance kindergarten entry and formative assessment instruments and procedures.

In 2014, Nevada was awarded a competitive federal Preschool Development Grant for $6.4 million.

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

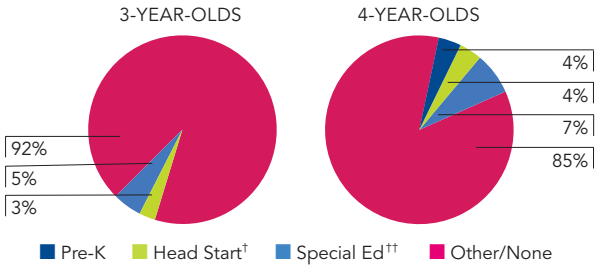
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	35

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment 1,401
School districts that offer state program 59%
Income requirement ..... No income requirement[1]
Hours of operation ..... Determined locally, minimum of 10 hours/week[2]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 4,693
Federally funded Head Start enrollment, ages 3 and 4 2,506
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

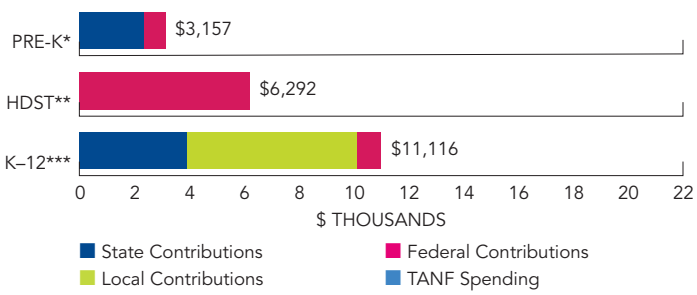
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[3]	BA	☑
Teacher specialized training	EC endorsement, EC SpEd[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	16		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral and support services	Determined locally[5]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack[6]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 7

RESOURCES

Total state pre-K spending $3,338,875
Local match required? ..... No
State spending per child enrolled $2,383
All reported spending per child enrolled* $3,157

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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. Some districts enroll all age-eligible children, while others may use locally determined risk factors in addition to those specified by the state.

[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] Program policy assures that several screening and referral services are required for all children if there is a suspected delay; additional screening and referral requirements are decided at the local level. Support services include parenting support or training, parent involvement activities, and other locally determined support services.

[6] Meals are not required, but all part-day programs provide at least a snack.

New Hampshire

NO PROGRAM

The state of New Hampshire supports early childhood education through several measures, although it does not have a state-funded pre-K program that meets the criteria of this report. The Department of Health and Human Services (DHHS) oversees early education and care services for children from birth through 5 years. The department licenses early childhood programs and administers preschool scholarships through its child care assistance program for families with low incomes.

The Department of Education's (DOE) oversight does not begin until kindergarten, but it does oversee the provision of early childhood special education and monitors progress monitoring of voluntary Title I preschool programs, which were supported in 2013-2014 with $1.2 million dollars of Title I funds. The DOE also oversees early childhood teacher licensure endorsement for birth through grade three. Additionally, the New Hampshire Early Childhood and After School Professional Development System at the New Hampshire DHHS Child Development Bureau offer voluntary credentials and endorsements for professionals serving young children and their families. A variety of stakeholders are collaborating to align birth-through-age-8 efforts, including DHHS, DOE, and the Spark New Hampshire Early Childhood Advisory Council. These groups, along with private partners, collaborated to submit the state's Race to the Top Application, which, although unsuccessful, will help guide future early childhood systems-building efforts in New Hampshire.

In 2005, the New Hampshire Early Learning Guidelines were introduced. The guidelines address development and learning for children birth through 5 years covering: physical development, social and emotional development, approaches to learning, creative expression and aesthetic development, communication and literacy development, and health and safety. The guidelines are aligned with both New Hampshire's K-12 Curriculum Frameworks and New Hampshire Kindergarten Readiness Indicators. The new Early Learning Standards, which will be released in 2015, will align with the New Hampshire College and Career Ready Standards by expanding to include emergent literacy, early numeracy, and science and social studies.

The New Hampshire Quality Rating and Improvement System, administered by the Child Development Bureau within the Department of Health and Human Services, is presently under revision. Categories of standards in the proposed revision include: Curriculum, Environment, and Assessment; Engaging Families and Communities as Partners; Early Childhood Administrator and Educator Qualifications; Measured Standards of Environmental Quality and Teacher-Child Interactions using the Environmental Rating Scale (ERS) and Classroom Assessment Scoring System (CLASS), respectively.

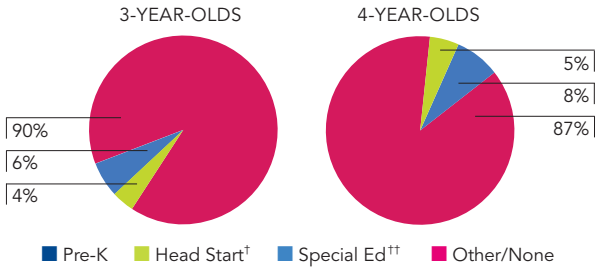
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	2,051
Federally funded Head Start enrollment	1,288
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

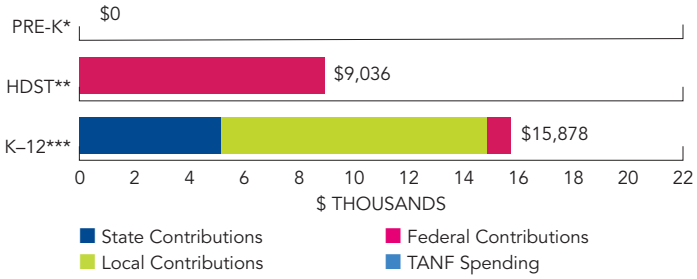
QUALITY STANDARDS CHECKLIST

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.

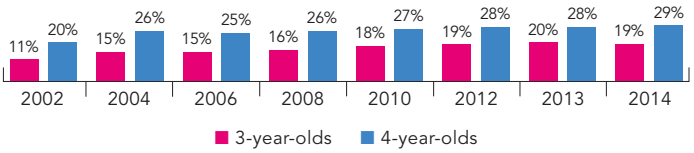
** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

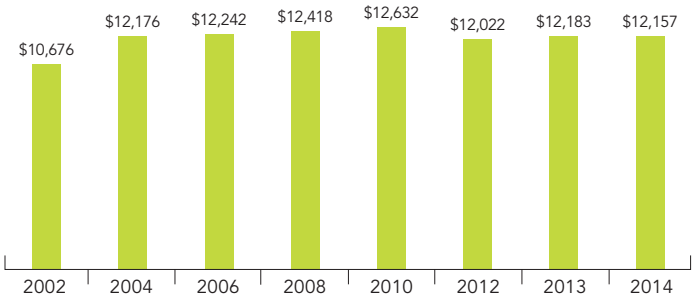
Data are for the '12-'13 school year, unless otherwise noted.

New Jersey

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The state of New Jersey funds three preschool programs. The largest and most intensive of the programs, formerly known as the Abbott Preschool Program, served 43,896 children in 35 school districts during the 2013-2014 school year. The New Jersey Department of Education (DOE) provides funding to eligible districts to provide the program to all resident 3- and 4-year-olds who choose to enroll. Private child care centers or Head Start programs that meet state standards may contract with districts to deliver services. Abbott districts also receive supplemental child care subsidy funds from the state Department of Human Services (DHS) to provide extended-day and extended-year services to families. Changes in DHS eligibility requirements however have reduced the number of programs offering wrap-around options, resulting in fewer children receiving wrap-around services. When the school funding formula went into effect in 2008-2009, a "hold harmless" article was put in place, which prevents former Abbott districts from receiving preschool aid from DOE any less than in the 2008-2009 school year of the program. Formal evaluations for the former Abbott program were conducted in 2013 and 2014 respectively, to evaluate impact on child outcomes and program quality.

The second state-funded preschool program, formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), is required only in districts where 20 to 40 percent of children meet the criteria for free or reduced-price lunch services. During the 2013-2014 school year, 93 districts offered the former ECPA program. Enrollment in ECPA programs declined by more than 200 children to 7,309 students despite increased financial support for the second consecutive year.

The third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established in 2004, as part of New Jersey's efforts to offer access to high-quality prekindergarten education to all of the state's low-income 4-year-olds. All non-Abbott districts initially were eligible to apply for funds to improve program quality, extend program hours or to expand prekindergarten enrollment; however, new districts have been unable to apply in recent years due to limited funds. Funding levels are determined by length of the program day and number of low-income 4-year-olds served. During the 2013-2014 school year, 24 districts offered the ELLI program to 602 children, a 10 percent increase in enrollment compared to the previous year.

Districts across all three programs received funding based on the School Funding Reform Act (SFRA) of 2008, beginning the 2009-2010 school year. New Jersey planned to increase full-day preschool for at-risk 3- and 4- year-olds in all school districts, as outlined in the SFRA, with the goal of providing preschool, over a six year period, for an additional 30,000 children by fall of 2013. For the 2013-2014 school year, the former Abbott program received increased funding from the previous year to permit the enrollment of additional children, though ECPA districts received a small cost of living adjustment based on prior year funding. Funding for the ELLI program has remained the same since 2008-2009.

In 2013, New Jersey was one of five states funded in the third round of federal Race to the Top-Early Learning Challenge. In 2014, New Jersey was awarded a competitive federal Preschool Development Grant for $17.5 million.

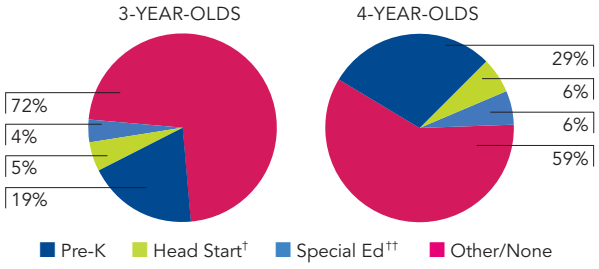
In order to present the contributions New Jersey makes to preschool education throughout its three separate programs, summary information reflecting the state's overall commitment to preschool is first presented, where enrollment and state spending for the former Abbott, ECPA, and ELLI programs are combined to demonstrate a comprehensive state profile. 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 on the former ECPA program; and the final page on the former ELLI program.

STATE OVERVIEW

ACCESS

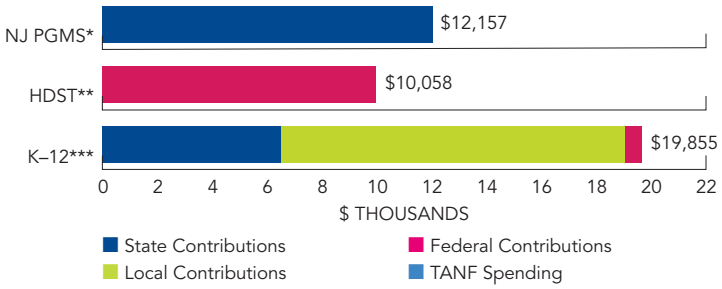
Total state program enrollment 51,726
Total state spending $629,798,393
State spending per child enrolled $12,157
All reported spending per child enrolled*.....$12,157

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

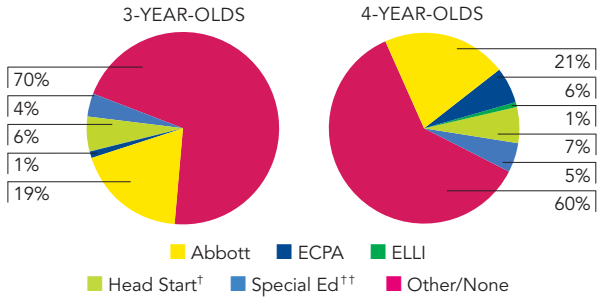
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	2

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 43,896
School districts that offer state program 6%
Income requirement ..... No income requirement[1]
Hours of operation ..... 6 hours/day, 5 days/week[2]
Operating schedule ..... Academic year[2]
Special education enrollment, ages 3 and 4 11,160
Federally funded Head Start enrollment, ages 3 and 4 12,560
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

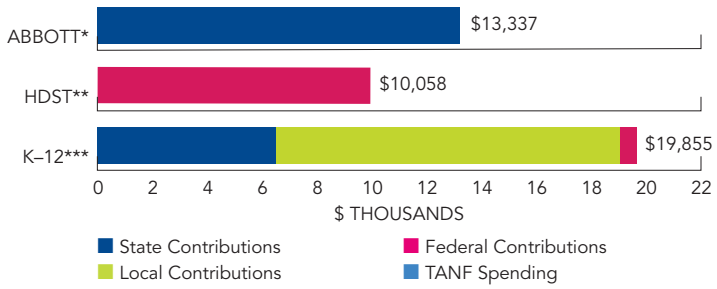
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public and nonpublic)	BA	☑
Teacher specialized training	Certificate in P–3; K–5; Nursery school[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[4]	CDA or equivalent	☐
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 15 15	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 2:15 2:15	1:10 or better	☑
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast, lunch, and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending $585,440,952
Local match required? ..... No
State spending per child enrolled ..... $13,337[6]
All reported spending per child enrolled* ..... $13,337[6]

SPENDING PER CHILD ENROLLED



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

Data are for the '13-'14 school year, unless otherwise noted.

[1] The program is offered in the poor urban districts initially identified by the NJ Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch, and 4 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.

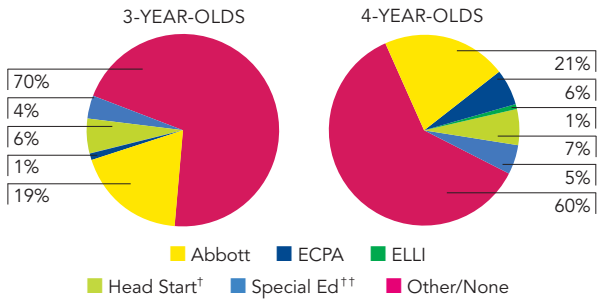
[6] State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid 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 LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment 602
School districts that offer state program 4%
Income requirement .....185% FPL[1]
Hours of operation .....2.5 to 6 hours/day, 5 days/week
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 11,160
Federally funded Head Start enrollment, ages 3 and 4 12,560
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

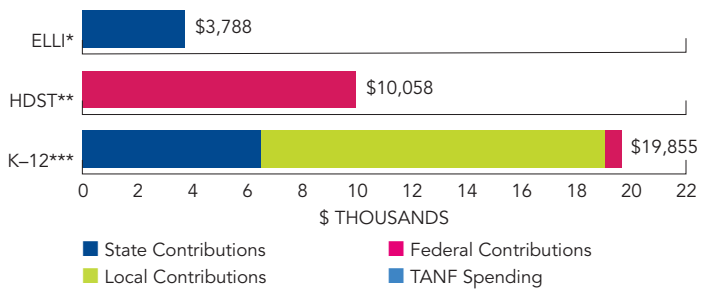
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[2]	BA	☑
Teacher specialized training	Certificate in P–3, K–5, Nursery school[2]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[3]	CDA or equivalent	☐
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending $2,280,300
Local match required? .....Yes[6]
State spending per child enrolled $3,788
All reported spending per child enrolled* $3,788

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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] School- and extended-day programs are required to offer breakfast, lunch, and snack for at-risk students.

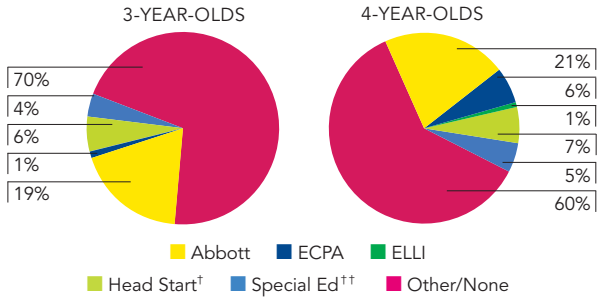
[6] Classrooms must include general and special education students funded through other sources.

NEW JERSEY NON-ABBOTT EARLY CHILDHOOD PROGRAM AID

ACCESS

Total state program enrollment 7,309
School districts that offer state program 16%
Income requirement.....No income requirement[1]
Hours of operation .....2.5 to 6 hours/day, 5 days/week[2]
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 11,160
Federally funded Head Start enrollment, ages 3 and 4 12,560
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

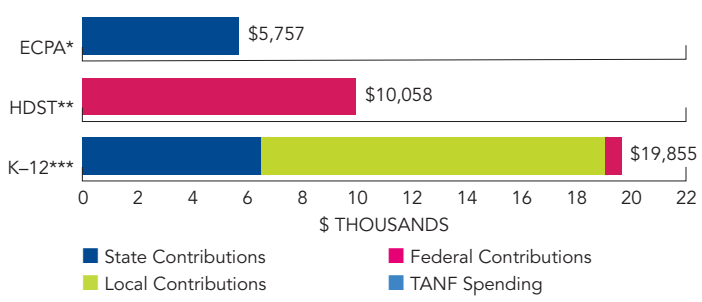
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Certificate in P–3, K–5, Nursery school[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[4]	CDA or equivalent	☐
Teacher in-service	100 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	18		
4-year-olds	18		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10		
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	☑
Meals	Depends on length of program day[6]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending .....$42,077,141[7]
Local match required? .....No
State spending per child enrolled $5,757
All reported spending per child enrolled*.....$5,757

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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] Part-day programs must be at least 2.5 hours per day; school-day programs must be at least 6 hours per day. Length of program day varies by districts. In some cases, both part- and school-day programs are offered. Part-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.

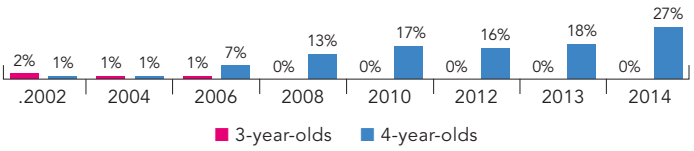
[5] Support services include parent involvement activities, health services for children, parent conferences or home visits, and transition to kindergarten activities.

[6] Breakfast, lunch and snack are required for at-risk students in school- and extended-day programs.

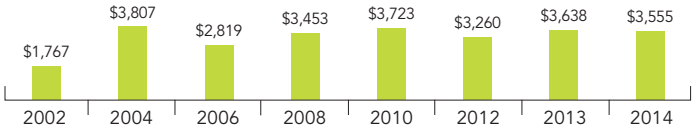
[7] This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal or local funds contribute to the program.

New Mexico

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Since its establishment in the 2005-2006 school year, the state-funded New Mexico PreK program continues to provide center-based early childhood education services for 4-year-olds. Approximately half of the 7,674 children were enrolled in public school programs while the remaining children were served in nonpublic sites, such as community child care centers, Head Start programs, faith-based centers, family child care homes, municipalities, and universities. Following a significant decrease in enrollment during the 2010-2011 school year, participation increased by 44 percent in the 2013-2014 school year, the third consecutive year additional children have been served. For the second consecutive year, ten additional school districts offered the PreK program in 2013-2014.

The New Mexico PreK program is supported exclusively through state funds. The 2013-2014 budget increased to $27.2 million, from $19.2 million the previous year. A competitive process awards program support, though preference is given to programs in communities with public elementary schools designated as Title I. Two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school, though eligibility is not determined by a specific family income requirement. Programs are funded for part-day preschool slots at the rate of $3,000 per child

The New Mexico Early Learning Guidelines, Birth to Kindergarten, were revised in July 2014 and are aligned with the Common Core State Standards. The Guidelines address multiple domains of early development and learning. Annual site visits conducted by state personnel and program information submitted throughout the year, including child assessment results, monitor program quality. Formal assessments for both program quality and impact occurred on an annual basis but were discontinued in the 2010-2011 school year due to fiscal constraints.

New Mexico was one of five states to receive funding in the second round of federal Race to the Top-Early Learning Challenge in 2012.

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

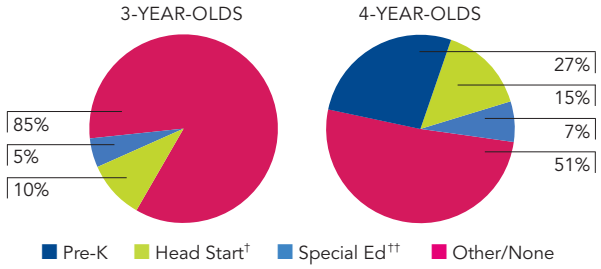
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	32

NEW MEXICO PREK

ACCESS

Total state program enrollment	7,674
School districts that offer state program	61%
Income requirement	No income requirement[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,858
Federally funded Head Start enrollment, ages 3 and 4	7,259
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); HSD or equivalent (nonpublic)[3]	BA	☐
Teacher specialized training	EC (public)[3]	Specializing in pre-K	☑
Assistant teacher degree	AA (public); HSD or equivalent (nonpublic)[4]	CDA or equivalent	☐
Teacher in-service	45 clock hours/year	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 and support services	Vision; hearing; health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast or lunch, depending on schedule[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

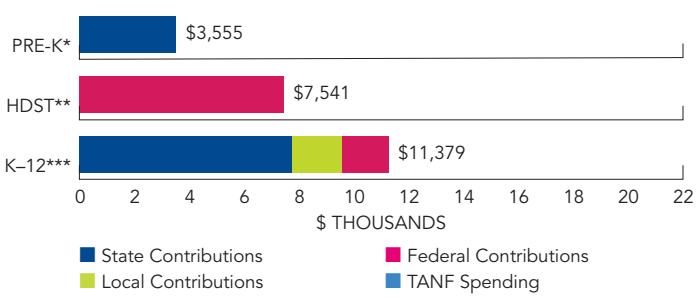
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$27,280,800
Local match required?	No
State spending per child enrolled	$3,555
All reported spending per child enrolled*	$3,555

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Program support is awarded on a competitive basis, with preference given to programs in communities with public elementary schools designated as Title 1. All age-eligible children in locations offering the program are eligible.

[2] Schedules are determined locally, but the majority of programs operate 2.5-3.5 hours daily for 5 days per week with state funding paying for 450 instructional hours per school year.

[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 or special education license are required to take a minimum of 6 credit hours of early childhood education coursework annually. Teachers in nonpublic 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.

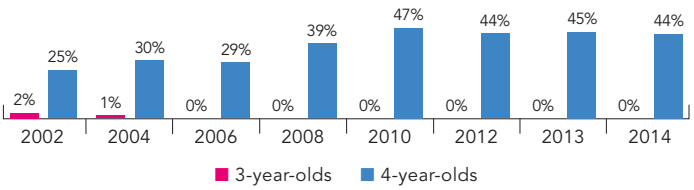
[4] Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education, but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement. New Mexico offers an Education Assistant certificate for P-12 in public settings only.

[5] 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.

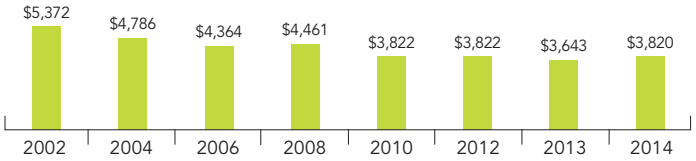
[6] At least one meal per day is provided, breakfast or lunch depending on schedule.

New York

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



New York's Universal Prekindergarten (UPK) program began in 1998, with the goal to offer prekindergarten education to all 4-year-olds in the state, regardless of family income or risk factors. Prior to UPK's existence, New York began offering services in 1966 through the Experimental Prekindergarten (EPK) Program, later known as the Targeted Prekindergarten Program (TPK). During the 2007-2008 school year, TPK was incorporated into UPK. The merged program, which is administered by the Office of Early Learning within the New York State Department of Education, resulted in a 50 percent increase in funding at that time.

During the 2013-2014 school year, spending for the UPK program increased by $4.8M following a decrease by $8M in 2012-2013. Funding is only available to districts that previously offered the program. There are fewer available slots due to overall funding decreases; although district funding, which is determined on a per-child basis, has often increased due to factors in the funding formula. The 2013-2014 appropriation remained below the 2009-2010 level, resulting in a decline of more than 9,000 children eligible for UPK assistance since that time. UPK requires at least 10 percent of district funding must be used to subcontract with community-based organizations (CBOs), including: Head Start, child care centers, preschool special education providers, and nonpublic nursery schools. Districts operate lotteries to assign UPK slots, and approximately 69 percent of enrolled children attend part-day programs operating 5 days per week throughout the school year.

Due to insufficient funding in 2013-2014, 4,400 fewer children were enrolled than in 2012-2013. Thus, UPK's stated goal to achieve universal access for 4 year olds by 2013 was not met.

Since 2004, regulations require all UPK teachers working in nonpublic settings to meet the same certification requirements as those in public settings. Teachers employed since prior to 1978 must possess a BA, or an MA if hired post 1978, with a valid teaching license or certificate in early childhood. Teachers hired after 1978 are also given the option to have a bachelor's degree in early childhood or a related field given they have a written plan for attaining early childhood certification within 5 years of hire, or by January 2013. In the 2013-2014 school year, 75 percent of UPK teachers possessed MA degrees and 24 percent held BA degrees with the remainder pursuing a five-year plan for teacher certification.

The New York Board of Regents adopted the Prekindergarten Learning Standards and Common Core State Standards for Prekindergarten Math and English Language Arts in 2011. The goal of the learning standards is to support high-quality early childhood education for children before kindergarten entry. Subsequently, in September 2011, the state Board of Regents approved revised early learning standards called the New York State Prekindergarten Foundation for the Common Core. These standards retain the comprehensive, multi-domain approach and contribute to establishing an aligned P-12 continuum.

In 2012, New York implemented a quality rating and improvement system called QUALITYstarsNY. Programs located in districts deemed by the New York State Education Department to be persistently low performing are encouraged to participate in QUALITYStarsNY. Participation incentives include stipends to purchase educational materials, access to supplemental professional development funds, and assignment of a quality improvement specialist. Of the approximately 365 programs participating in QUALITYstarsNY in 2013-2014, approximately 100 were UPK programs.

In 2013-2014 the New York State Priority Prekindergarten (NYSPPK), a Governor's funding initiative, was implemented to increase the availability of high quality prekindergarten placements for the highest need children and schools within New York State's public school districts. Funds are used to create new full-day prekindergarten placements, convert existing half-day placements to full-day, or create a limited number of new half-day placements designated for higher need children in lower wealth school districts. In 2013-2014, an allocation of $25M allowed 25 districts to implement programs serving 4,988 children. Due to mid-year implementation in early 2014, NYSPPK is not profiled in the 2014 NIEER State of Preschool Yearbook.

During the 2014 legislative session, an additional $340M was allocated to fund a new program, the Statewide Universal Full-Day Prekindergarten Program (SUFDPK). Seventy nine grantees, including the New York City Department of Education and 18 community-based organizations in New York City, will be funded for the 2014-2015 school year.

In 2014, New York was awarded a competitive federal Preschool Development Grant for $25 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	26

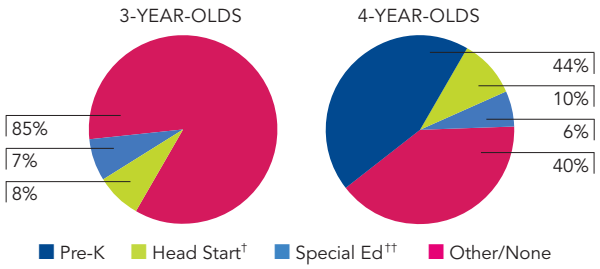
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	28

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment	98,910
School districts that offer state program	65%[1]
Income requirement	No income requirement
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	43,568
Federally funded Head Start enrollment, ages 3 and 4	42,003
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive[2]	Comprehensive	☑
Teacher degree	BA and NYS teaching certificate (public); BA in EC or related with 5-year-plan (nonpublic)[3]	BA	☑
Teacher specialized training	ECE Certification; Certificate in Students with Disabilities; Teaching Certificate (public); AA (nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD plus 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic)[4]	CDA or equivalent	☐
Teacher in-service	175 clock hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:8		
4-year-olds	1:9		
Screening/referral and support services	Vision; hearing; health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[6]	At least 1/day	☐
Monitoring	Site visits and other monitoring[7]	Site visits	☐

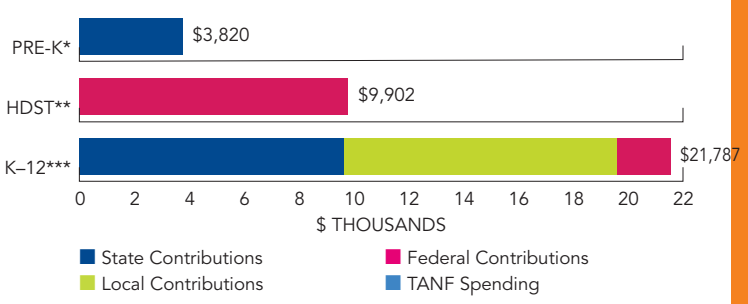
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$377,870,536
Local match required?	No
State spending per child enrolled	$3,820
All reported spending per child enrolled*	$3,820

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Funding had been made available to all 677 districts in the past, but for the 2013-2014 school year UPK allocations were restricted to only districts that had previously had a program during the prior year. 443 districts operated a program in 2012-2013, up from 442 in 442 in 2011-2012, as one district successfully appealed to reestablish their grant allocation.

[2] The NY 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, the 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 5 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.

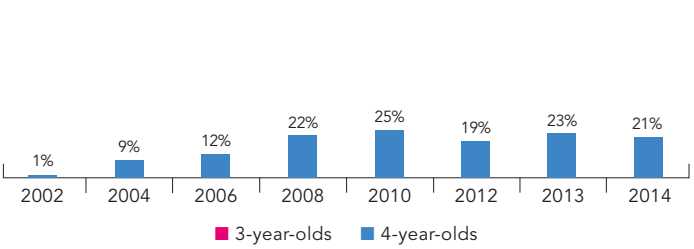
[5] A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, and transition to kindergarten activities.

[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 by state personnel are conducted through Coordinated Monitoring with Title 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. Periodic site visits are not assured for each program.

North Carolina

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

Since 2001 North Carolina has provided state-funded pre-kindergarten education, originally via the More at Four Pre-Kindergarten Program, now through the NC Pre-Kindergarten (NC Pre-K) Program. In 2012, the state was awarded a Race to the Top Early Learning Challenge Grant.

The NC Pre-K Program delivers a high-quality educational experience during the year prior to kindergarten entry, enrolling at-risk 4-year-olds from low-income families who have not participated in other early childhood programs. At-risk children are distinct based on a number of factors, which include having a developmental delay or identified disability, coming from a family with an income at or below 75 percent of the state median income, chronic health condition, or limited English proficiency. Similarly, children whose parents are active duty military personnel are automatically eligible for the program. Funding for the state pre-K program comes from two primary sources, State appropriations and North Carolina Education Lottery receipts, federal funds, and a required (no amount specified) contribution from local sources.

During the 2011-2012 school year, administrative control of the program was relocated from the Department of Public Instruction to the Department of Health and Human Services, and the program was renamed the NC Pre-Kindergarten Program. It is required to meet the same high-quality program standards that were in place for the More at Four Pre-Kindergarten Program.

Enrollment in the program was down this year, since approximately $18.8 M in one-time funds that were available in SFY 2011-2012 were not available in SFY 2012-2013. However, in 2013-2014 $12.4M in recurring funds were added to the program, making it possible to serve more children than originally anticipated for the year.

NC Pre-K classrooms are available statewide in private licensed Head Start programs, child care centers, and public schools. All programs must earn high quality ratings under the state child care licensing system to qualify for participation in pre-K and the state's subsidy system. Program standards set for NC Pre-K must be met in both public and nonpublic settings. Lead teachers must have a bachelor's degree and a Birth-through-Kindergarten License. Teachers in private classrooms may begin with a BS/BA degree in a related field as long as they meet BK licensure requirements within a specified timeframe, defined by the NC State Board of Education teacher licensure policy, for a program to continue receiving NC Pre-K funds. NC Pre-K is evaluated annually for process quality, program impact, and child outcomes, by an independent external evaluator.

The state legislature mandated an increase in teacher salaries across all grade levels (K-12) for licensed public school employees for 2014-2015. This includes public school pre-K teachers who hold BK Licensure. Although not mandated, NC Pre-K Program Requirements encourage that NC Pre-K BK licensed teachers who work in nonpublic schools be compensated to align with the same schedule. DCDEE is currently studying the impact to counties.

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

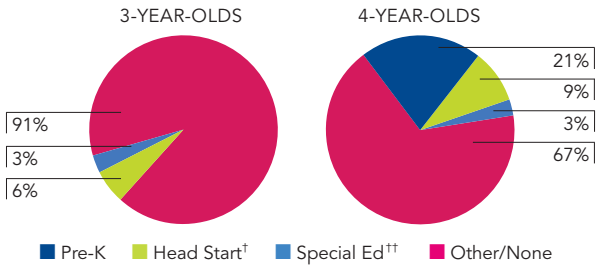
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	9

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment ..... 26,617[1]
School districts that offer state program ..... 100% (counties/parishes)
Income requirement ..... 75% SMI
Hours of operation ..... 6.5 hours/day, 5 days/week
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 10,554
Federally funded Head Start enrollment, ages 3 and 4 17,715
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

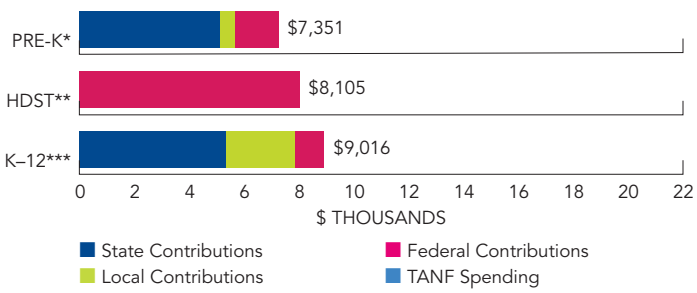
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[2]	BA	☑
Teacher specialized training	NC B–K Lateral Entry License; NC B–K Standard Professional I License; NC B–K Standard Professional II License; NC Preschool/Pre-K/K Add-on License[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	75 clock hours/5 years BK Licensure cycle	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 NA 18	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 NA 1:9	1:10 or better	☑
Screening/referral and support services	Vision; hearing; health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast, lunch and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET
10

RESOURCES

Total state pre-K spending $137,663,376
Local match required? ..... Yes
State spending per child enrolled $5,172
All reported spending per child enrolled* $7,351

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] This figure is based on Fall 2011 enrollment. An expansion made possible in March 2012 allowed for additional children to be enrolled in the program, bringing the total enrollment count to 26,818.

[2] All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE degree or a related field and a North Carolina Birth-through-Kindergarten or Preschool add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS degree in child development, early education or a related field, and work to attain an NC BK or Preschool License within three years.

[3] Assistant teachers in public schools must meet requirements specified by NCLB. NC Pre-K generally 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 ECE is highly encouraged for assistant teachers.

[4] Support services include parent involvement activities, health services for children, referral to social services, and transition to pre-K and Kindergarten activities. Parent conferences and home visits are strongly recommended but are not required.

North Dakota

NO PROGRAM

North Dakota does not provide state-funded pre-K as defined in this report. However, the North Dakota Department of Public Instruction addresses early childhood education in several initiatives. Two early childhood grant opportunities are provided for educators and school districts. Prekindergarten, childcare, and Head Start teachers and assistant teachers can enhance their credentials at North Dakota state colleges and universities through Early Childhood Continuing Education Grants of up to $3,000 per biennium. Up to $10,000 is available through Early Childhood Environment Grants to establish, support, or enhance new or expanded early childhood environments.

In 2013, the North Dakota Pre-kindergarten Content Standards were published. The standards are voluntary, but cover multiple domains including: physical well-being and motor development; social-emotional development; approaches toward learning; language development; and cognitive and general knowledge. The standards were aligned with the Head Start Child Outcomes Framework as well as the state's standards for kindergarten. Early childhood professionals can also take advantage of state-provided professional development opportunities aligned with these standards.

With support from a $6.1 million Enhanced Assessment Grant from the U.S. Department of Education, North Dakota has joined nine other states and three nationally recognized research partners in a consortium to develop a state-of-the-art system for assessing young children's learning. North Carolina, the lead state for the Consortium, is developing a K-3 formative assessment that includes a KEA. The K-3 assessment process will begin at kindergarten entry (KEA), generating a Child Profile of children's learning and development, and continue through third grade, making information that will be used to inform teaching and learning available to both teachers and students/parents. Through this project, the Consortium will provide teachers, parents, students, policymakers, and others who care about education in the critical early years, a user-friendly, effective resource for generating clear information on where children are in their learning and where they need to go next.

The North Dakota Department of Public Instruction conducted a legislatively mandated study on early childhood care and education in the state of North Dakota. Delivered to the Legislative Management Council in June 2014, it is now available on the department's early childhood education website. In April 2015, legislation was passed that will provide $3 million in state grants to pre-kindergarten programs serving low-income children, starting in 2016.

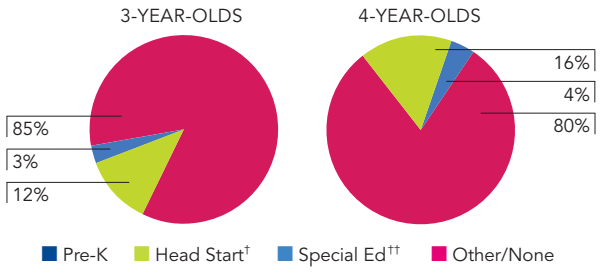
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	995
Federally funded Head Start enrollment	2,662
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

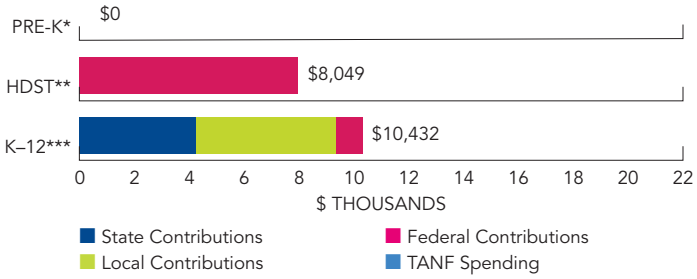
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

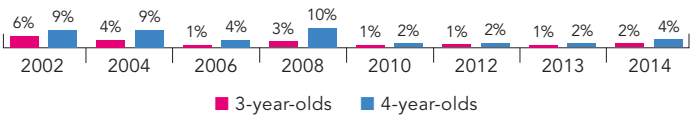
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



Ohio

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

The Ohio Public Preschool Program (PSP) was officially established in 1990, after four years as a pilot program. In 2013-2014, Ohio increased its funding for this program by $10 million. This has increased the number of funded children from 5,700 in 2012-2013 to 8,150 in 2013-2014. In addition, the eligible providers for this program expanded from school districts to include highly rated child care providers and chartered nonpublic schools. Ohio's focus is to ensure children have access to quality programs through public preschool and publicly funded child care. The state has worked to remove barriers to funding, so that all types of programs have access to both public preschool and child care funds. This NIEER report only focuses on Ohio's ODE publicly funded preschool program, which does not include the publicly funded preschool programs in child care (where approximately 34,000 preschool aged children are served in highly rated programs). Ohio is operating its publicly funded programs under common program and child standards, so a significant number of preschool-aged children receive services through a combination of these preschool programs, which must be highly rated. Ohio's child outcomes data show that children participating in the public preschool program perform better on the Kindergarten Readiness Assessment than demographically similar children not participating in the preschool programs.

In 2014-2015, the state added $12 million on top of the $10 million added in 2013-2014, for a total of $22 million in the 2014-15 state biennium. This increases the number of funded children from 8,150 in 2013-2014 to a total of 11,090 funded children in 2014-2015. Ohio's focus is to increase the number of children who have access to quality programs through public preschool and publicly funded child care.

Through this program, sites have been monitored annually for quality via desk audits, internal monitoring materials, proposal of plans and documentation, along with an annual licensing visit, classroom observations and child assessment. Beginning in 2013-2014, Ohio began using its expanded tiered quality rating and improvement system as the monitoring system across all Ohio programs including public preschool and child care programs. Through this monitoring system, programs submit annual documentation of desk audits and program plans. Programs also receive on-site visits, including classroom observations for every 2-3 years based on the rating level of the program. The ECE program has been evaluated for process quality using the ELLCO tool, with various stages completed in 2009, 2011, and 2012. Beginning in the 2013-2014 school year, programs began participating in Ohio's tiered Quality Rating and Improvement System.

The Ohio Department of Education also conducts an annual survey of programs to examine family tuition and fees for each program, the number of families charged, and the amount charged relative to family income.

Ohio's Race to the Top-Early Learning Challenge work plan expanded child and program standards. Ohio's Early Learning and Development Standards, revised in 2012, now incorporate additional areas of school readiness, including physical well-being/motor development, approaches toward learning, and social and emotional development. Ohio's Early Learning and Development Standards support children from birth to kindergarten entry and are aligned with the Ohio Learning Standards (K–12 Standards), including English Language Arts, Mathematics, Social Studies and Science. Ohio's tiered quality rating and improvement system which was fully implemented in October of 2013, shares program standards for all types of early childhood programs. The state pre-K program, preschool special education, and publicly funded child care programs all participate in the TQRIS.

In addition, Ohio used Race to the Top and Race to the Top-Early Learning Challenge grant funding to develop and implement comprehensive and developmentally appropriate assessments of children at kindergarten entry. The state is expanding its Kindergarten Readiness Assessment beyond a focus on literacy to include additional areas of school readiness, and the state began implementing in Fall 2014. Ohio collaborated with the state of Maryland to develop this new Kindergarten Readiness Assessment, as well as a pre-K-through-Kindergarten formative assessment, covering ages 36 to 72 months. The assessments were piloted and field-tested during the 2012-2013 and 2013-2014 school years, prior to statewide implementation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	21

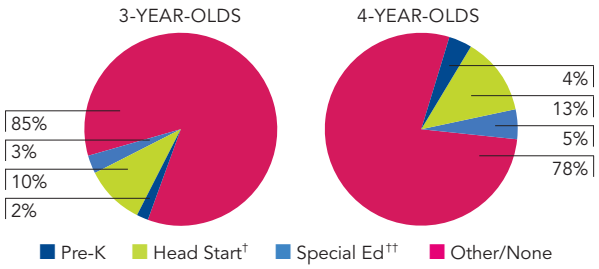
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	26

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	8,150[1]
School districts that offer state program	45%
Income requirement	200% FPL
Hours of operation	12.5 hours/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	14,353
Federally funded Head Start enrollment, ages 3 and 4	32,234
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA	BA	☐
Teacher specialized training	Pre-K–3; Pre-K; EC Intervention Specialist PK–3; K–3 or K–8 Certification plus 4 courses in ECE or CD; Pre-K	Specializing in pre-K at least 1 support service	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	20 clock hours/2 years	At least 15 hours/year	☐
Maximum class size 3-year-olds 4-year-olds	 24 28	20 or lower	☐
Staff-child ratio 3-year-olds 4-year-olds	 1:12 1:14	1:10 or better	☐
Screening/referral and support services	Vision; hearing; health, dental, other, developmental; and support services[3]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[4]	At least 1/day	☐
Monitoring	Site visits and other monitoring[5]	Site visits	☑

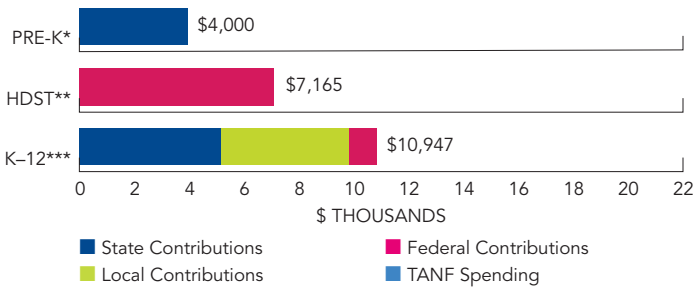
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	$32,602,974
Local match required?	No
State spending per child enrolled	$4,000
All reported spending per child enrolled*	$4,000

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Ohio funded 8,150 children with a per-child allocation of $4,000. Total enrollment exceeded 8,150 children, so all enrollment breakdowns are based on 8,150 figure.

[2] ECE funds 3 to 3.5 hours of services daily, 12.5 hours per week. However, many districts use local or other funding sources to offer a school- or extended-day program. On average, programs operate 4 days per week. Programs are required to provide home visits, parent conferences, and other services for families on the fifth day.

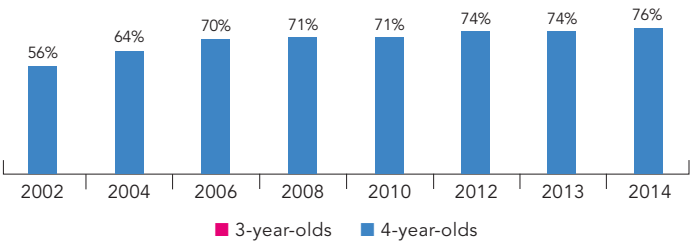
[3] Screening and referrals for hemoglobin and lead are also required. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

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

[5] Beginning in the 2011-2012 school year, Ohio began its on-site monitoring system where each site is visited once per three years by Ohio Department of Education program monitoring staff. Sites submit annual desk audits, internal monitoring requirements, plans and documentation annually. In addition, all sites receive a separate licensing visit annually.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

Oklahoma began their Early Childhood Four-Year-Old Program in 1980, planning to ultimately serve all 4-years-olds in the state. In 1990, the program received statewide funding for 4-year-olds eligible for the federal Head Start program, but local areas could choose to serve additional 4-year-olds through local funds or tuition. In 1998, Oklahoma became the second state in the nation to provide free admission to preschool programs for all 4-year-olds. The program is now available in 99 percent of school districts, and registration in the Early Childhood Four-Year-Old Program has increased steadily. Since 2004, this program has been assessed for program impact/child outcomes in several studies, including an efficiency study in 2008 and an ongoing longitudinal study by Georgetown University.

Through the state's school finance formula, public school districts receive funding for the Early Childhood Four-Year-Old Program. A per-pupil rate, calculated using the age of the child and the length of the program day, is used to repay districts. Districts can support other centers by placing public school teachers in child care centers, Head Start settings, and community-based programs. Children in these sites receive the same services as children in public school locations, and are considered public school enrollees. State budget cuts across the board in education have affected early childhood education programs as well, and subsidy for the state pre-K program is amended proportionally with all other public school grade levels.

In addition, the Pilot Early Childhood Program, started in 2006, was funded in the 2010-2011 school year. Rules and regulations for this program are recognized by the Oklahoma State Board of Education; while funding comes from both public and private foundations. Services are delivered year-round to at-risk children, using annual contracts with the Community Action Project of Tulsa County.

During the 2011 Oklahoma state lawmaking session, the state's previous Reading Sufficiency Act was updated. New legislation to guarantee that all students are reading on grade level by the end of third grade, focusing on early intervention for children in pre-K, was considered. Specific requirements include showing a series of evaluations, studying literacy instruction from kindergarten through third grade, and offering intensive interventions (including an individualized reading plan and ongoing progress monitoring) to the students identified as having a reading deficit.

Over the next two years, Oklahoma will be revising its pre-K -12 standards for English Language Arts and Math.

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

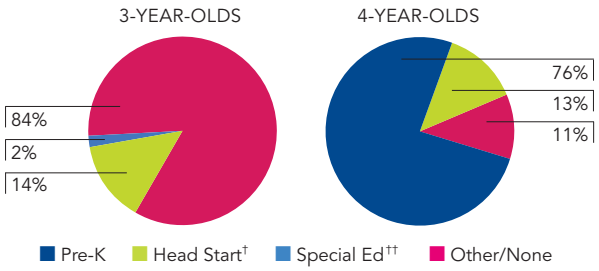
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	8

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment 40,823
School districts that offer state program 98%
Income requirement.....No income requirement
Hours of operation.....2.5-6 hours/day, 5 days/week[1]
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 4,256
Federally funded Head Start enrollment, ages 3 and 4 14,365
State-funded Head Start enrollment, ages 3 and 4 .....0[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC Certification	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[3]	CDA or equivalent	☐
Teacher in-service	None[4]	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 and support services	Vision; hearing; health;[5] and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

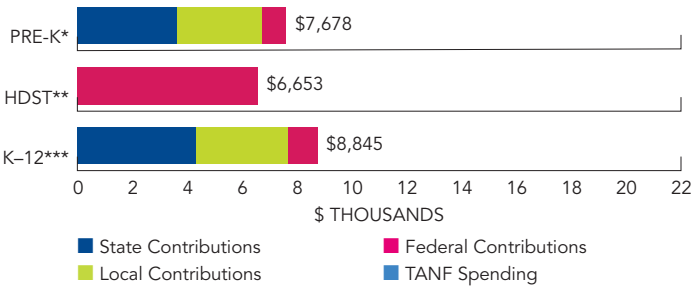
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending $149,859,677
Local match required? .....No
State spending per child enrolled .....$3,671[2]
All reported spending per child enrolled*.....$7,678

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Districts can choose to offer a longer day but will not receive state funding. Programs must be offered at least 175 days per year or 1080 hours per school year.

[2] State Head Start funds are used to provide extended-day and additional services.

[3] Teacher Assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. However, if the teacher assistant is employed in a Title I school, s/he must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher. 2. Complete at least two years or 48 credit hours of study at an institution of higher education 3. Pass the OGET (Oklahoma General Education Test) 4. Pass the ETS (Education Testing Service) ParaPro Assessment Test or the WorkKeys Assessment. About 67 percent of school sites are Title 1.

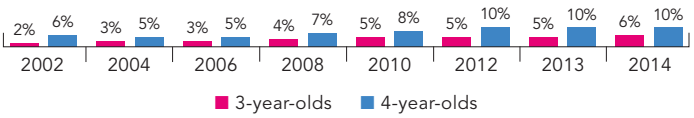
[4] Since at the 2010-2011 school year, professional development has not been required by the state. As per Oklahoma HB 2928, "A licensed or certified teacher shall not be required to complete any points of the total number of professional development points required." It is a local school district's decision how many hours of professional development are required. This benchmark has been removed retroactively.

[5] Support services include parent conferences and/or home visits, parent support or training, 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 (counselor), health services (school nurse), and all other typical public school program services (such as early intervention, transition programs, and literacy coaches).

[6] 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.

Oregon

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

Established in 1987, the Oregon Head Start Prekindergarten (OHSP) program provides comprehensive child and family development services for 3- and 4-year-old children from low-income families. In 1992, a state-federal partnership was formalized between the Region X Office of Head Start and the Oregon Department of Education to support a collaborative Head Start and state prekindergarten system which later expanded to serve additional Head Start-eligible children.

OHSP programs operate using federal and/or state funds with federal funds enabling an additional 6,066 children to receive preschool services. To provide state funding for the program, general fund dollars are allocated on a biennial basis by the state legislature. All state agencies had a 9 percent funding reduction in the preceding biennium, but for the 2011-2012 school year, state funding for the program was increased by $11 million and remained level the following year. In 2013-2014, funding was generally unchanged.

OHSP program funding is available to a number of organizations. To increase enrollment, all federal Head Start grantees initially were awarded state prekindergarten funds through a competitive state-wide grant process; in 2013-2014, funds were awarded on a continuation basis. Non-sectarian private and public organizations not receiving federal Head Start funding, including: public schools, private agencies, community action agencies, government agencies and colleges and universities have also been awarded competitive state prekindergarten funds. In 2013-2014, approximately 10 percent of OHSP children were served in public schools and 90 percent of children in other Head Start settings. Programs ensure children receive services in inclusive settings with 18 percent of enrolled students qualifying for and receiving special education services in regular classrooms. Federal Head Start Performance Standards must be followed and all programs must meet monitoring requirements.

The state Early Childhood Foundations for Children Birth to Five early learning standards had been in place since 2007. They were replaced in 2012 by the Head Start Child Development Early Learning Framework (HSCDELF), which are currently being aligned with Common Core State Standards for K-12. The Oregon Department of Education implemented Teaching Strategies GOLD as the primary developmental assessment tool, requiring its use by all State Head Start Prekindergarten programs beginning July 2012. No formal assessment has been conducted of the Oregon Head Start Prekindergarten program to date.

Program quality is monitored by the Oregon DOE through ongoing communication with grantees and the Regional Office of Head Start. Triennial evaluations are conducted on-site for every grantee, either through the Oregon Department of Education and/or the Office of Head Start, though additional site visits are conducted as needed. Regardless of funding source, all children enrolled in the OHSP programs receive unique identifier numbers so that children's developmental progress can be followed as they enter the K-12 system.

Assistant teacher qualifications requiring a minimum of a CDA took effect in the 2013-2014 school year. As a result, Oregon met benchmark criteria for nine NIEER quality standards in 2014, up from eight the preceding year.

In 2012, Oregon was one of five states funded in the second round of federal Race to the Top-Early Learning Challenge.

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

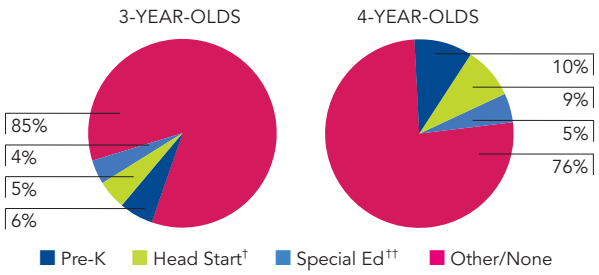
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	6

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	7,209
School districts that offer state program	100% (counties)
Income requirement	100% FPL[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year[2]
Special education enrollment, ages 3 and 4	6,384
Federally funded Head Start enrollment, ages 3 and 4	6,645
State-funded Head Start enrollment, ages 3 and 4	0[3]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[4]	BA	☐
Teacher specialized training	AA in ECE[4]	Specializing in pre-K	☑
Assistant teacher degree	CDA[4]	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	17		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	2:7		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, other, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast, lunch, and snack[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

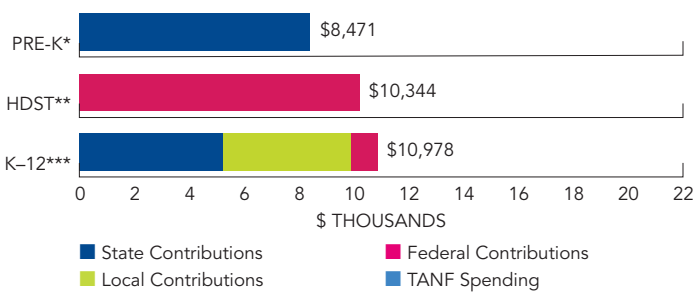
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$61,069,891[7]
Local match required?	No
State spending per child enrolled	$8,471[7]
All reported spending per child enrolled*	$8,471

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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% 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% FPL after priority is given to children at 100% or below FPL.

[2] Oregon defines "part-day" services as 6 hours or less per day which does not fully align with NIEER definitions for part- (4 hours or less), school- (4-8 hours), and extended-day (more than 8 hours) services. Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Most programs operate 3.5 to 4 hours per day, 3 or 4 days per week, plus required home visits for a school year using state funding, although many operate for a 6 hour school day. School- and extended-day programs (more than 6 hours) are supported with other funding.

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

[4] In public schools, lead teachers must have a BA, a teaching license, 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 required that by the 2011-2012 school year, all lead teachers must have at least an AA; by September 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.

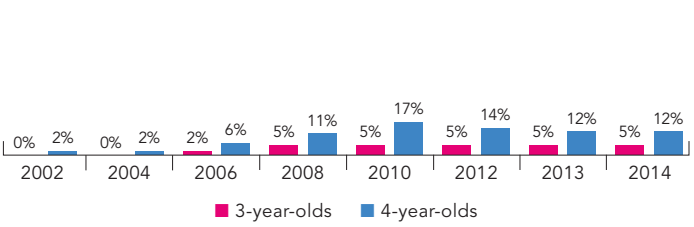
[5] Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and 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*
(2014 DOLLARS)

Before 2004, Pennsylvania did not have a state-funded prekindergarten program defined as such under state law. However, districts could deliver preschool through Pennsylvania's Kindergarten for Four-Year-Olds (K4) program or offer preschool to 4-year-olds through the School Based Pre-K (SBPK). The K4 program is run following Pennsylvania's kindergarten guidelines, while districts using SBPK follow the state's preschool regulations. The state's basic instructional subsidy formula partially funds children served in the K4 program.

Since the 2004-2005 school year, districts have been able to provide prekindergarten through the Education Accountability Block Grant (EABG). Services under EABG are available for children for the two years prior to the locally determined kindergarten entry age, but districts may set additional eligibility criteria such as being from a low-income family or lack of kindergarten readiness. EABG funds can be used for a range of educational opportunities other than preschool, including decreasing class size from kindergarten through third grade, or offering full-day kindergarten. This report includes those children whose districts choose to use the funds to provide prekindergarten. While EABG was in effect for the 2013-2014 school year, its line item was deleted from the 2014 enacted budget. It was replaced with Ready to Learn Block Grant, which has similar requirements and can be used for pre-K. This line item has been allocated $2 million for 2014-2015, a $1 million increase from 2013.

In the 2011-2012 year, Act 24 issued a two-year moratorium on professional development impacting the EABG and K4/SBPK programs. The moratorium has been lifted for the 2013-2014 school year, returning both programs to meet the professional development benchmarks of 15 hours per year. However, program monitoring has not been restored.

Established in the 2004-2005 school year with an original investment of $15 million, the Pennsylvania Head Start Supplemental Assistance Program (HSSAP) provides extended-day services for federally funded Head Start children and provides additional Head Start openings. This state-funded program is only accessible to federal Head Start grantees and their child care partners who obtain a minimum STAR 3 level in the Keystone STARS quality initiative program. All programs must follow federal Head Start Performance Standards, regardless of location.

A fourth state-funded program was created in the 2007-2008 school year. The Pennsylvania Pre-K Counts program will enroll children up to two years before their locally determined kindergarten eligibility age, though programs may set additional standards based on local need. The state sets income eligibility at or below 300 percent FPL, though districts may set a lower income threshold. Head Start programs, school districts, nursery schools and child care centers are eligible for competitive funds if they hold a STAR 3 or 4 rating in Keystone STARS. The 2014 enacted budget provides an additional $10 million in funding for PKC for the 2014-2015 school year.

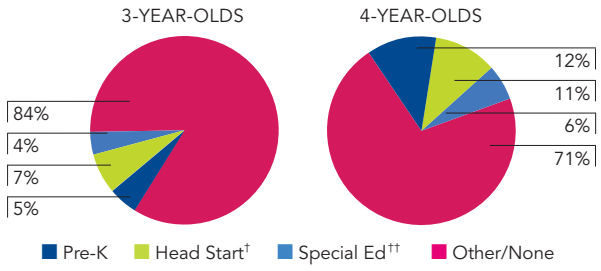
The first two pages of this state profile illustrate data on Pennsylvania's general commitment and contribution to state-funded preschool education, including state expenditure and registration for the four Pennsylvania preschool programs. The third page focuses completely on EABG, the fourth page describes K4/SBPK, the fifth page offers specific details about HSSAP, and the last page highlights the PA Pre-K Counts program.

STATE OVERVIEW

ACCESS

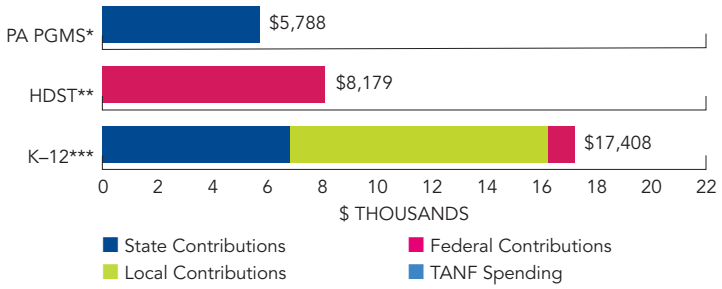
Total state program enrollment 25,622
Total state spending $145,553,522
State spending per child enrolled $5,788
All reported spending per child enrolled*.....$5,788

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	15

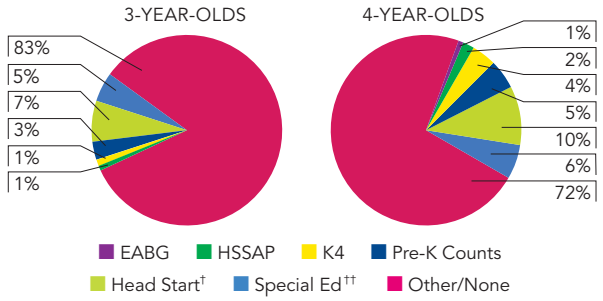
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	18

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment ..... 2,391[1]
School districts that offer state program 3%
Income requirement ..... No income requirement[2]
Hours of operation ..... Determined locally, 5 days/week[3]
Operating schedule ..... Determined locally[3]
Special education enrollment, ages 3 and 4 21,026
Federally funded Head Start enrollment, ages 3 and 4 26,940
State-funded Head Start enrollment, ages 3 and 4 ..... 0[4]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

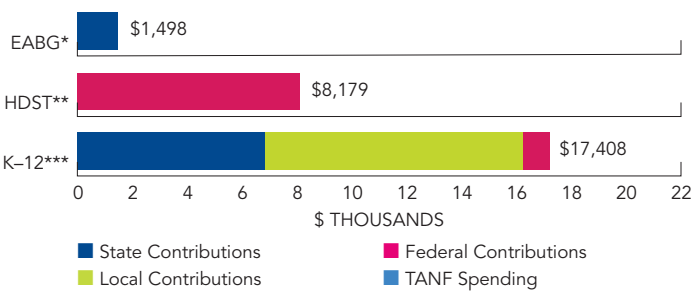
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[5]	BA	☐
Teacher specialized training	ECE Certification; ECE Certification[5]	Specializing in pre-K	☑
Assistant teacher degree	Meet NCLB requirements[6]	CDA or equivalent	☐
Teacher in-service	180 clock hours/5 years[7]	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, psychological/ behavioral, dental, developmental	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals are required	At least 1/day	☐
Monitoring	None[8]	Site visits	☐

TOTAL BENCHMARKS MET: 5

RESOURCES

Total state pre-K spending $3,580,661
Local match required? ..... No
State spending per child enrolled $1,498
All reported spending per child enrolled* $1,498

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.
*** K–12 expenditures include capital spending as well as current operating expenditures.
Data are for the '13-'14 school year, unless otherwise noted.

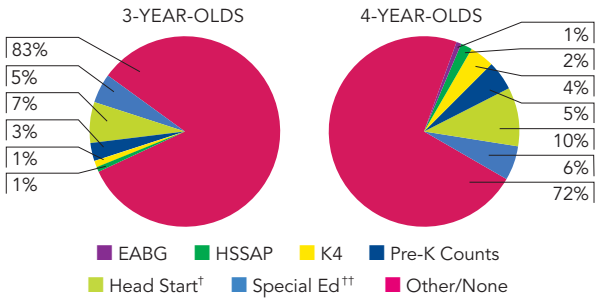
[1] The state could not break EABG enrollment into a specific number of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using the proportions of enrollees who were ages 3 or 4 in state programs that served 3-year-olds and provided age breakdowns for 2013-2014.
[2] Eligibility requirements are locally determined.
[3] Most programs operate 2.5 hours or 5 hours per day, 5 days per week, for 180 days per year.
[4] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2013-2014.
[5] As of January 2012, only PK–4 will be issued for certification, though N-3 certifications are still valid.
[6] All assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary study or 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.
[7] The program has traditionally required 180 clock hours of professional development every five years. Act 24 issued a two-year moratorium on this PD requirement, beginning in 2011. The moratorium has been lifted in the 2013-2014 year and professional development again meets NIEER's benchmark.
[8] There was no formalized monitoring of this program during the 2013-2014 school year. This no longer meets NIEER's quality standard benchmark.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment .....5,643[1]
School districts that offer state program 22%
Income requirement .....100% FPL[2]
Hours of operation .....5.5 hours/day (school day), 3.5 hours/day (part day); determined locally
Operating schedule .....Academic year[3]
Special education enrollment, ages 3 and 4 21,026
Federally funded Head Start enrollment, ages 3 and 4 26,940
State-funded Head Start enrollment, ages 3 and 4 .....0[1]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

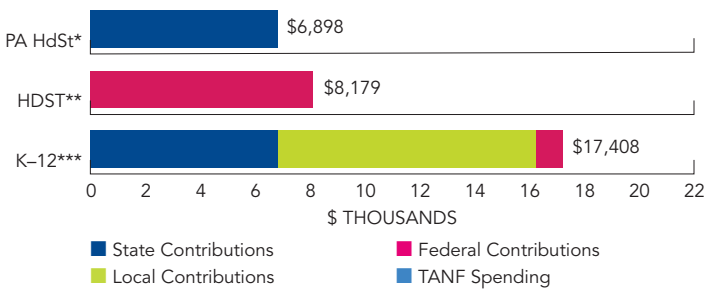
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[4]	BA	☐
Teacher specialized training	EC Certification	Specializing in pre-K	☑
Assistant teacher degree	CDA[4]	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	20 or lower 20 20		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better 1:10 1:10		☑
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and either breakfast or snack	At least 1/day	☑
Monitoring	Site visits (at least once annually)	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending .....$38,919,024[6]
Local match required? .....No
State spending per child enrolled $6,898
All reported spending per child enrolled* $6,898

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2013-2014.

[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] 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.

[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. This now meets NIEER's assistant teacher benchmark.

[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.

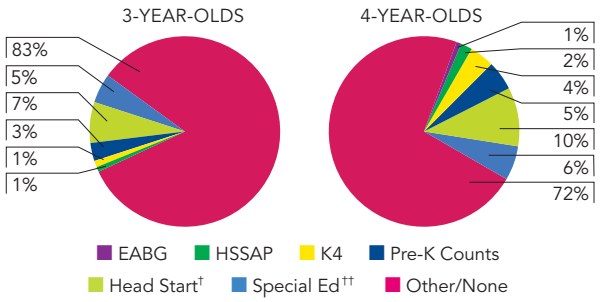
[6] All spending through this initiative is directed toward Head Start programs.

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

ACCESS

Total state program enrollment ..... 4,982[1]
School districts that offer state program 18%
Income requirement ..... None (K4); Determined locally (SBPK)
Hours of operation ..... 2.5 to 5 hours/day, 5 days/week
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 21,026
Federally funded Head Start enrollment, ages 3 and 4 26,940
State-funded Head Start enrollment, ages 3 and 4 ..... 0[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

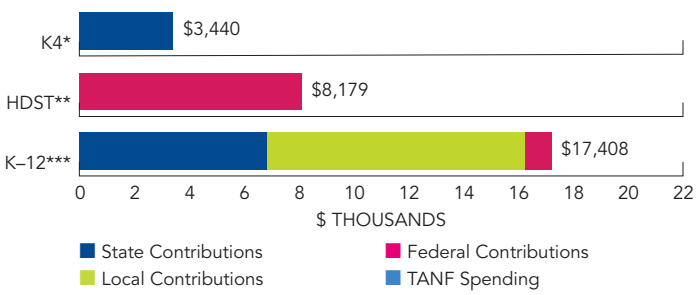
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE or EE Certification (K4); ECE Certification (SBPK)	Specializing in pre-K	☐
Assistant teacher degree	No minimum degree (K4); NCLB requirements (SBPK)[3]	CDA or equivalent	☐
Teacher in-service	180 clock hours/5 years[4]	At least 15 hours/year	☑
Maximum class size		20 or lower	☐
3-year-olds	No limit (K4); 20 (SBPK)		
4-year-olds	No limit (K4); 20 (SBPK)[5]		
Staff-child ratio		1:10 or better	☐
3-year-olds	No limit (K4); 1:10 (SBPK)		
4-year-olds	No limit (K4); 1:10 (SBPK)[5]		
Screening/referral and support services	Immunizations	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals are required	At least 1/day	☐
Monitoring	None	Site visits	☐

TOTAL BENCHMARKS MET: 3

RESOURCES

Total state pre-K spending $17,139,624
Local match required? ..... No
State spending per child enrolled $3,440
All reported spending per child enrolled* $3,440

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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 2013-2014.

[2] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2013-2014.

[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 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.

[4] The program has traditionally required 180 clock hours of professional development every five years. Act 24 issued a two-year moratorium on this PD requirement, beginning in 2011. The moratorium has been lifted in the 2013-2014 year and professional development again meets NIEER's benchmark.

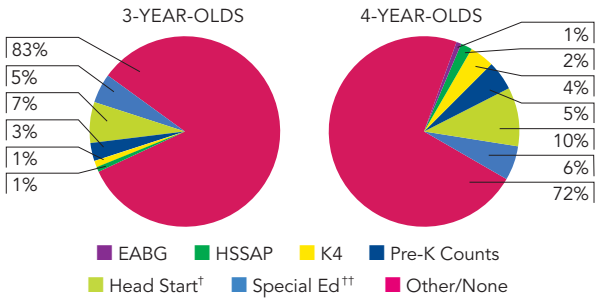
[5] The K4 program follows kindergarten requirements, which do not limit class size or staff-child ratio. However, most programs have 20 children and a 1:10 staff-child ratio. School Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio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

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment ..... 12,131[1]
School districts that offer state program 81%
Income requirement ..... 300% FPL[2]
Hours of operation ..... 2.5 to 5 hours/day, 5 days/week
Operating schedule ..... 180 days/year[3]
Special education enrollment, ages 3 and 4 21,026
Federally funded Head Start enrollment, ages 3 and 4 26,940
State-funded Head Start enrollment, ages 3 and 4 ..... 0[4]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

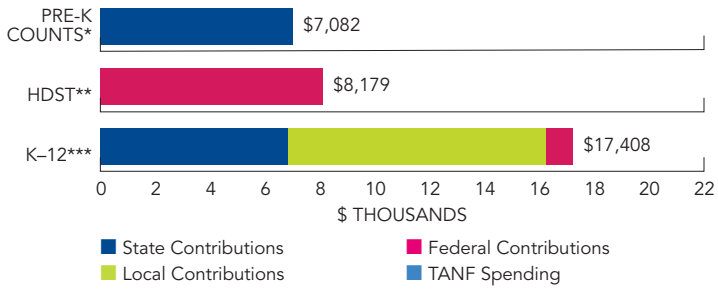
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[5]	BA	☑
Teacher specialized training	EC Certification; EC Certification[5]	Specializing in pre-K	☑
Assistant teacher degree	Meets NCLB requirements[6]	CDA or equivalent	☐
Teacher in-service	180 clock hours/5 years	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Immunizations; developmental[7]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[8]	At least 1/day	☐
Monitoring	Site visits (at least once annually)	Site visits	☑

TOTAL BENCHMARKS MET
7

RESOURCES

Total state pre-K spending $85,914,213
Local match required? ..... No
State spending per child enrolled $7,082
All reported spending per child enrolled* $7,082

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] The state could not break HSSAP 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 2013-2014.

[2] 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.

[3] Programs must operate at least 180 days per year, though days can be "stretched" across the full calendar year rather than used in the traditional 9 month school calendar. This is a local decision.

[4] All state-funded Head Start enrollment is through HSSAP, but the state could not break HSSAP into a specific number 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 Pennsylvania in each age category 2013-2014.

[5] By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N-3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program.

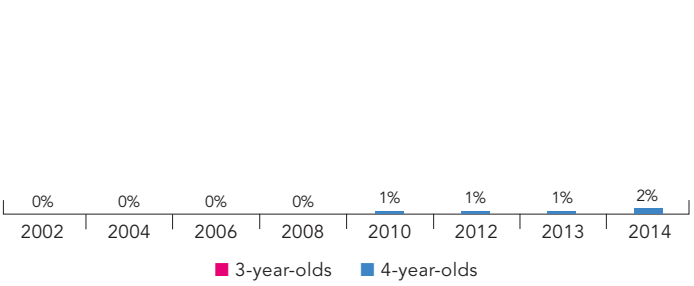
[6] Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

[7] Health screenings and referrals are determined locally. Support services required of all programs include parent involvement activities, referral for social services, and transition to kindergarten activities.

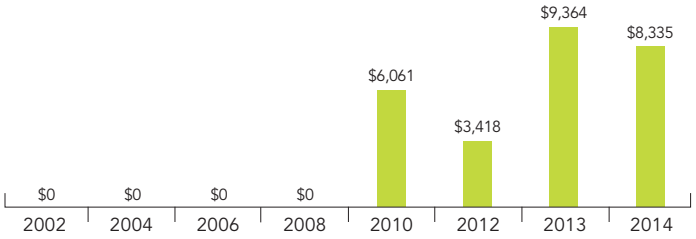
[8] Half-day programs are required to provide a snack. Full-day programs are required to provide a snack and one meal.

Rhode Island

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Rhode Island State Prekindergarten Program was launched in the fall of 2009. 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 the competitive Request for Proposal process, conducted by the Rhode Island Department of Education. Funding for the Rhode Island State Pre-Kindergarten Program is included in the state's school funding formula.

The Rhode Island Education Aid Foundation Formula, approved in 2010, takes a phased-in approach to expanding access to high quality pre-K, starting with communities that have a high proportion of children eligible for free and reduced-price lunch. The phased-in approach, investing $10 million over 10 years, will ensure that pre-K expansion creates high-quality learning programs; improves access for the students who need it the most; and assures a smooth transition between early childhood and K-12 programs.

In Fiscal year 2014, the Rhode Island General Assembly increased its investment in the Rhode Island State Pre-Kindergarten Program by $500,000. Additionally, two pre-K classrooms were funded with RTT-ELC funds as part of an exploratory study ($334,000) examining the impact of a high-quality Pre-K classroom on overall program quality. This resulted in enrollment of an additional 90 children for the year.

State pre-K teachers must have a bachelor's degree with an early childhood teaching diploma. The Rhode Island Department of Elementary and Secondary Education provides training and technical assistance on an ongoing basis. The Rhode Island Pre-Kindergarten Program has been assessed for both process quality and program impact/child outcomes, including classroom quality and child outcomes in literacy, arithmetic, and social-emotional development.

Rhode Island was one of nine states to receive a grant in the first round of the federal Race to the Top–Early Learning Challenge. Some of the funds will go towards improving the quality of early childhood education programs in high-needs communities. The state will also gather data on children's access to early learning opportunities and link it with kindergarten entry assessment data. Future policy and funding choices will be influenced by findings from an early learning data system. RTT-ELC funds will also be used to provide comprehensive, high-quality professional development, and technical assistance. In 2014, Rhode Island was awarded a competitive federal Preschool Development Grant for $2.3 million.

Through the Department of Human Services, Rhode Island complements the federal Head Start program with state funding, to provide additional spaces for children. Funding for this program has remained static for several years. In the 2012-2013 year, approximately $800,000 from state general funds were used to serve 130 children ages 4 and 5 through this program.

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

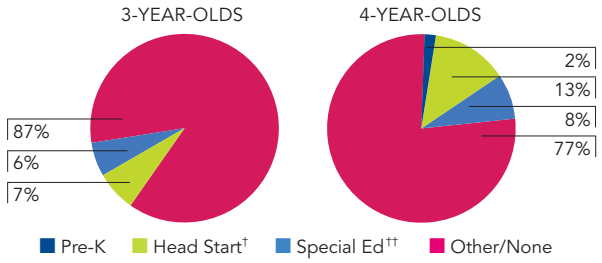
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	4

RHODE ISLAND STATE PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 234
School districts that offer state program.....17% (town/communities)
Income requirement.....No income requirement
Hours of operation.....6 hours/day, 5 days/week
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 1,747
Federally funded Head Start enrollment, ages 3 and 4 2,085
State-funded Head Start enrollment, ages 3 and 4 .....78[1]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

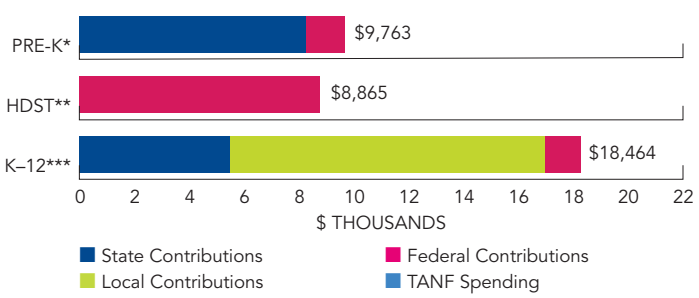
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC	Specializing in pre-K	☑
Assistant teacher degree	HSD plus 12 college credits in EC	CDA or equivalent	☑
Teacher in-service	20 clock hours/year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 NA 18	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	 NA 1:9	1:10 or better	☑
Screening/referral and support services	Vision; hearing; health, developmental, other; and support services[2]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 10

RESOURCES

Total state pre-K spending $1,950,475
Local match required? .....No
State spending per child enrolled $8,335
All reported spending per child enrolled*.....$9,763

SPENDING PER CHILD ENROLLED



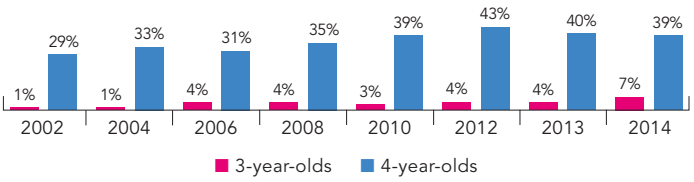
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.
** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.
*** K–12 expenditures include capital spending as well as current operating expenditures.
Data are for the '13-'14 school year, unless otherwise noted.

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

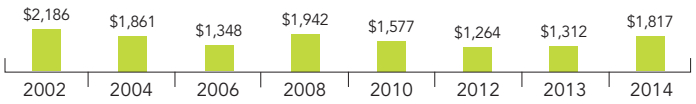
[2] Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Support services include parent conferences and/or home visits, parent involvement activities, and transition to kindergarten activities.

South Carolina

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Half-Day Child Development Program, also referred to as 4K, was initiated in 1984 by the South Carolina Education Improvement Act. The program works to improve school readiness by providing part-day preschool education programs to at-risk 4-year-olds. The state requires each district to have at least one 4K classroom, although districts may decide their own qualification requirements, founded on local needs and a list of state-specified risk factors. Risk factors include low parent education, child history of foster care, homelessness, teen parents, and low family income.

School districts obtain funding for 4K based on the number of Kindergartener's qualified for free or reduced-price lunch in their districts (at or below 185 percent FPL). Though most children are served in public school locales, districts may also partner with Head Start programs. Although 4K funds only a part-day program, about 25 percent of 4K programs provide school-day services using funds from other sources. Program technical assistance and site visits were cut in the 2011-2012 school year due to reductions in staffing. However, there will be increased funding for districts with 70 percent poverty, and other districts may also be eligible for more funding for half-day 4K in the 2014-2015 school year.

The Child Development Education Pilot Program (CDEPP), the state's second early education initiative, was established in 2006, resulting from the lawsuit *Abbeville County School District v. South Carolina*. The court required that school-day preschool be delivered in the counties named in the lawsuit if those counties opted to offer the 4K program. Children qualified for free or reduced-price lunch or Medicaid services are eligible. Approval for public schools to provide CDEPP is granted by the state Department of Education, while South Carolina's First Steps to School Readiness provides approval to private child care centers. CDEPP is also available to students with documented developmental delays, as of the 2009-2010 school year. Due to staff reductions in the 2011-2012 school year, CDEPP programs now receive site visits and technical assistance only upon request. The program was assessed in the 2009-2010 school year for both process quality and program impact/child outcomes. Funding was increased by $26 million this year to provide 4K programs, and will expand again next year. New legislation will require that a readiness assessment be administered to all 4K and 5K students in 2014-2015.

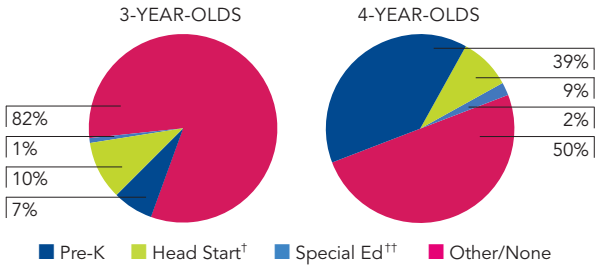
South Carolina's general contributions and commitment to state-funded prekindergarten, including state expenditure and registration for both 4K and CDEPP, are summarized in the first two pages of their state profile. The 4K program is the focus of the third page and the final page covers specific details about the CDEPP initiative.

STATE OVERVIEW

ACCESS

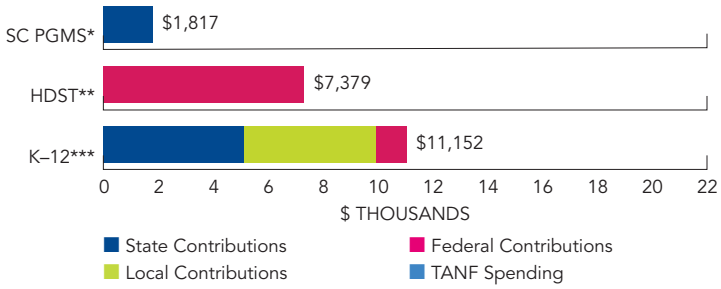
Total state program enrollment 27,477
Total state spending $49,838,273
State spending per child enrolled $1,817
All reported spending per child enrolled* $1,817

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

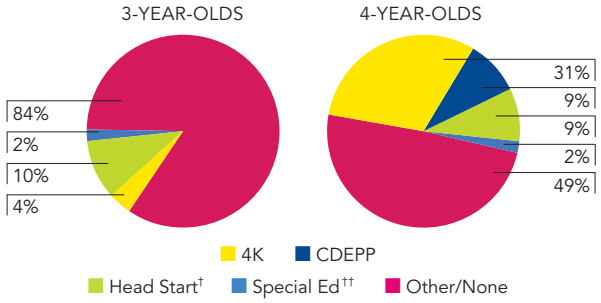
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	40

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment	7,985
School districts that offer state program	57%
Income requirement	185% FPL[1]
Hours of operation	6.5 to 5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,968
Federally funded Head Start enrollment, ages 3 and 4	11,393
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

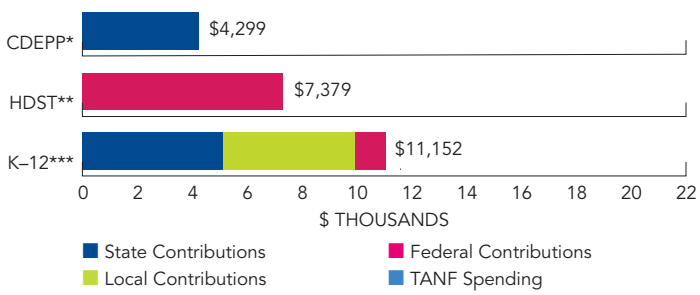
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[2]	BA	☐
Teacher specialized training	ECE (public); AA in ECE or CD (nonpublic)	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent[3]	CDA or equivalent	☐
Teacher in-service	15 clock hours/year	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 and support services	Vision, hearing, health, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast and lunch	At least 1/day	☑
Monitoring	Site visits[5]	Site visits	☐

TOTAL BENCHMARKS MET: 7

RESOURCES

Total state pre-K spending	$34,324,427
Local match required?	No
State spending per child enrolled	$4,299[6]
All reported spending per child enrolled*	$4,299[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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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] 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.

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

[4] Support services include parenting support or training, parent involvement activities, health services for children, transition to kindergarten activities, and parent conferences and/or home visiting. Other support services are determined locally.

[5] For the 2013-2014 school year, reductions in staff at the state level do not allow for program review unless requested.

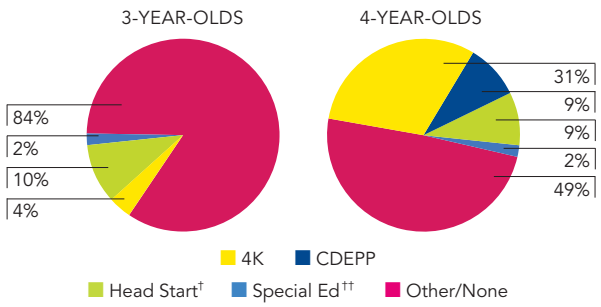
[6] These figures include general funds ($17,300,000) and South Carolina First Steps funds ($2,595,059) used to serve children in CDEPP classrooms. State spending from the general fund is the appropriated amount rather than actual spending. First Steps funding includes the appropriated amount as well as carry-over funds.

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

ACCESS

Total state program enrollment	19,441
School districts that offer state program	57%
Income requirement	185% FPL
Hours of operation	2.5 to 5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,968
Federally funded Head Start enrollment, ages 3 and 4	11,393
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

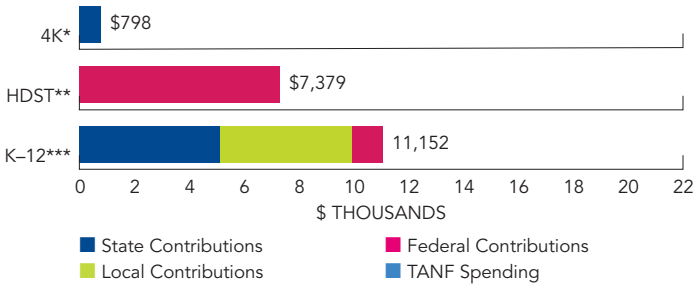
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[2]	BA	☐
Teacher specialized training	EC, EC endorsement (public)	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Immunizations; support services[1]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack	At least 1/day	☐
Monitoring	None	Site visits	☐

TOTAL BENCHMARKS MET: 5

RESOURCES

Total state pre-K spending	$15,513,846[3]
Local match required?	No
State spending per child enrolled	$798
All reported spending per child enrolled*	$798

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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. Support services include parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities.

[2] Lead teachers in public schools must have a BA, while lead teachers in nonpublic settings are required to have an AA. This has been the case since 2006. This does not meet NIEER's quality standards benchmark and so have been removed retroactively.

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

South Dakota

NO PROGRAM

The state of South Dakota addresses early childhood education in several ways, although the state does not provide state-funded pre-K as defined in this report. The Department of Education houses the Head Start State Collaboration Office and has authority for the Birth to Three early intervention program and early childhood special education. Within the Department of Social Services, the Division of Child Care Services is responsible for licensing early childhood programs, and administers direct child care assistance payments to low-income families. The South Dakota Bright Start Initiative began in 2011, to assure Native American children get a sound start in life, focusing on infant brain development and early childhood development.

The University of South Dakota, with support from the Department of Education's Head Start-State Collaboration Office, and multiple stakeholders, designed the South Dakota Early Learning Guidelines to be used in all settings that include children 3 to 5 years of age. Aligned with the South Dakota Content Standards for Kindergarten, which are part of the K-12 State Standards, incorporating the Common Core State Standards for English language arts and mathematics, the Guidelines address domains including: social-emotional development and approaches toward learning; language and literacy; mathematics; science; health and physical development; creative arts; and social studies. Currently, the Guidelines are being enhanced to encompass children birth through age five.

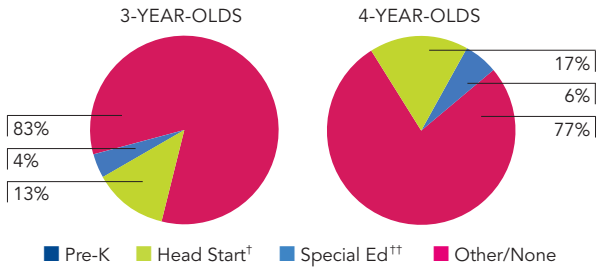
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,452
Federally funded Head Start enrollment	3,662
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

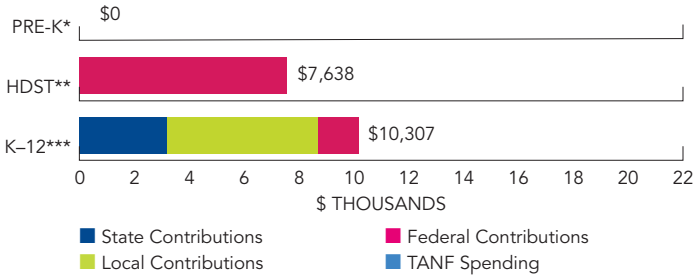
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

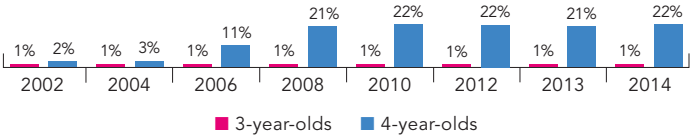
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

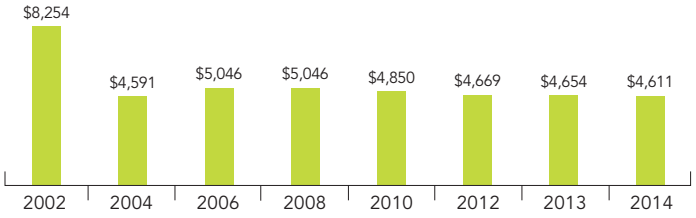


Tennessee

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



In 1998, Tennessee initiated the Early Childhood Education (ECE) Pilot Project, hosting 30 classrooms in a variety of settings through a competitive grant program. In 2005, the Tennessee Voluntary Pre-K (VPK) program was launched, prompted by the Voluntary Pre-K for Tennessee Act legislated that year. The VPK added 300 new classrooms to the existing ECE Pilot Project. By the 2011-2012 school year, every district offered at least one VPK classroom and a total of 18,609 children were enrolled throughout the state. Figures for the 2013-2014 school year were unavailable, but due to no increase in the number of funded slots, numbers are estimated to be similar to figures in 2011-2012.

The Tennessee Department of Education (DOE) restructured to create the Division of Special Populations (DSP) in 2011. The Office of Early Learning (OEL) was situated within DSP and was responsible for a variety of programs including: VPK, oversight of the Head Start State Collaboration Office, Family Resource Centers, and the School Administered Child Care program. Program administration tasks for VPK include training, technical assistance, monitoring, and data collection. The OEL also coordinated and collaborated with other state agencies, local school systems, and community providers to gather information on best practices and research in support of early childhood education. The Tennessee Department of Education restructured the DSP in January 2013, and oversight for the VPK program was transferred to the Division of Curriculum and Instruction, Department of Content and Resources Pre-K-12. The OEL ceased its function as a formal entity at that time.

Only public schools are eligible to apply for state-funded VPK grants through a competitive process. Grant recipients may, however, contract with private child care agencies, Head Start agencies, institutions of higher education, public housing authorities, and any three-star rated community-based or private child-serving agency where lead teachers are licensed in early childhood education. There is at least one VPK classroom in all 135 school districts. Programs contracted to provide VPK services must operate within the jurisdiction of the school district. Since the 2011-2012 school year, lack of funding to expand VPK has resulted in systems being required to submit continuation applications for operating previously awarded VPK classrooms.

Eligibility is determined using a three-tier prioritization system. First priority is given to tier one 4-year-olds whose family income qualifies for free- or reduced-priced lunch as well as children in foster care or who are homeless. If space is available, children who have a history of abuse or neglect, are English Language Learners, have an IEP, or are in state custody may enroll as the second tier of eligibility. Any remaining slots may then be given to children who qualify for third tier eligibility based on locally determined risk factors, including single-parent families, teen parents, low parent education level, 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. Changes in age eligibility for VPK were phased in beginning in the 2013-2014 school year to correspond with legislated changes made for kindergarten eligibility.

Since its inception, funding for VPK has relied on numerous sources, including general education revenue and, in the past, lottery revenue and federal TANF funds. State funds for the VPK program were level funded in the 2013-2014 school year. Federal Head Start, IDEA, Title I, and other funds are used to provide the required local match which may include in-kind contributions for facilities, staffing, and operational costs. There was no change in the funding level for the required local match in 2013-2014.

Program quality is monitored annually by state personnel and consultants through on-site visits and review of submitted reports including use of classroom quality assessment with program level outcomes incorporated into a program plan for continuous improvement. During the 2013-2014 school year, the Peabody Research Institute at Vanderbilt University was involved in the fifth year of an on-going external evaluation on the effectiveness of the VPK program.

In 2014, Tennessee was awarded a competitive federal Preschool Development Grant for $17.5 million.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
23	25

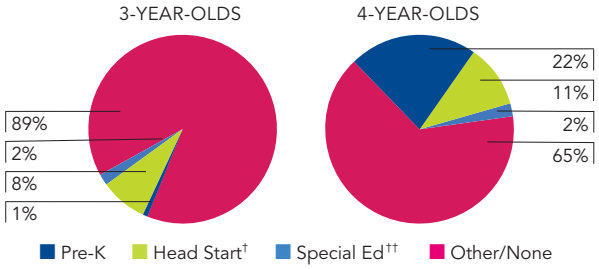
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	16

TENNESSEE VOLUNTARY PRE-K

ACCESS

Total state program enrollment	18,609[1]
School districts that offer state program	100%
Income requirement	185% FPL[2]
Hours of operation	5.5 hours/day, 5 days/week[3]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	6,278
Federally funded Head Start enrollment, ages 3 and 4	15,129
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Pre-K–Grade 3, Pre-K–Grade 4, Pre-K–K, EC SpEd Pre-K–1, SpEd Pre-K–3[4]	Specializing in pre-K	☑
Assistant teacher degree	None[5]	CDA or equivalent	☐
Teacher in-service	18 clock hours/year[6]	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	16[7]		
4-year-olds	20[7]		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:8		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, developmental; and support services[8]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and either breakfast or snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

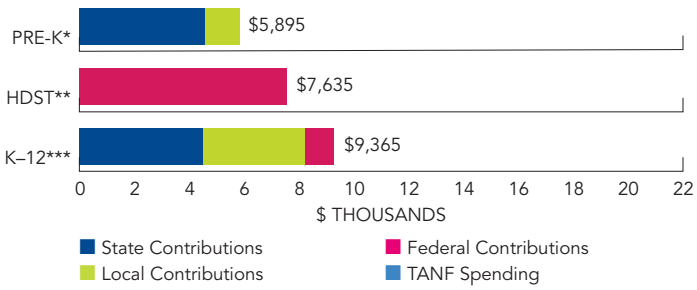
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$85,807,267
Local match required?	Yes[9]
State spending per child enrolled	$4,611
All reported spending per child enrolled*	$5,895

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Enrollment figures for 2013-2014 were unavailable. Figures reported are based on 2011-2012 enrollment.

[2] 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.

[3] Naptime cannot be counted in the 5.5 hour minimum.

[4] 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. All Pre-K endorsements extend to include children from birth.

[5] 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 or AA.

[6] 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.

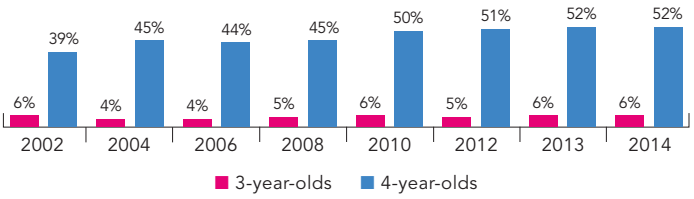
[7] In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

[8] 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. Other comprehensive services are determined locally.

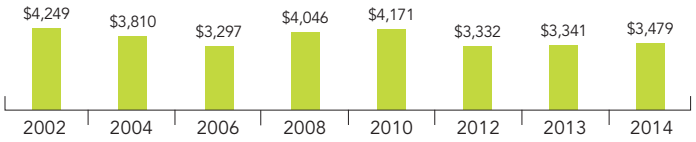
[9] The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The local match may be in actual dollars or in-kind contributions e.g., (facilities, utilities, staffing, etc.).

Texas

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



The Texas Public School Prekindergarten initiative began offering half-day preschool services to at-risk 4-year-olds in 1985. Providing the program is mandatory for school districts with 15 or more eligible 4-year-olds, and optional for districts identified with 15 or more eligible children who are at least 3 years old. Eligibility is governed by risk factors including: homelessness, qualifying for a free or reduced-price lunch (185 percent of FPL), inability to speak of comprehend the English language, participation in foster care, or a parent on active military duty who has been injured or killed on active duty. Districts can choose to enroll non-eligible students, but parents must pay tuition. Funds are distributed directly to school districts, which are encouraged to collaborate with licensed child care centers and Head Start programs to provide preschool services. Overseen by the Texas Education Agency (TEA), the Prekindergarten program is financed through both state and local funds. Funding for half-day services is based on Average Daily Attendance (ADA), and is provided through the Foundation School Program, as part of the K-12 funding system. For the 2014-2015 biennium, an additional $30 million was appropriated for supplemental prekindergarten funding for students meeting the eligibility criteria.

The Early Childhood Data System (ECDS) formerly known as the Kindergarten Readiness System (KRS) is a new state reporting feature in the Texas Student Data System (TSDS). The ECDS will be used to collect early childhood data to inform school districts, communities, and early childhood programs about the effectiveness of prekindergarten programs in preparing children for success in kindergarten. ECDS will be introduced in a two-phased approach. In phase one, required kindergarten data will be submitted; in phase two, voluntary prekindergarten data will be submitted.

Since 2008, the Texas Prekindergarten Curriculum Guidelines have been applied statewide. Training on the guidelines is provided by twenty Regional Education Service Centers (ESCs), which also professional development and technical assistance to early childhood education providers within that area. Additional early childhood services were previously provided through the Prekindergarten Early Start Grant (previously the Prekindergarten Expansion Grant Program) but were defunded in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	13

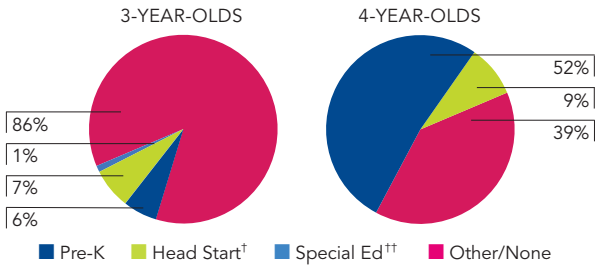
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	33

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	226,226
School districts that offer state program	85%
Income requirement	185% FPL[1]
Hours of operation	3 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	23,117
Federally funded Head Start enrollment, ages 3 and 4	65,211
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

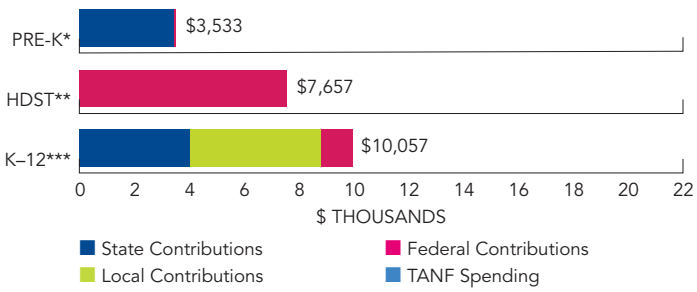
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); None (nonpublic)[2]	BA	☐
Teacher specialized training	Generalist, bilingual, ESL, Special Education (EC-6) (public)	Specializing in pre-K	☐
Assistant teacher degree	HSD or equivalent (public)	CDA or equivalent	☐
Teacher in-service	150 clock hours/5 years	At least 15 hours/year	☑
Maximum class size	20 or lower		☐
3-year-olds	No limit[3]		
4-year-olds	No limit[3]		
Staff-child ratio	1:10 or better		☐
3-year-olds	No limit		
4-year-olds	No limit		
Screening/referral and support services	Vision, hearing, immunizations[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	None	Site visits	☐

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending	$787,147,078
Local match required?	No
State spending per child enrolled	$3,479
All reported spending per child enrolled*	$3,533

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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] Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary, based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

[3] Prekindergarten classes no larger than 15 (for 3-year-olds) or 18 (for 4-year-olds) with a staff-child ratio of 1:22 are preferred but not required.

[4] Some support services are required, but specific services are determined locally.

[5] 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 school-day programs provide lunch.

Utah

NO PROGRAM

While Utah does not have a state-funded pre-K program meeting the criteria of this report in 2013-2014, in 2014 the state approved future investment in some early learning programming through a partnership between businesses and the state. The Utah School Readiness Initiative (HB96) was signed by Governor Herbert into law. It will allow the newly created School Readiness Board to enter into results-based financing contracts with private entities, to fund high-quality early childhood education programs with a proven record to serve at-risk students; creates grant funding for existing public and private early education programs to increase quality; and funds independent evaluation. The bill also details components of high quality programs, as well as home-based educational technology programs that may enter into a results-based contract with the board. The initiative will begin serving children in the 2014-2015 school year.

The state has also released its Early Childhood Core Standards, which cover multiple domains including: physical well-being and motor development; social-emotional development; approaches toward learning; language development; and cognitive and general knowledge. Revised standards were introduced in 2013 and provide strategies and activities aligned with these domains. The State Board of Education will establish a timeline for further review of core curriculum standards for early childhood education.

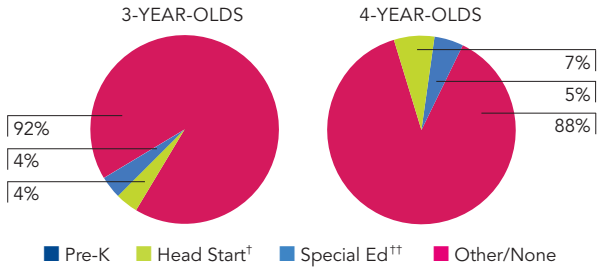
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,725
Federally funded Head Start enrollment	5,625
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

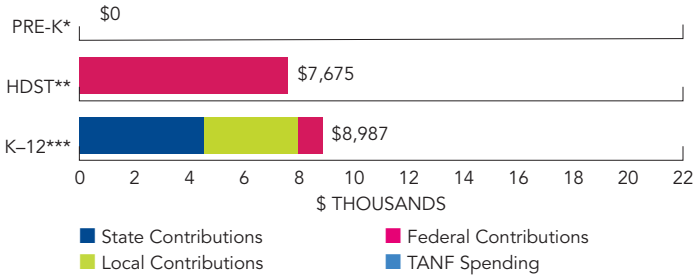
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

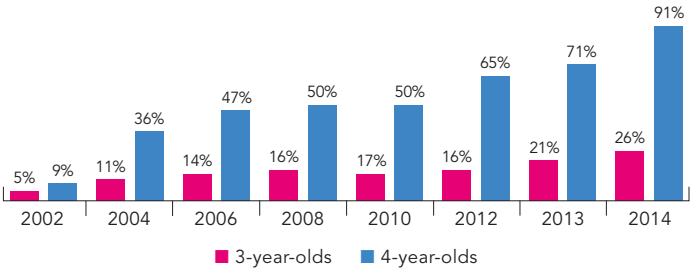
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

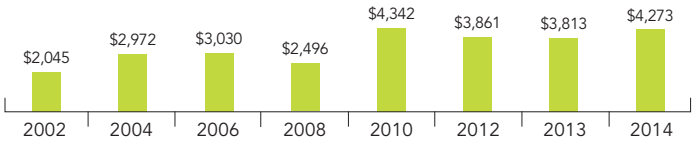


Vermont

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



In 1987, the Vermont Early Education Initiative (EEI) was created as an annual competitive grant program to finance early education opportunities for at-risk 3- to 5-year-olds. Eligible children must meet one of the following criteria: family income at or below 185 percent FPL; limited English proficiency; a history of mistreatment or neglect; a developmental delay; or social isolation. School districts and community early care and education programs must partner for an EEI grant, though either entity may serve as the grantee. EEI funds can be used to provide preschool education services to 3- and 4-year-olds, and so is included in this report, though it is not the states designated pre-K program.

A designated preschool program was established in 2003, allowing school districts to subsidize prekindergarten education by including 3- to 5-year-olds in their school census. The program, which was initially called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), underwent significant changes in 2007 with the passage of Vermont Prekindergarten Education-Act 62. Prior to Act 62, local agencies could include 3- to 5-year-olds in their school census, but there were few policies for implementing services, With Act 62, pre-K programs are supported through the state's Education Fund in the same way as K-12. Districts are not required to provide the programs, and child enrollment is voluntary. Roughly 80 percent of Vermont's local education agencies (LEAs) are able to provide pre-K through an arrangement of school-based programs and partnerships with private family-based or center-based providers, private preschools, and/or with Head Start programs. The act defines "publicly funded prekindergarten education" as 6 to 10 hours per week of preschool education services for children ages 3 to 5; "full-time" pre-K is 10 hours per week during the school year. Originally, the state limited the number of pre-K children a district could count it its school census. In the 2011-2012 school year, limitations were lifted in all participating towns. Act 62 requires only one teacher with ECE or ECSE educator license per center in nonpublic locations, rather than requiring one such teacher in each preschool classroom. In both public and private settings however, most classrooms do have a lead teacher with a BA and early childhood or early childhood special educator license. All programs, including those operated by public schools, are required to attain at least 4 out of 5 stars in Vermont's quality rating system, Step Ahead Recognition Systems (STARS), or to hold NAEYC accreditation.

In 2014, Vermont passed Act 166, which establishes universal access to publicly funded pre-K for all 3-, 4- and 5-year-olds who are not enrolled in Kindergarten.

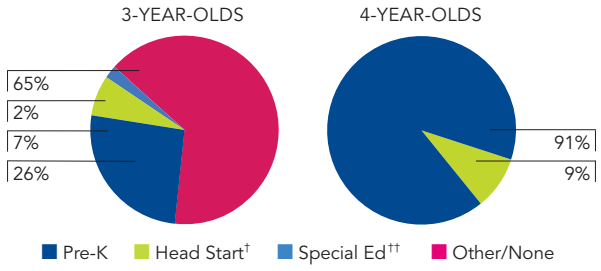
The first two pages of Vermont's profile explain the state's overall commitment and contribution to preschool education with enrollment and state spending data for both initiatives. The next two pages offer precise details about each of Vermont's preschool initiatives, with the Vermont Prekindergarten Education-Act 62 program highlighted on the third page and the Vermont Early Education Initiative profiled on the fourth page.

STATE OVERVIEW

ACCESS

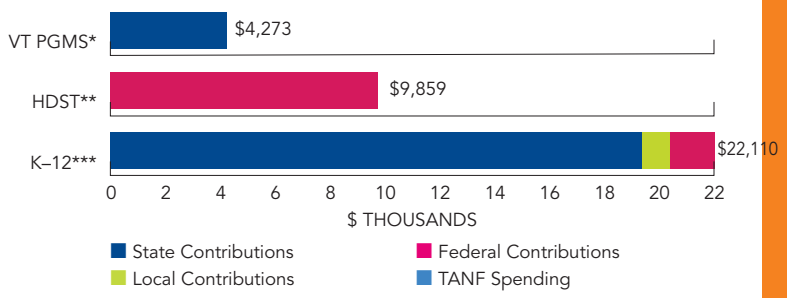
Total state program enrollment 7,255
Total state spending $30,999,300
State spending per child enrolled $4,273
All reported spending per child enrolled*.....$4,273

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

SPENDING PER CHILD ENROLLED



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** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

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

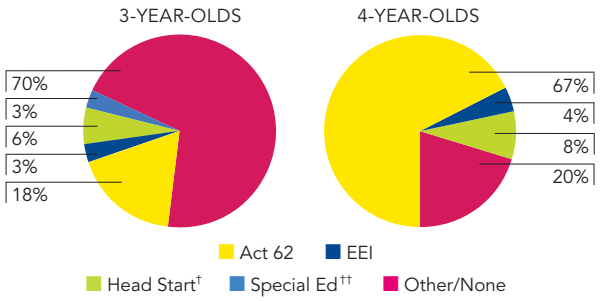
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	25

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	1,031[1]
School districts that offer state program	57%[2]
Income requirement	185% FPL[3]
Hours of operation	Determined locally[4]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,102
Federally funded Head Start enrollment, ages 3 and 4	972
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); Meets child care requirements (nonpublic)	BA	☐
Teacher specialized training	EC Educator, EC Educator-limited (public); EC Special Educator, AA or CDA (nonpublic)[5]	Specializing in pre-K	☑
Assistant teacher degree	AA (public); HSD + 30 credits or 3-credit course in CD (nonpublic)[5]	CDA or equivalent	☐
Teacher in-service	9 credit hours/7 years (public); 12 clock hours/year (nonpublic)	At least 15 hours/year	☐
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services[6]	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals required	At least 1/day	☐
Monitoring	None[7]	Site visits	☐

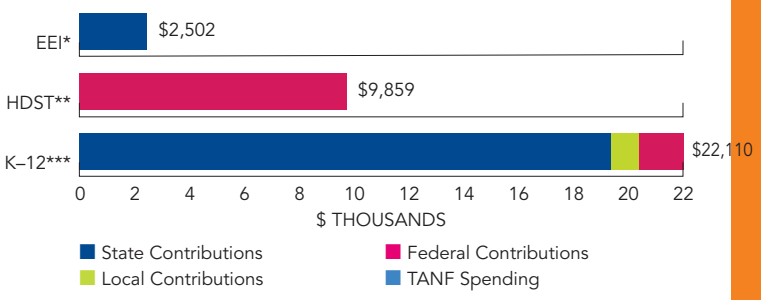
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	$1,,031,751
Local match required?	No
State spending per child enrolled	$2,502
All reported spending per child enrolled*	$2,502

SPENDING PER CHILD ENROLLED



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** Head Start per-child spending for the 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Of the 1,031 children receiving services through the EEI program, 60 percent (or 618) children were also served in the Act 62 program and reported in that figure. Those children served in both programs are only counted once in the state total to avoid duplication of enrollment.

[2] EEI is a competitive grant program. A total of 42 grants were awarded in 2013-2014.

[3] 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.

[4] Grantees propose their EEI service delivery model systems. Most EEI programs are half-day, 8-11 hours/week, for 2-3 days/week.

[5] 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

[6] 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.

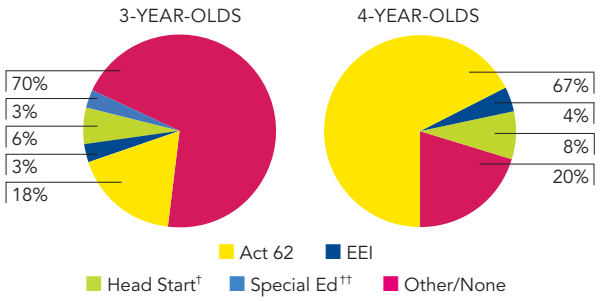
[7] State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data. Department of Educations staff may conduct unannounced site visits.

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	6,843
School districts that offer state program	91% (towns/communities)
Income requirement	No income requirement
Hours of operation	Determined locally[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,102
Federally funded Head Start enrollment, ages 3 and 4	972
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); Meets child care requirements (nonpublic)[2]	BA	☐
Teacher specialized training	EC Educator, EC Special Educator, ECE (public); AA, CDA, or child care post-secondary certificate (nonpublic)[2]	Specializing in pre-K	☐
Assistant teacher degree	AA (public); HSD + 30 hours or 3-credit course in CD (nonpublic)[3]	CDA or equivalent	☐
Teacher in-service	9 credit hours/7 years (public);	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:10		
4-year-olds	1:10		
Screening/referral and support services	Determined locally; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals required	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

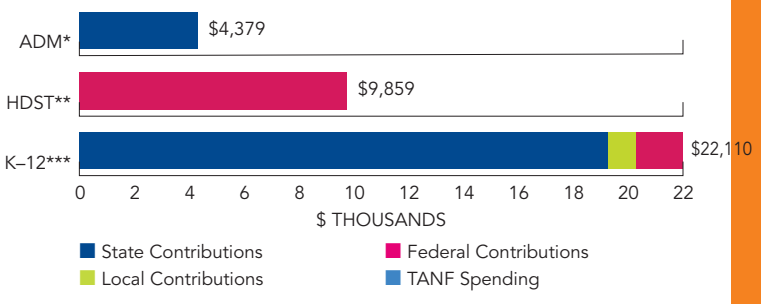
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	$29,967,549
Local match required?	No
State spending per child enrolled	$4,379
All reported spending per child enrolled*	$4,379

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 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.

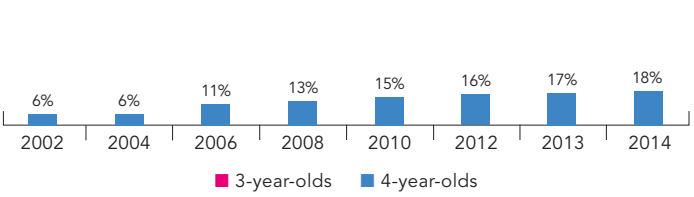
[2] Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. Nonpublic centers are only required to have one licensed teacher per center, rather than one per classroom. Lead teachers in nonpublic settings must meet child care requirements of an AA, CDA, or Child Care post-secondary 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 teachers work for.

[4] Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

Virginia

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)

The Virginia Preschool Initiative (VPI) has served at-risk 4-year-olds who are not enrolled in existing preschool programs since 1995. The VPI program served 18,021 4-year-olds in the 2013-2014 school year, increasing for the third consecutive year by 4 percent. Eighty-eight percent of the school districts operate VPI classrooms, and the majority of children participate in public school settings. Funding allocations to local school divisions are based on the number of students eligible for free lunch, but criteria for student eligibility are based on locally determined risk factors including, but not limited to: poverty, family unemployment, limited English proficiency, homelessness, parent with limited education, and parent incarceration. VPI programs may provide services on either a part- or school-day schedule throughout the school year.

Public school districts and local departments of social services receive VPI funding, but these agencies may subcontract with Head Start programs or private child care centers to provide prekindergarten education services. A local composite index of district resources mandated that communities should contribute matching funds. During the 2013-2014 school year, the state contributed at least half of the $6,000 per-pupil rate, capping the required local match at one-half the per-pupil amount, regardless of local composite index. More than 35 percent of total costs statewide accounted for local matching funds. Programs operating on a part-day schedule receive half of the full-day funding allocation.

State funding for VPI rose for the second consecutive in 2013-2014 as it increased $2.5 million. The VPI formula for the 2012-14 biennium was re-benchmarked 2011-2012, resulting in additional funding generated for as many as 24,500 openings each year. Lottery revenues continued to account for all state funding for VPI.

VPI curricula are aligned with Virginia's Foundation Blocks of Early Learning Standards: Comprehensive Standards for Four-Year-Olds, which were expanded in the 2012-2013 school year to include music and the visual arts.

In 2011, the Virginia Preschool Initiative was evaluated for both program quality and child outcomes by the Curry School of Education at the University of Virginia. Program monitoring by state education staff and consultants was conducted through biennial site visits, prior to 2011-2012, to review program facilities, on-site safety procedures, and program record checks. Site visits were eliminated due to budget constraints in 2011-2012. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

In 2014, Virginia was awarded a competitive federal Preschool Development Grant for $17.5 million.

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

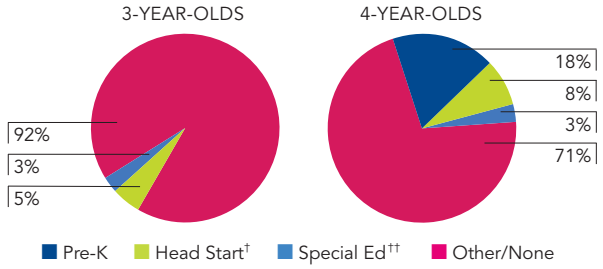
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	17

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	18,021
School districts that offer state program	88%
Income requirement	No income requirement
Hours of operation	3 to 5.5 hours/day, 5 days/week[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	9,333
Federally funded Head Start enrollment, ages 3 and 4	12,526
State-funded Head Start enrollment, ages 3 and 4	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

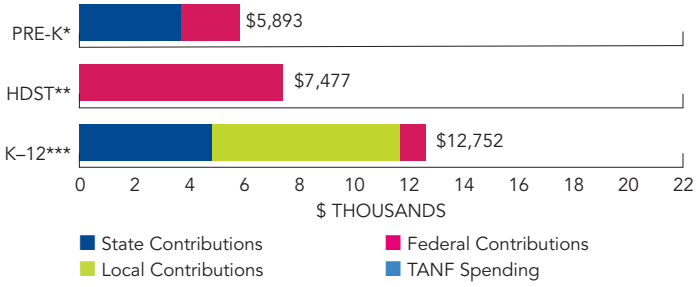
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); HSD (nonpublic)[2]	BA	☐
Teacher specialized training	Early Primary, Elem Ed,[2]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent (public); No minimum degree (nonpublic)	CDA or equivalent at least 1 support service	☐
Teacher in-service	15 clock hours/years	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, immunizations[3]	Vision, hearing, health; and at least 1 support service	☑
Meals	No meal required[4]	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending	$85,807,267
Local match required?	Yes
State spending per child enrolled	$3,741
All reported spending per child enrolled*	$5,893

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Localities may choose to offer part-day programs for 3 hours per day or school-day programs for 5.5 hours per day. Most programs operate on a school-day schedule. All programs operate 5 days per week.

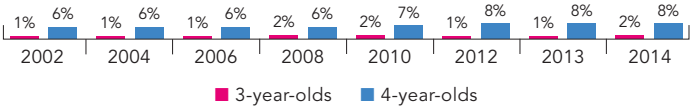
[2] For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and is responsible for management and oversight of the program's curriculum and instructional practices, including on-site presence for a substantial portion of the instructional time. 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 the annual number of required parent conferences or home visits, are determined locally.

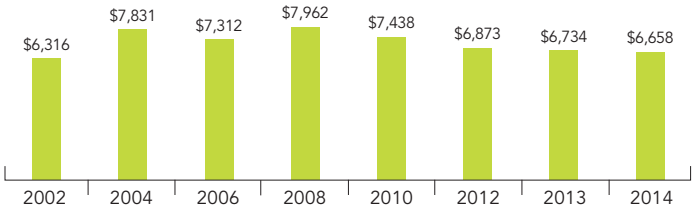
[4] Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. The number of programs providing at least one meal is not known.

Washington

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Overseen by the Department of Early Learning, the Washington Early Childhood Education and Assistance Program (ECEAP) was created in 1985 to create safe, healthy, nurturing learning experiences for Washington state 3- and 4-year-old children. ECEAP is available in 36 out of the state's 39 counties and is operated by educational service districts, public school districts, local governments, nonprofit organizations, and community colleges. Most ECEAP children are 4-year-olds from families at or below 110 percent of the federal poverty level. In the 2013-2014 year, about 19 percent of enrolled students were 3-year-olds. Children who qualify for special education services are eligible regardless of income, and up to 10 percent of enrolled children may be over the income cutoff if they have other specific risk factors that affect school success. ECEAP provides comprehensive nutrition, health, education, and family support services. Parents are involved in program governance, in the classroom, and in other volunteer roles.

Washington continues to integrate early learning programs. Teaching Strategies GOLD is now used by all ECEAP contractors as well as in the state's kindergarten assessment, WaKIDS. The Early Achievers quality rating and improvement system was implemented statewide for licensed child care, ECEAP programs, and Head Start grantees. CLASS and ECERS-R are used as part of this system. A pilot evaluation of nine ECEAP and Head Start programs (50 sites) was completed in 2013. The pilot revealed strong alignment between ECEAP and Head Start programmatic practices and the Early Achievers quality standards. ECEAP and Head Start sites enter at a level three and are encouraged to demonstrate higher Early Achievers quality levels through an on-site evaluation and a streamlined rating process.

Since 2008, the state has worked to expand access to ECEAP. ECEAP has a small expansion of 350 slots in the 2013-2014 school year, and planned to both increase per-child funding and add 1,350 new slots for the 2014-2015 year. These expansion slots will be focused on full school day and extended-day services.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
33	19

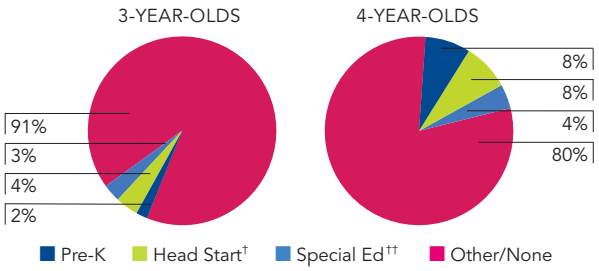
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	12

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment 8,741
School districts that offer state program .....92% (counties/parishes)
Income requirement .....110% FPL
Hours of operation .....Determined locally, 3 or 4 days/week[1]
Operating schedule .....Academic year[1]
Special education enrollment, ages 3 and 4 8,216
Federally funded Head Start enrollment, ages 3 and 4 10,962
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

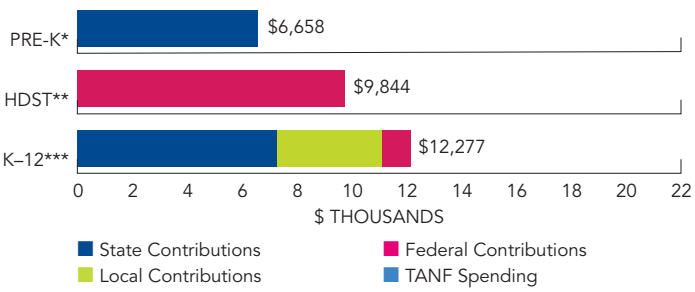
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[2]	BA	☐
Teacher specialized training	30 quarter credits in ECE[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA or 12 credits in ECE	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	20		
4-year-olds	20		
Staff-child ratio	1:10 or better		☑
3-year-olds	1:9		
4-year-olds	1:9		
Screening/referral and support services	Vision; hearing; height/weight/BMI; immunizations; full physical exam; developmental; dental; and support services[3]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[4]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending $58,198,086
Local match required? .....No
State spending per child enrolled $6,658
All reported spending per child enrolled* $6,658

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[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.

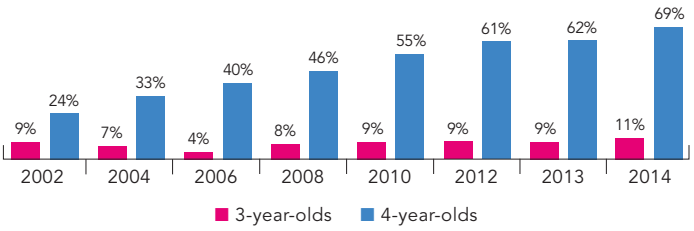
[2] Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K-3) or EC Special Education.

[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*
(2014 DOLLARS)

In 1983, adjustments to West Virginia's school policy permitted local school boards to offer programs for 3- and 4-year-olds through the Public School Early Childhood Education program. Three-year-olds with special needs may attend the program, and some exceptions are made for kindergarten age-eligible children with documented need.

West Virginia extended preschool education, and made it accessible to all 4-year-olds statewide by the 2012-2013 school year. Now referred to as the West Virginia Universal Pre-K System, this program provides prekindergarten programs in all 55 of the state's counties.

Financial support for the West Virginia Universal Pre-K System supports public schools directly, however, these schools may pass along funds to other agencies to offer services. Half of the programs are required to partner with Head Start agencies, private prekindergarten, and child care centers. Some programs use additional funding from sources such as IDEA and federal Head Start.

The state's early learning standards were restructured in 2010 to align with kindergarten content standards and objectives, and to undertake evaluation and school readiness, with these revisions implemented during the 2010-2011 program year.

Child and program evaluation were revised in 2010 and fully operational in the 2011-2012 program year. A comprehensive assessment system uses health data, the Early Learning Scale, and additional information to review child outcomes. Programs are evaluated using the ECERS-R tool once every three years. Programs also develop an inclusive monitoring system to offer ongoing continuous quality improvement, using monitoring tools recognized by a local collaborative team. The West Virginia Universal Pre-K program was assessed for process quality in 2009 and 2012, and for program impact/child outcomes in 2005.

Additional revisions to state guidelines went into effect during the 2012-2013 school year; changing the total number of instructional days per year from 108 to 128, and increasing the minimum number of instructional hours per week from 12 to 14. In 2013-2014, 85 percent of programs operated 4 days per week, while 15 percent operated 5 days. Eighty-four percent of classrooms operated for a school day. Beginning in 2016-2017 all programs will operate full day (25 hours per week minimum) for 5 days a week. As of July 1, 2013, all entry level lead teachers in nonpublic settings were required to hold a minimum of a BA in early childhood or a related field. Beginning July 1, 2014, all assistant teachers must apply for Early Childhood Classroom Assistant Teacher Authorization (CDA or equivalent as determined by the WVBE).

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	7

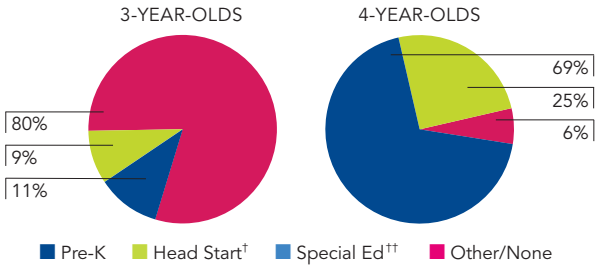
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	5

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment 16,834
School districts that offer state program 100%
Income requirement ..... No income requirement
Hours of operation ..... Determined locally, minimum of 14 hours/week; 4 or 5 days/week[1]
Operating schedule ..... Academic year[1]
Special education enrollment, ages 3 and 4 2,720
Federally funded Head Start enrollment, ages 3 and 4 7,052
State-funded Head Start enrollment, ages 3 and 4 0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[2]	BA	☑
Teacher specialized training	EC endorsement, Preschool Special Needs (public); Community Program Permanent Authorization (nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent	CDA or equivalent	☐
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	20 20	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 1:10	1:10 or better	☑
Screening/referral and support services	Vision; hearing; health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	At least one meal	At least 1/day	☑
Monitoring	Site visits (once every 3 years)	Site visits	☑

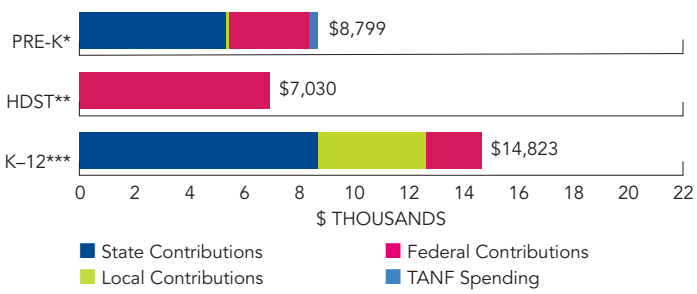
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending $97,069,726
Local match required? ..... No
State spending per child enrolled $5,766
All reported spending per child enrolled* $8,799

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] Hours of operation are determined locally, but programs must operate for at least 12 hours per week and at least 128 instructional days.

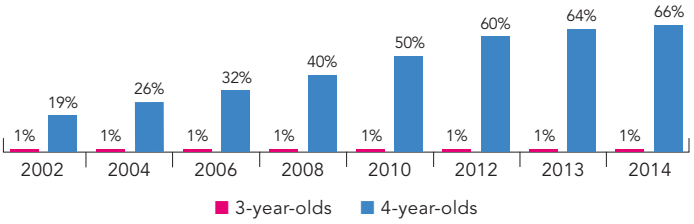
[2] Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA. Beginning July 1, 2014, all assistant teachers must have a CDA or equivalent determined by the WVBE.

[3] Teachers in public school settings that are not collaborative must be certified in pre-K, 3-5, 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 education, or occupational development, with an emphasis in child development.

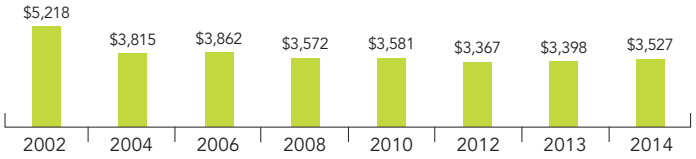
[4] Support services include parent conferences and/or home visits, transition to kindergarten activities, and other locally determined services.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED*



STATE SPENDING PER CHILD ENROLLED*
(2014 DOLLARS)



Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds since it became a state in 1848. Districts are not required to offer 4K, but if they do, it must be open to all age-eligible children. Funds for 4K are paid to public schools, which then may subcontract with private child-care centers, community-based programs, or Head Start agencies. Most programs operate part-day, 4-5 days per week, but some operate full-day 2-3 days per week.

Funding for 4K is part of the overall school funding formula, at 0.5 of funding for other grade levels. Districts receive 0.6 if they offer 87.5 hours of parent outreach.

In the 2011-2012 school year, Wisconsin implemented a statewide early literacy assessment for kindergarten students, and 4K programs began early literacy screening with PALS PK in 2013-14. The state does not require other assessment at 4k, so districts determine their own assessment process. The 4K program was last evaluated for both process quality and program impact/child outcomes during the 2003-2004 year, but the University of Wisconsin Madison is currently involved in a national study exploring 4K in WI and NJ. Literacy learning standards were revised in 2013.

The Wisconsin Head Start program is a separate state-funded program offering supplemental state finances to federal Head Start grantees to provide comprehensive early childhood education for 3- and 4-year-olds with disabilities or from low-income families. Participating programs follow the federal Head Start Performance Standards, and children meet Head Start enrollment guidelines. Reductions in state supplemental funding have led to fewer spaces, however. Efforts have been made to bring together Head Start technical assistance and training with other professional development efforts at both the state and local levels. The state is exploring options for developing a longitudinal data system.

Wisconsin is a recipient of Race to the Top-Early Learning Challenge funds, and many of the tasks supported by the grant involve 4K, including alignment with their QRIS and LDS. The department is revising the 4K policy bulletin.

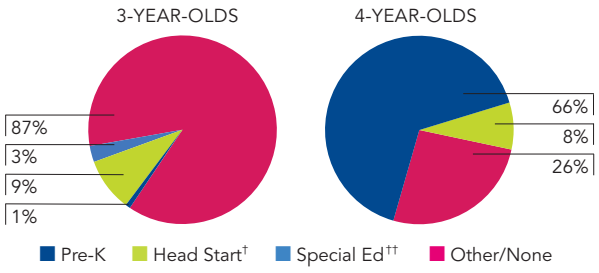
The first two pages of Wisconsin's profile give a general idea of the state's overall promise and assistance to state-funded prekindergarten programs, including enrollment and state expenditure for both the Four-Year-Old Kindergarten program and the Head Start state supplement. The third page presents specific facts on the 4K program, and the fourth page focuses on the Wisconsin Head Start program.

STATE OVERVIEW

ACCESS

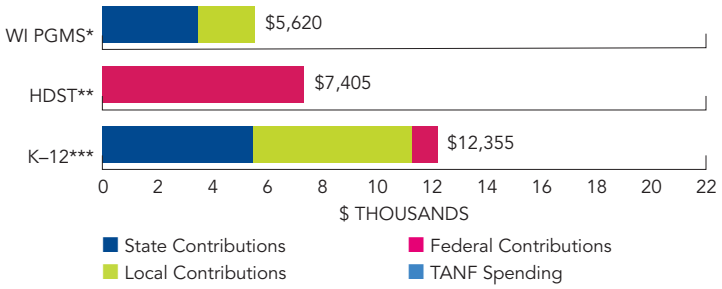
Total state program enrollment 49,687
Total state spending $175,264,100
State spending per child enrolled $3,527
All reported spending per child enrolled*.....$5,620

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state 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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	23

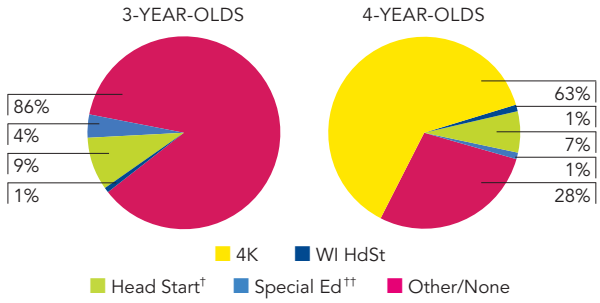
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	20

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 48,590
School districts that offer state program 93%
Income requirement ..... No income requirement
Hours of operation ..... Determined locally[1]
Operating schedule ..... Determined locally[1]
Special education enrollment, ages 3 and 4 8,790
Federally funded Head Start enrollment, ages 3 and 4 12,216
State-funded Head Start enrollment, ages 3 and 4 ..... 0[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA and EC teacher license	BA	☑
Teacher specialized training	EC endorsement, with our without SpEd; K–3rd[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD or equivalent (public); As per child care licensing standards (nonpublic)[3]	CDA or equivalent	☐
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	 NA Determined locally	20 or lower	☐
Staff-child ratio 3-year-olds 4-year-olds	 NA Determined locally	1:10 or better	☐
Screening/referral and support services	Health; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

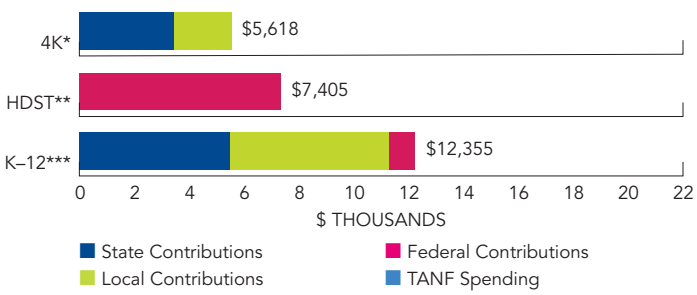
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending $169,000,000
Local match required? ..... Yes
State spending per child enrolled $3,478
All reported spending per child enrolled* $5,618

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] 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 for an academic year, 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,

[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 implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment 1,097

School districts that offer state program .....100% (Federal Head Start Grantees)

Income requirement .....100% FPL

Hours of operation .....Determined locally, 3 hours/day[1]

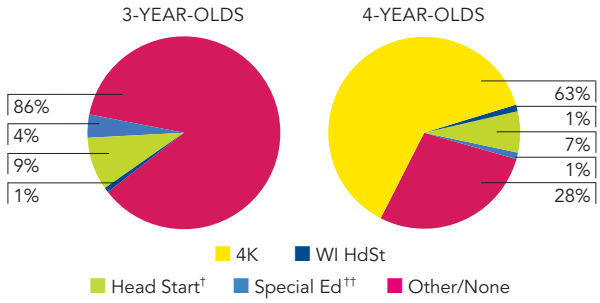
Operating schedule .....Determined locally, as per federal application[1]

Special education enrollment, ages 3 and 4 8,790

Federally funded Head Start enrollment, ages 3 and 4 12,216

State-funded Head Start enrollment, ages 3 and 4 .....0[2]

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or Head Start.

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)	BA	☐
Teacher specialized training	ECE (public);, AA in CDA (nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	15 clock hours/year	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	17 20	20 or lower	☑
Staff-child ratio 3-year-olds 4-year-olds	2:17 1:10	1:10 or better	☑
Screening/referral and support services	Vision, hearing, health, dental, other, developmental;and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and snack[5]	At least 1/day	☑
Monitoring	Other monitoring	Site visits	☐

TOTAL BENCHMARKS MET

8

RESOURCES

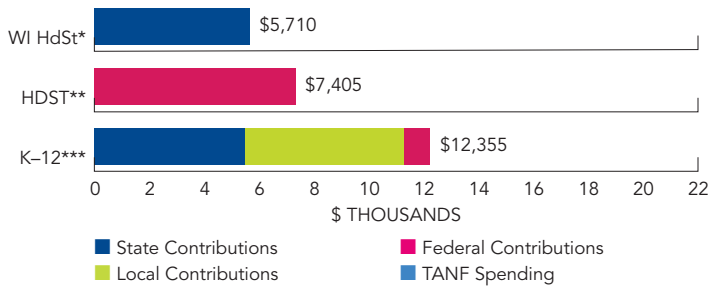
Total state pre-K spending $6,264,100

Local match required? .....No

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 2013-2014 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '13-'14 school year, unless otherwise noted.

[1] 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 for an academic year, 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,

[3] Starting in 2013, the federal Head Start program requires all assistant teachers have a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. This now meets the benchmark for assistant teachers.

[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 implemented in child care or Head Start must follow applicable requirements.

Wyoming

NO PROGRAM

Wyoming is one of the states that does not offer a state-funded pre-K program, but the state has a number of programs aimed at supporting early childhood education, though collaboration is limited. Several programs through the University of Wyoming, community colleges, and school districts, are licensed by the Department of Family Services (DFS), alongside numerous private preschool and childcare facilities providing academic instruction. Accreditation through the National Association for the Education of Young Children (NAEYC) can be pursued, and many programs, both licensed and not licensed by the state, do so. A portion of Title I funds can be used for early childhood education by school districts, though this information would not be reported to the state. A number of developmental preschools are administered and funded through the Department of Health. TANF dollars through DFS are used to fund 13 schools in Wyoming, though funding and administration of the program occur through the Wyoming Department of Education. A competitive grant process awards these funds and provides high quality preschool services to children whose families qualify for TANF (at or below 185 percent FPL), starting at age 3. The Wyoming State Legislature appropriated $665,000 through the 2014 budget for an Early Childhood Community Partnership Grant program for developing, enhancing, and sustaining high quality early childhood education programs. The Wyoming Department of Family Services has been charged with administering these grant funds.

Created in 2010, the Wyoming Early Childhood State Advisory Council is a collaboration of a number of individuals from different disciplines. The council's mission is to serve Wyoming children and families by facilitating statewide collaboration, evaluating the early childhood system, and making recommendations to the governor, lawmakers, and state agencies. Children with special needs and services are a focus of the Early Intervention Council.

The comprehensive Wyoming Early Learning Foundations were adopted in 2012. They cover multiple domains: physical well-being/motor development; social/emotional development; approaches toward learning; language development; and cognition and general knowledge.

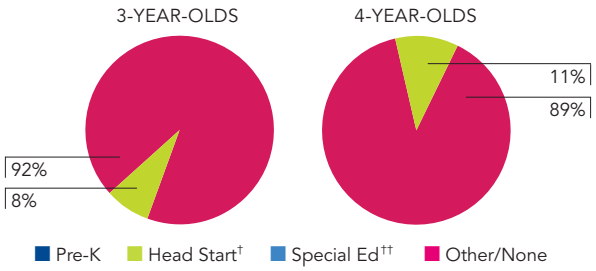
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	0
Federally funded Head Start enrollment	1,514
State-funded Head Start enrollment	0

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



† Some Head Start children may also be counted in state pre-K.
†† Estimates children in special education not also enrolled in state pre-K or 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

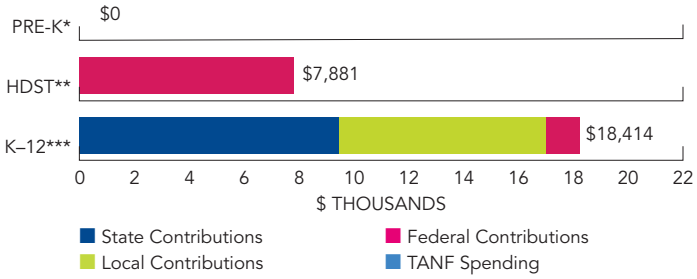
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED



American Samoa

NO PROGRAM

American Samoa supports early education in several ways, although the territory does not provide state-funded pre-K as defined in this report. The American Samoa Department of Education (ASDOE) houses an Early Childhood Education/Head Start (ECE/HS) division. In addition to elementary and secondary schools, the ASDOE operates early childhood education centers.

American Samoa's early learning guidelines, for children ages 3 to 5, align with the Head Start Child Development and Learning Framework. These standards address multiple domains, including physical development and health, social and emotional development, approaches to learning, language development, literacy, mathematics, science, creative arts expression, logic and reasoning, social studies, and English language development.

American Samoa was in the process of developing a quality rating and improvement system in 2012-2013, though details of its status were unavailable at the time this report was prepared. One component of the system is the use of quality program assessment tools for quality assurance and monitoring.

The American Samoa Children's Cabinet serves as the state early childhood advisory council. It operates under the Office of the Governor and hosts representation from the ASDOE, Department of Human and Social Service, and Department of Health.

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.....
Federally funded Head Start enrollment .....
State-funded Head Start enrollment 0

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

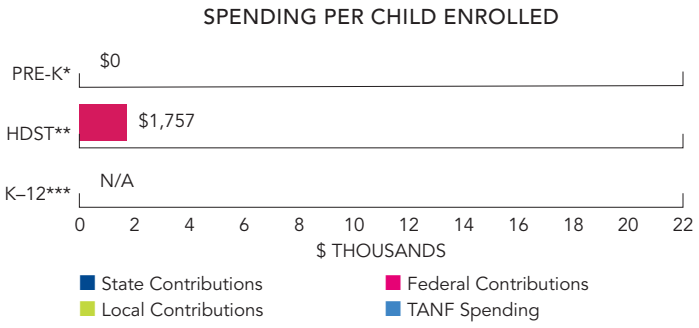
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.



Guam

NO PROGRAM

Guam does not provide state-funded pre-K as defined in this report. However, the state does address early education through several initiatives. The Guam Department of Education contributes 20 percent toward the cost of federally funded Head Start, serving as a grantee. Head Start programs operate on a school-year calendar and are located largely in elementary schools in Guam.

Special education services for eligible children are provided through the Guam Department of Education's Division of Special Education which also administers IDEA, Part B for children ages 3 through 5. Guam Early Intervention System (GEIS) is also overseen by this agency, providing services for young children from birth to 3 years who have, or are at risk for, developmental delays and disabilities.

Established in 2008, the Guam Early Learning Council (ELC) serves as the state early childhood advisory council and collaborating entity for the early childhood system. The University of Guam Center for Excellence in Developmental Disabilities, Education, Research and Service (Guam CEDDERS) administers the Early Childhood Comprehensive System (ECCS) and provides support in coordinating early childhood initiatives on Guam, with all early childhood serving agencies reporting progress on a quarterly basis to the ELC. Early Childhood serving agencies include representation from the Department of Education, Department of Public Health and Social Services, and the Guam Behavioral Health and Wellness Center.

Developed in 2005, The Guam Early Learning Guidelines for Young Children Ages Three to Five (GELG: 3 to 5) addresses multiple domains including: self-concept and social-emotional development; physical development and health and safety; communication, language development, and literacy; and cognitive development. Infant and toddler guidelines have also been developed. In 2014, Guam updated the GELG: 3 to 5 to include Common Core State Standards, the Head Start Early Learning Framework, and Teaching Strategies Gold assessment.

The Guam Quality Rating and Improvement System (QRIS), is currently being piloted, with the goal of identifying, evaluating, and improving the quality of early childhood programs that serve all children in all settings.

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.....
Federally funded Head Start enrollment .....
State-funded Head Start enrollment 0

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

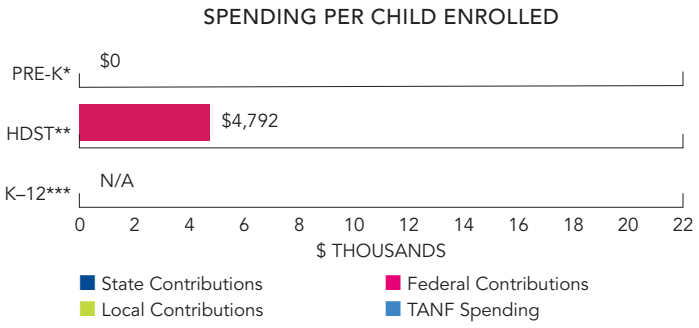
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.



Northern Mariana Islands

NO PROGRAM

The Commonwealth of the Northern Mariana Islands (CNMI) does not provide state-funded pre-K as defined in this report; however, the territory supports early education in several ways. Since 1984, the Head Start program in the CNMI has operated under the auspices of the Public School System. The CNMI Head Start Program operates 10 centers on several islands, which provide morning and afternoon center-based services four days per week, 152 days of the school year. CNMI served approximately 400 preschool-age children in 2013-2014. Specialized services for young children with special needs are also provided.

Programs in CNMI use early learning guidelines for children from birth through 5 years, which are aligned with the Head Start Child Development and Learning Framework. These standards address multiple domains, including physical development and health, social and emotional development, approaches to learning, language development, literacy, mathematics, science, creative arts expression, logic and reasoning, social studies, and English language development.

CNMI uses program quality assessment tools for quality assurance and monitoring. Program assessments are one component of a quality rating and improvement system currently under development.

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.....
Federally funded Head Start enrollment .....
State-funded Head Start enrollment 0

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

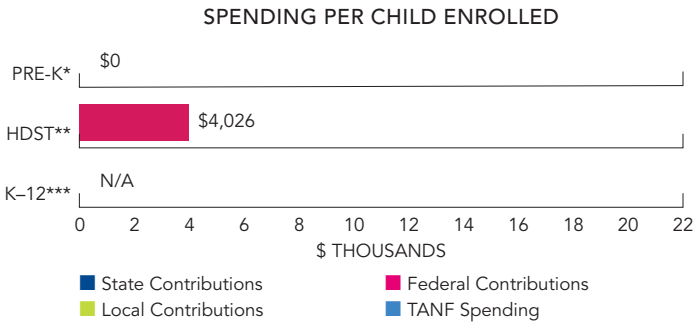
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.



Palau

NO PROGRAM

While the Republic of Palau does not have a state-funded pre-K program meeting the criteria of this report, the state recognizes the value of early childhood education. In its Education for All National Plan for 2002-2010, the Ministry of Education identified "expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children" as one of its key priorities. Ministry responsibilities include developing appropriate curricula for all public preschool, elementary school, and secondary school programs; and recommending minimum qualifications and requirements for preschool, elementary, and secondary school teachers.

There are two sources of early education in Palau. Head Start operated center-based classes for 536 3- to 5-year-olds throughout the Republic's 16 states, administered by the Palau Community Action Agency. Numerous small communities are unable to meet the requirement that at least 10 eligible children will enroll in the Head Start program, creating a lack of access to early education for many young children.

The Ministry of Health's Family Health Unit contributed to preparing the Palau Early Childhood Comprehensive System (PECCS) proposal in 2003, which included a 3-year work plan for developing a National Framework on Early Childhood Development for School Readiness.

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.....
Federally funded Head Start enrollment .....
State-funded Head Start enrollment 0

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

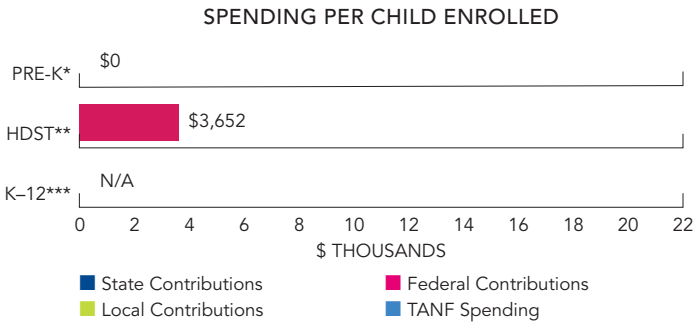
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.



Puerto Rico

NO PROGRAM

Operating as a single school district, Puerto Rico does not formally support a state-funded prekindergarten program as defined in this report; however, the territory supports several early learning initiatives.

Education in Puerto Rico consists of seven levels, with Level 1 optional nursery school for children under age 4 comprising Early Head Start, Head Start, and prekindergarten programs. Level 2 compulsory preschool, commonly known as kindergarten, is mandatory for 5-year-olds. The Department of Education of Puerto Rico and the Puerto Rico Education Council oversee elementary and secondary public education, monitor academic standards, and issue licenses to educational institutions. Programs for preschool-age children are administered by the Administration for Integral Child Care and Development (ACUDEN) with the Department of Education having authority over early childhood special education.

ACUDEN is the administrative agency supporting Puerto Rico's 16-member Early Childhood Advisory Board (ECAB), which has representation from agencies responsible for education, child care, higher education, Head Start, and other constituent groups. ECAB developed *Unidos por la Ninez Temprana* (United for Early Childhood), Puerto Rico's state plan for services to children from birth through 5 years. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. Supervisors, directors, and teachers from a variety of early learning programs received training in implementing standards.

ACUDEN also partnered with the University of Puerto Rico and other government agencies to create and validate a 5-level QRIS instrument to measure the quality of service in centers for infants, toddlers, and preschoolers. Puerto Rico's quality identification symbol is the *Pasito* meaning "baby step" with five Pasitos identifying a high-quality center.

Puerto Rico submitted an ultimately unsuccessful application for competitive federal Race to the Top-Early Learning Challenge funding in 2011.

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.....
Federally funded Head Start enrollment .....
State-funded Head Start enrollment 0

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET

No Program

RESOURCES

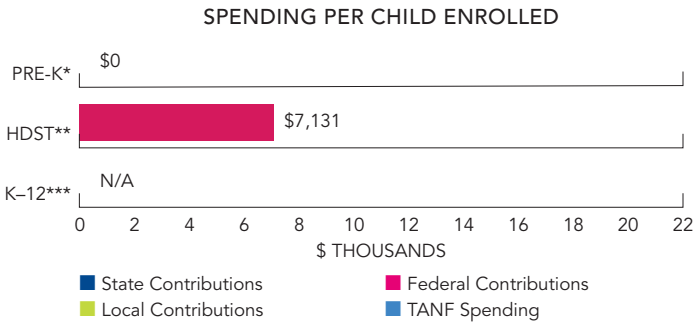
Total state pre-K spending $0
Local match required?.....NA
State spending per child enrolled $0
All reported spending per child enrolled* $0

* 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 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

Data are for the '12-'13 school year, unless otherwise noted.



Virgin Islands

NO PROGRAM

While the Virgin Islands does not have a pre-K program meeting the requirements for this report, the Department of Human Services oversees early childhood education and care in a number of settings, as both the Office of Child Care and Regulatory Services and the Head Start Program are housed within the department. The Department of Human Services uses local funds beyond what are required to meet the federally mandated match for the Head Start Program; however, such funding does not provide for serving additional children and families. All child care and early childhood facilities, including Head Start, Early Head Start, and private centers, must adhere to the Virgin Islands Child Care Revised Rules and Regulations. Teachers and directors will be required to earn a CDA credential by June 2015. Twenty-four hours of professional development training is required each year. The regulations also set a maximum class size of 18 for 3-year-olds (with 1:9 ratio) and 20 for 4-year-olds (with 1:10 ratio).

The Virgin Islands Early Learning Guidelines, published in April 2010, were developed to improve the quality of care and education focused on school readiness, and to provide a common set of preschool standards across all settings. The *Guidelines* provide guidance on what children should know, understand, and be able to do by the time they reach kindergarten, in the areas of physical health and development; social, emotional, and values development; approaches to learning; language and literacy; mathematical understanding; science; social studies; and creativity and the arts--as well as strategies for families, teachers, caregivers, and community members to assist children in achieving these goals. Content of the Guidelines is aligned with the Common Core State Standards, adopted by the Department of Education, as well as the Head Start Framework.

In addition, *The Virgin Islands Infant & Toddler Developmental Guidelines*, released in 2013, reflect expectations of what children should know, understand, and be able to do by the time they reach their third birthday. They are aligned with the *Virgin Islands Early Learning Guidelines* and include the same areas of physical health and development; social, emotional, and values development; approaches to learning; language and literacy; mathematical understanding; science; social studies; and creativity and the arts.

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.....
Federally funded Head Start enrollment .....
State-funded Head Start enrollment 0

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 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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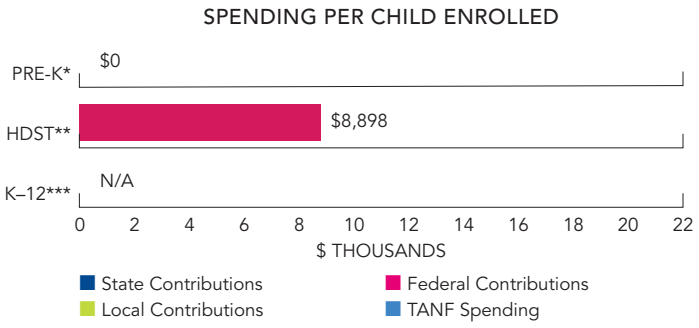

STATE OF PRESCHOOL SURVEY METHODOLOGY

Respondent Universe

The respondent universe for this study is the state preschool administrators in the 50 states and the District of Columbia. Data are collected directly from these entities through a web-based survey form. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent. Note that in some states, there are no state programs to support publicly provided early childhood education. As such, these states do not have state preschool administrators and they do not report data on the topic. However, administrators in these states are contacted to update and confirm a state narrative on the status of other early childhood programs in the state each year.

Statistical Methodology

This is a universe data collection employing a survey form. All states with publicly supported early childhood education have responded to the collection effort. Because the data collection is based on a universe of sample members, weighting adjustments and adjustments to variances for statistical test purposes are not necessary. However, some statistical adjustments are made to the resulting data to help unduplicate enrollment counts that can arise when the same child is enrolled in more than one publicly funded program. More specifically, when states report that they have included children with disabilities attending special programs in both the special education counts and the counts of preschool aged children who are in regular prekindergarten programs, the preschool disability count is subtracted from the regular prekindergarten enrollment counts.

Methods to Maximize Response Rate and Ensure Data Accuracy

Several steps have been taken to maximize the response to this data collection. First, the data are collected through a user-friendly web-based computer assisted interview (CAI) program. This flexibility allows respondents to enter information as time and data availability permit. Further, respondents are offered opportunities to check previous year's entries prior to data collection beginning and to review a current year's entries before the data are published. The first data check acts both as a data quality control step, in terms of reminding respondents what kinds of data will be needed for the current year's collection, and as a reminder that the current year data collection is about to begin. Allowing respondents to review current year data entry before results are published acts as another data quality control check and also provides respondents with confidence that accurate data will be reported from their respective states, further garnering cooperation.

Once surveys are completed, data are checked by NIEER staff for entry errors, consistency with prior year data, and consistency with information available from public documents (for example, with published state education agency regulations and guidance). Any apparent inconsistencies or errors are discussed with the respondents for resolution. When data have been compiled and summarized for publication in a public use data set and reports, the results are then sent back to the state administrators who provided the information for final verification.

Tests of Procedures and Methods

Each year, staff at NIEER review changes to policies that support early childhood education at the state and federal levels. Modifications are then made to the questionnaire and the related web-based CAI instruments to reflect these policy changes. As the survey is now sponsored by the National Center for Education Statistics (NCES), all changes in the survey are subject to review and approval by NCES and the Office of Management and Budget (OMB) through their standard public review processes, a process that essentially requires a one year lead-in before changes are made to the survey. In addition to the policy review, respondents are sent data from the previous year's data collection allowing them to correct errors or update information for the formal release of the data. NIEER staff actively solicits opinions regarding the clarity, usefulness, and availability of data requested by the survey from the primary respondents. This facilitates NIEER staff learning about new or changing policies from the provider perspective.

The CAI instruments undergo extensive testing prior to the initiation of data collection. Tests are run to verify that logical skips through the instrument are functioning as expected so that respondents are not asked questions that are not meaningful based on responses to prior questions. Tests also verify that logic checks are working as expected. The checks flag inconsistent answers for respondents while respondents are entering data into the CAI. Pior to publication, respondents are sent current year answers for one last verification for accuracy before the data are released.

The survey form was developed by staff and faculty at NIEER with technical input and guidance from staff at NCES. NIEER is responsible for collecting the data and developing initial NCES reports, again with guidance from NCES. The annual *State Preschool Yearbook*, subsequently produced by NIEER, is not an NCES product and is solely the responsibility of NIEER.

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 19. This report covers the same initiatives as our 2013 report.

The 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. 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.

Collection of Non-Survey Data

In an effort to provide a more comprehensive picture of state efforts in early childhood education, NIEER contacted program administrators in each of the "no program" states, as well as U.S. territories as reported by the Department of Education, for details on state-administered preschool policies. Contacts were initially sent an open-ended set of questions, modelled on *Yearbook* questions, to collect information for a narrative on the kinds of programs and funding opportunities available for preschool education. Where necessary, these survey responses were supplemented with phone interviews, as well as a NIEER staff review of publicly available documents, to provide background information on all states and territories that do not provide a pre-K program as defined in this report.

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 2013-2014 school year were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2014 and Estimates of School Statistics 2015*. 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 2013 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 2013-2014 program year. Head Start data are provided in Appendix B. Additional calculations were done for the PIR data to ensure that children served on interim grants were included in the appropriate states.

Previous editions of the *State Preschool Yearbook* also supplied some data on child care programs in Appendix C. However, the source information for this appendix has not been updated to reflect the 2013-2014 school year, and so this information has not been included in this edition.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix C. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2013 for the 2013-2014 program year) to calculate percentages of 3- and 4-year-olds enrolled in state preschool programs, federal Head Start, and special education.

The U.S. Office of Special Education Programs provided data on special education enrollment in the Individuals with Disabilities Education Act Preschool Grants program (IDEA Section 619 of Part B) in the 2013-2014 program year. These data are provided in Appendix D.

In the 2014 *Yearbook*, NIEER again attempts 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-six states reported including children in special education in their state preschool enrollment figures, while five do not include these children in their enrollment count. Eighteen of the 36 states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment; another 3 multi-program states provided breakdown for some, but not all, programs. 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 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).

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2013-2014 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.

Determination of State Rankings

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 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. Throughout this report, the District of Columbia is referred to by the term "state," creating a list of 41 states for rankings. The 10 states that did not fund a prekindergarten initiative during the 2013-2014 school year are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

NIEER also looks 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] In past years, NIEER has 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] However, these estimates are from 2006, and no longer accurately reflect the national differences in cost of living. While the official estimates have not been updated, one of the original authors produced unofficial estimates up to the 2013 year. After testing these and comparing against the outdated official ones, the 2014 updated estimates have been used as they provide a more accurate picture of geographic cost of living adjustments.[3] A state's per-child spending from all reported sources was compared to the per-child spending estimate for a part- or school-day program depending on the operating schedule of the state's program. If a state served children in both part- and school-day programs, a weighted estimate was used based on the percent of children served in each type of operating schedule. For states that did not provide state-funded pre-K, funds were calculated for providing part-day services. 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 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.

While 5-year-olds represent a small portion of those children served by state-funded preschool, these enrollment figures have been increasing with time. This raised a question as to whether these are "true" 5-year-olds (children who are age-eligible for kindergarten but are served in pre-K for a variety of reasons, including repeating the pre-K year due to special education needs) or whether they were children who were not quite age-eligible for kindergarten by the state's cut-off date but were 5-year-olds by the state's enrollment census. Follow-up conversation with several states indicates 5-year-olds should be reclassified as 4-year-olds in the latter scenario: Arizona, Arkansas, Ohio, and West Virginia. These children are included in the 4-year-old figures in these states.

[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.

[3] Taylor, L. (2014). Extending the NCES CWI. The Bush School of Government & Public Service, Texas A&M. Available at: http://bush.tamu.edu/research/faculty/Taylor_CWI/

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APPENDIX A: STATE SURVEY DATA 2013-2014

STATE	ACCESS
	Name of state prekindergarten initiative
Alabama	First Class Pre-K: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Prekindergarten Program
Arizona	Quality First Scholarships
Arkansas	Arkansas Better Chance/Arkansas Better Chance for School Success
California	California State Preschool Program
Colorado	Colorado Preschool Program
Connecticut	Connecticut School Readiness
Delaware	Delaware Early Childhood Assistance Program (ECAP)
District of Columbia	D.C. Public Pre-K
Florida	Florida Voluntary Prekindergarten Program
Georgia	Georgia's Pre-K Program
Illinois	Illinois Preschool for All
Iowa Shared Visions	Iowa Shared Visions
Iowa SVPP	Iowa Statewide Voluntary Preschool Program
Kansas Preschool	Kansas Preschool Program
Kansas State Pre-K	Kansas State Prekindergarten Program
Kentucky	Kentucky Preschool Program
Louisiana LA4	Cecil J. Picard LA 4 Early Childhood Program
Louisiana 8(g)	Louisiana 8(g) Student Enhancement Block Grant Program
Louisiana NSECD	Louisiana Non-Public Schools Early Childhood Development Program
Maine	Maine Public Preschool Program
Maryland	Maryland Prekindergarten Program
Massachusetts	Universal Pre- Kindergarten Grant (UPK) and Inclusive Preschool Learning Environment Grant (IPLE- Grant 391)
Michigan	Michigan Great Start Readiness Program
Minnesota	Minnesota Head Start
Missouri	Missouri Preschool Program
Nebraska	Nebraska Early Childhood Education Programs - Ages 3 to 5
Nevada	Nevada State PreKindergarten Education Program
New Jersey Abbott	New Jersey Former Abbott Preschool Program
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid
New Mexico	New Mexico PreK
New York	New York Universal Prekindergarten
North Carolina	North Carolina Pre-Kindergarten Program
Ohio	Ohio Early Childhood Education
Oklahoma	Oklahoma Early Childhood Four-Year-Old Program
Oregon	Oregon Head Start Prekindergarten
Pennsylvania EABG	Pennsylvania Education Accountability Block Grant
Pennsylvania HSSAP	Pennsylvania Head Start Supplemental Assistance Program
Pennsylvania K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School Based Pre-K
Pennsylvania Pre-K Counts	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island State Prekindergarten Program
South Carolina CDEPP	South Carolina Child Development Education Pilot Program (CDEPP)
South Carolina 4K	South Carolina Half-Day Child Development Program (4K)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont EEI	Vermont Early Education Initiative
Vermont Act 62	Vermont Prekindergarten Education - Act 62
Virginia	Virginia Preschool Initiative
Washington	Washington Early Childhood Education and Assistance Program (ECEAP)
West Virginia	West Virginia Universal Pre-K
Wisconsin 4K	Wisconsin Four-Year-Old Kindergarten Program
Wisconsin HdSt	Wisconsin Head Start State Supplement

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS
	State agency with administrative authority over state pre-K
Alabama	Office of School Readiness in the Alabama Department of Children's Affairs under the Governor's Office[1]
Alaska	Alaska Department of Education and Early Development
Arizona	First Things First, a state agency[1]
Arkansas	Arkansas Department of Education; Division of Child Care and Early Childhood Education
California	California Department of Education
Colorado	Colorado Department of Education
Connecticut	Connecticut Office of Early Childhood[1]
Delaware	Early Development and Learning Resources
District of Columbia	Office of the State Superintendent of Education (OSSE)[1]
Florida	Office of Early Learning; Florida Department of Children and Families[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 Preschool	Kansas State Department of Education
Kansas State Pre-K	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana LA4	Louisiana Department of Education Division of Early Childhood Programs[1]
Louisiana 8(g)	Louisiana Board of Elementary and Secondary Education
Louisiana NSECD	Louisiana Department of Education[1]
Maine	Maine Department of Education
Maryland	Maryland State Department of Education
Massachusetts	Massachusetts Department of Early Education and Care[1]
Michigan	Office of Great Start
Minnesota	Minnesota Department of Education; Office of Early Learning; State Head Start Collaboration Office
Missouri	Missouri Department of Elementary & Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Nevada Department of Education
New Jersey Abbott	Division of Early Childhood Education State Head Start Collaboration Office; Department of Human Services, Division of Family Development; Department of Children and Families, Office of Licensing[1]
New Jersey ELLI	Division of Early Childhood Education; Division of Family Development; Department of Children and Families, Office of Licensing[1]
New Jersey ECPA	Division of Early Childhood Education; Division of Family Development; Department of Children and Families, Office of Licensing[1]
New Mexico	New Mexico Public Education Department; Children, Youth and Families Department
New York	Office of Early Learning[1]
North Carolina	North Carolina Department of Health and Human Services, Division of Child Development and Early Education[1]
Ohio	Office of Early Learning and School Readiness
Oklahoma	Office of Instruction-Early Childhood
Oregon	Early Learning Division, Oregon Department of Education
Pennsylvania EABG	Pennsylvania Department of Education[1]
Pennsylvania HSSAP	Pennsylvania Department of Education
Pennsylvania K4 & SBPK	Pennsylvania Department of Education[1]
Pennsylvania Pre-K Counts	Pennsylvania Department of Education
Rhode Island	State Department of Education
South Carolina CDEPP	Office of Teacher Effectiveness, S.C. First Steps[1]
South Carolina 4K	Office of Teacher Effectiveness
Tennessee	Office of Curriculum and Instruction
Texas	Texas Education Agency
Vermont EEI	Vermont Agency of Education
Vermont Act 62	Vermont Agency of Education; Agency of Human Services, Department for Children and Families[1]
Virginia	Virginia Department of Education
Washington	Washington State Department of Early Learning
West Virginia	Office of Early Learning Division of Early Care and Education[1]
Wisconsin 4K	Wisconsin Department of Public Instruction
Wisconsin HdSt	Wisconsin Department of Public Instruction

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS	
	Availability of program	Are districts, etc., required to offer programs?
Alabama	67 out of 67 counties/parishes (100%)	No, competitive
Alaska	8 out of 54 school districts (15%)[1]	No, competitive
Arizona	23 out of 31 Regional Partnership Councils (74%)[2]	No, optional[3]
Arkansas	230 out of 237 school districts (97%)	Required for some[1]
California	56 out of 58 counties/parishes (96%)	No, competitive
Colorado	171 out of 178 school districts (96%)[1]	No, competitive[2]
Connecticut	67 out of 169 towns/communities (40%)[2]	No, optional[2]
Delaware	3 out of 3 counties/parishes (100%)	No, competitive[1]
District of Columbia	1 out of 1 school districts (100%)[2]	No, optional
Florida	67 out of 67 school districts (100%)	Required for all[2]
Georgia	159 out of 159 counties (100%)	No, competitive
Illinois	102 out of 102 counties/parishes (100%)[1]	No, competitive
Iowa Shared Visions	32 out of 346 school districts (9%)	No, competitive
Iowa SVPP	314 out of 338 school districts (92%)	No, optional
Kansas Preschool	14 out of 105 counties/parishes (13%)	No, competitive
Kansas State Pre-K	181 out of 286 school districts (63%)	No, optional[1]
Kentucky	173 out of 173 school districts (100%)	Required for all
Louisiana LA4	64 out of 71 school districts (90%)[2]	No, competitive[3]
Louisiana 8(g)	66 out of 70 school districts (94%)	No, optional[1]
Louisiana NSECD	15 out of 64 counties/parishes (23%)[2]	No, competitive[2]
Maine	206 out of 319 school districts (64%)[1]	No, optional[2]
Maryland	24 out of 24 school districts (100%)[1]	Required for all
Massachusetts	220 out of 351 towns/communities (63%)[2]	No, competitive[2]
Michigan	333 out of 545 school districts (61%)[1]	No, optional[2]
Minnesota	87 out of 87 counties/parishes (100%)	Required for all[1]
Missouri	157 out of 518 school districts (30%)	No, competitive
Nebraska	194 out of 249 school districts (78%)	No, competitive[1]
Nevada	10 out of 17 school districts (59%)[1]	No, competitive
New Jersey Abbott	35 out of 590 school districts (6%)[2]	Required for some[2]
New Jersey ELLI	24 out of 590 school districts (4%)[2]	No, competitive
New Jersey ECPA	93 out of 590 school districts (16%)[2]	Required for some[2]
New Mexico	54 out of 89 school districts (61%)[1]	No, competitive
New York	443 out of 677 school districts (65%)	No, optional[2]
North Carolina	100 out of 100 counties/parishes (100%)	No, optional[2]
Ohio	273 out of 611 school districts (45%)[1]	No, competitive grant program[1]
Oklahoma	512 out of 520 school districts (98%)	No, optional
Oregon	36 out of 36 counties (100%)	No, competitive
Pennsylvania EABG	15 out of 500 school districts (3%)	No, optional[1]
Pennsylvania HSSAP	111 out of 500 school districts (22%)	No, competitive[1]
Pennsylvania K4 & SBPK	92 out of 500 school districts (18%	No, optional
Pennsylvania Pre-K Counts	405 out of 500 school districts (81%)	No, competitive[1]
Rhode Island	7 out of 40 towns/communities (17%)	No, competitive
South Carolina CDEPP	47 out of 83 school districts (57%)[2]	No, optional[2]
South Carolina 4K	47 out of 83 school districts (57%)[1]	Required for all[1]
Tennessee	135 out of 135 school districts (100%)	No, competitive
Texas	1047 out of 1227 school districts (85%)	Required for some[1]
Vermont EEI	35 out of 61 school districts (57%)[1]	No, competitive[1]
Vermont Act 62	228 out of 251 towns/communities (91%)	No, optional
Virginia	119 out of 135 school districts (88%)[1]	No, optional for eligible localities.[1]
Washington	36 out of 39 counties/parishes (92%)[1]	No, competitive[2]
West Virginia	55 out of 55 school districts (100%)	Required for all
Wisconsin 4K	386 out of 413 school districts (93%)[1]	No, optional[1]
Wisconsin HdSt	38 out of 38 Federal Head Start Grantees (100%)	Required for some[1]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS		
	Program enrollment – Fall 2013, total	Program enrollment – Fall 2013, by age	Number of English Language Learners
Alabama	5,505	5,505 4-year-olds	1,655
Alaska	291	291 4-year-olds	Exact number unknown
Arizona	7,977	776 under age 3; 1,084 3-year-olds; 3,374 4-year-olds; 2,743 5-year-olds[4]	Exact number unknown
Arkansas	20,023	439 under age 3; 4,898 3-year-olds; 12,586 4-year-olds; 2,100 5-year-olds[2]	1,160
California	132,397	43,055 3-year-olds; 88,708 4-year-olds; 634 5-year-olds	Exact number unknown
Colorado	20,850	359 under age 3; 5,194 3-year-olds; 15,259 4-year-olds; 38 5-year-olds[3]	Exact number unknown
Connecticut	9,291	2,347 3-year-olds; 5,381 4-year-olds; 1,563 5-year-olds[3]	Exact number unknown
Delaware	843	635 4-year-olds; 208 5-year-olds	Exact number unknown
District of Columbia	12,426	286 under age 3; 5,364 3-year-olds; 6,616 4-year-olds; 160 5-year-olds[3]	Exact number unknown
Florida	170,266	170,266 4-year-olds[3]	Exact number unknown
Georgia	81,453	81,453 4-year-olds[1]	8,666
Illinois	75,231	31,225 3-year-olds; 43,778 4-year-olds; 228 5-year-olds[1]	15,922
Iowa Shared Visions	1,716	616 3-year-olds; 1,081 4-year-olds; 19 5-year-olds	Exact number unknown
Iowa SVPP	24,167	919 3-year-olds; 22,783 4-year-olds; 510 5-year-olds[1]	Exact number unknown
Kansas Preschool	1,159	1,159 4-year-olds[1]	Exact number unknown
Kansas State Pre-K	7,109	7,109 4-year-olds	1,703
Kentucky	20,558	4,088 3-year-olds; 16,470 4-year-olds[1]	1,187 state-funded ELL children
Louisiana LA4	15,934	15,934 4-year-olds[4]	798
Louisiana 8(g)	2,551	2,551 4-year-olds	Exact number unknown-this agency doesn't collect this data.
Louisiana NSECD	1,283	1,283 4-year-olds[3]	Exact number unknown
Maine	4,932	4,721 4-year-olds; 211 5-year-olds	75
Maryland	29,531	3,173 3-year-olds; 26,358 4-year-olds[2]	Exact number unknown
Massachusetts	12,991	Breakdown not available[3]	Exact number unknown
Michigan	30,552	30,552 4-year-olds[3]	Exact number unknown
Minnesota	1,740	Breakdown not available	32 percent of Head Start children statewide (across funding streams) spoke languages other than English at home.
Missouri	3,874	1,246 3-year-olds; 2,628 4-year-olds[1]	164
Nebraska	11,852	480 under age 3; 3,291 3-year-olds; 7,995 4-year-olds; 86 5-year-olds	638
Nevada	1,401	1,401 4-year-olds[2]	Exact number unknown
New Jersey Abbott	43,896	20,259 3-year-olds; 23,637 4-year-olds	Exact number unknown
New Jersey ELLI	602	602 4-year-olds[3]	Unknown
New Jersey ECPA	7,309	410 3-year-olds; 6,899 4-year-olds	Unknown
New Mexico	7,674	7,674 4-year-olds	Exact number unknown
New York	98,910	215 3-year-olds; 98,695 4-year-olds[3]	Exact number unknown
North Carolina	26,617	26,617 4-year-olds	4,436
Ohio	8,150	162 under age 3; 2,199 3-year-olds; 4,772 4-year-olds; 1,017 5-year-olds[2]	63
Oklahoma	40,823	40,823 4-year-olds[1]	3,552
Oregon	7,209	2,582 3-year-olds; 4,627 4-year-olds[1]	2,296
Pennsylvania EABG	2,391	Breakdown not available[2]	Exact number unknown
Pennsylvania HSSAP	5,643	Breakdown not available[2]	Exact number unknown
Pennsylvania K4 & SBPK	4,982	Breakdown not available[2]	Exact number unknown
Pennsylvania Pre-K Counts	12,131	80 under age 3; 3,960 3-year-olds; 7,939 4-year-olds; 148 5-year-olds; 4 6-year-olds[2]	1,378
Rhode Island	234	234 4-year-olds	59
South Carolina CDEPP	7,985	7,985 4-year-olds[3]	Exact number unknown
South Carolina 4K	19,441	Breakdown not available[1]	Exact number unknown
Tennessee	18,609	601 3-year-olds; 17,893 4-year-olds; 115 5-year-olds[1]	Exact number unknown
Texas	226,226	13 under age 3; 22,565 3-year-olds; 203,648 4-year-olds[2]	96,772
Vermont EEI	1,031	454 3-year-olds; 547 4-year-olds; 30 5-year-olds[2]	68
Vermont Act 62	6,843	Breakdown not available[2]	Exact number unknown
Virginia	18,021	18,021 4-year-olds	Exact number unknown
Washington	8,741	1,686 3-year-olds; 7,055 4-year-olds[3]	3,042
West Virginia	16,834	62 under age 3; 2,306 3-year-olds; 14,043 4-year-olds; 423 5-year-olds[2]	Exact number unknown
Wisconsin 4K	48,590	Breakdown not available[2]	Exact number unknown
Wisconsin HdSt	1,097	Breakdown not available[2]	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS
	Are children receiving special education services counted in enrollment total?
Alabama	Yes[2]
Alaska	Yes[2]
Arizona	Yes
Arkansas	Yes
California	Yes
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
Delaware	Yes
District of Columbia	Yes[4]
Florida	Yes
Georgia	Yes[2]
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SVPP	Yes[1]
Kansas Preschool	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[2]
Kansas State Pre-K	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
Kentucky	Yes
Louisiana LA4	Yes[5]
Louisiana 8(g)	Yes
Louisiana NSECD	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[4]
Maine	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[3]
Maryland	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[3]
Massachusetts	Yes[4]
Michigan	Yes[4]
Minnesota	Yes
Missouri	Yes
Nebraska	Yes
Nevada	Yes
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 ELLI	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[4]
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 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
North Carolina	Yes
Ohio	Yes
Oklahoma	Yes
Oregon	Yes
Pennsylvania EABG	Yes
Pennsylvania HSSAP	Yes
Pennsylvania K4 & SBPK	Yes
Pennsylvania Pre-K Counts	Yes
Rhode Island	Yes
South Carolina CDEPP	Yes
South Carolina 4K	Yes[2]
Tennessee	Yes[2]
Texas	Yes[3]
Vermont EEI	Yes
Vermont Act 62	Yes[2]
Virginia	Yes[2]
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes
Wisconsin HdSt	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS
	Total number of children who received special education services
Alabama	30
Alaska	Exact number unknown, estimated at 10%.
Arizona	115
Arkansas	880
California	1,356
Colorado	NA
Connecticut	574
Delaware	-1
District of Columbia	857
Florida	Approximately 5% of enrolled children
Georgia	3,008
Illinois	11,698
Iowa Shared Visions	210
Iowa SVPP	1,359
Kansas Preschool	NA
Kansas State Pre-K	NA
Kentucky	9,651
Louisiana LA4	1,186
Louisiana 8(g)	Exact number unknown
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts	2,676
Michigan	Exact number unknown
Minnesota	Exact number unknown
Missouri	439
Nebraska	3,287
Nevada	Exact number unknown
New Jersey Abbott	NA
New Jersey ELLI	NA
New Jersey ECPA	NA
New Mexico	NA
New York	Exact number unknown
North Carolina	1,178
Ohio	1,206
Oklahoma	2721
Oregon	1,487
Pennsylvania EABG	Exact number unknown
Pennsylvania HSSAP	Exact number unknown
Pennsylvania K4 & SBPK	Exact number unknown
Pennsylvania Pre-K Counts	619
Rhode Island	17
South Carolina CDEPP	Exact number unknown
South Carolina 4K	Exact number unknown
Tennessee	Exact number unknown
Texas	12,841
Vermont EEI	Exact number unknown
Vermont Act 62	Exact number unknown
Virginia	Exact number unknown
Washington	834
West Virginia	2,575
Wisconsin 4K	5,068
Wisconsin HdSt	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS
	Special education enrollment, by age
Alabama	30 4-year-olds[3]
Alaska	Breakdown not available
Arizona	14 under age 3; 14 3-year-olds; 34 4-year-olds; 67 5-year-olds[4]
Arkansas	20 under age 3; 214 3-year-olds; 550 4-year-olds; 96 5-year-olds[3]
California	370 3-year-olds; 980 4-year-olds; 6 5-year-olds
Colorado	NA
Connecticut	Breakdown not available
Delaware	Breakdown not available
District of Columbia	2 under age 3; 292 3-year-olds; 543 4-year-olds; 20 5-year-olds
Florida	Breakdown not available
Georgia	3,008 4-year-olds[2]
Illinois	5,659 3-year-olds; 5,906 4-year-olds; 133 5-year-olds
Iowa Shared Visions	0 under age 3; remaining breakdown unknown[1]
Iowa SVPP	343 3-year-olds; 922 4-year-olds ;94 5-year-olds[1]
Kansas Preschool	NA
Kansas State Pre-K	NA
Kentucky	4,088 3-year-olds; 5,563 4-year-olds[1]
Louisiana LA4	1,186 4-year-olds[5]
Louisiana 8(g)	
Louisiana NSECD	NA
Maine	NA
Maryland	NA
Massachusetts	Breakdown not available[4]
Michigan	Breakdown not available
Minnesota	Breakdown not available
Missouri	140 3-year-olds; 299 4-year-olds
Nebraska	235 under age 3; 1,159 3-year-olds; 1,807 4-year-olds; 86 5-year-olds
Nevada	Breakdown not available[3]
New Jersey Abbott	NA
New Jersey ELLI	NA
New Jersey ECPA	NA
New Mexico	NA
New York	Breakdown not available
North Carolina	1,178 4-year-olds
Ohio	75 under age 3; 330 3-year-olds; 590 4-year-olds; 211 5-year-olds
Oklahoma	2,721 4-year-olds[2]
Oregon	520 3-year-olds; 967 4-year-olds
Pennsylvania EABG	Breakdown not available
Pennsylvania HSSAP	Breakdown not available
Pennsylvania K4 & SBPK	Breakdown not available
Pennsylvania Pre-K Counts	6 under age 3; 167 3-year-olds; 439 4-year-olds; 7 5-year-olds
Rhode Island	17 4-year-olds
South Carolina CDEPP	Breakdown not available
South Carolina 4K	Breakdown not available[2]
Tennessee	Breakdown not available[2]
Texas	4 under age 3; 1,461 3-year-olds; 11,333 4-year-olds; 42 5-year-olds[3]
Vermont EEI	Breakdown not available
Vermont Act 62	Breakdown not available[2]
Virginia	Breakdown not available[2]
Washington	150 3-year-olds; 684 4-year-olds
West Virginia	62 under age 3; 931 3-year-olds; 1,400 4-year-olds; 182 5-year-olds
Wisconsin 4K	82 3-year-olds; 4,067 4-year-olds; 919 5-year-olds[3]
Wisconsin HdSt	Breakdown not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	ACCESS
	Program enrollment – Fall 2013, by type of administering agency
Alabama	Public schools, 2,920; Nonpublic schools, 2,585
Alaska	Public schools, 291[3]
Arizona	Public schools, 2,251; Nonpublic schools, 4,091[5]
Arkansas	Public schools, 14,398; Nonpublic schools, 5,625[4]
California	Public schools, 87,087; Nonpublic schools, 45,310
Colorado	Public schools, 20,850[4]
Connecticut	Public schools, 3,028; Nonpublic schools, 6,263[3]
Delaware	Public schools, 71; Nonpublic schools, 572
District of Columbia	Public schools, 11,855; Nonpublic schools, 571[5]
Florida	Public schools, 31,141; Nonpublic schools, 139,125[4]
Georgia	Public schools, 37,765; Nonpublic schools, 43,688
Illinois	Public schools, 69,168; Nonpublic schools, 6,063
Iowa Shared Visions	Public schools, 977; Nonpublic schools, 739
Iowa SVPP	Breakdown not available[2]
Kansas Preschool	Breakdown not available
Kansas State Pre-K	Public schools, 7,109
Kentucky	Breakdown not available[2]
Louisiana LA4	Public schools, 15,802; Nonpublic schools, 132[6]
Louisiana 8(g)	Public schools, 2,551
Louisiana NSECD	Public schools, 0; Nonpublic schools, 1,283[5]
Maine	Public schools, 4,932
Maryland	Public schools, 29,531
Massachusetts	Public schools, 5,659; Nonpublic schools, 7,332
Michigan	Public schools, 24,822; Nonpublic schools, 5,730
Minnesota	Public schools, 18; Nonpublic schools, 1,722
Missouri	Public schools, 3,676; Nonpublic schools, 198[1]
Nebraska	Public schools, 11,852
Nevada	Public schools, 1,363; Nonpublic schools, 38
New Jersey Abbott	Public schools, 43,896[3]
New Jersey ELLI	Public schools, 602
New Jersey ECPA	Public schools, 7,309[3]
New Mexico	Public schools, 4,230; Nonpublic schools, 3,444
New York	Public schools, 98,910[4]
North Carolina	Public schools, 8,659; Nonpublic schools, 17,958
Ohio	Public schools, 5,664; Nonpublic schools, 2,486[2]
Oklahoma	Public schools, 40,823[3]
Oregon	Public schools, 716; Nonpublic schools, 6,493[2]
Pennsylvania EABG	Breakdown not available[3]
Pennsylvania HSSAP	Public schools, 1,485; Nonpublic schools, 5,643
Pennsylvania K4 & SBPK	Breakdown not available
Pennsylvania Pre-K Counts	Public schools, 3,030; Nonpublic schools, 9,101
Rhode Island	Public schools, 18; Nonpublic schools, 216
South Carolina CDEPP	Public schools, 6,885; Nonpublic schools, 1,100
South Carolina 4K	Public schools, 18,241; Nonpublic schools, 1,200
Tennessee	Public schools, 18,609[3]
Texas	Public schools, 226,707
Vermont EEI	Public schools, 810; Nonpublic schools, 221[3]
Vermont Act 62	Public schools, 6,843[3]
Virginia	Public schools, 17,071; Nonpublic schools, 950
Washington	Public schools, 4,070; Nonpublic schools, 4,671
West Virginia	Public schools, 16,834[3]
Wisconsin 4K	Public schools, 48,590
Wisconsin HdSt	Breakdown not available[3]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	OPERATING SCHEDULE	
	Hours of operation per day	Is there a formal state-level partnership to provide extended day services through collaboration with other agencies?
Alabama	School day, 6.5	No
Alaska	Part day, at least 3 but no more than 5 hours/day[4]	No[4]
Arizona	Determined locally[6]	No[7]
Arkansas	School day, 7 instructional hours/day	No[5]
California	School day, 6 hours/day; Part day, 3 hours/day[1]	Yes, California regulations allow Head Start to braid and blend funding[1]
Colorado	Part day, 2.5 hours/day for 4 days/week or equivalent[5]	No[5]
Connecticut	Determined locally[4]	Yes, partnerships through state grants and contracts[4]
Delaware	Part day, 3.5 hours/day[2]	Yes[2]
District of Columbia	School day, 8 hours/day[6]	Yes[6]
Florida	Determined locally[5]	No[5]
Georgia	School day, 6.5 hours/day	Yes, Head Start, Childcare and Parent Services (CAPS)[3]
Illinois	School day, 4.5 to 8 hours/day; Part day, 2.5 to 3.5 hours/day[2]	No[2]
Iowa Shared Visions	Determined locally, Varies by program[2]	No[2]
Iowa SVPP	Part day, at least 10 hours/week	No[3]
Kansas Preschool	Determined locally[3]	No[3]
Kansas State Pre-K	Part day, 3 hours/day[2]	No[2]
Kentucky	Part day, 2.5 hours/day plus a meal[3]	No[4]
Louisiana LA4	School day, 6 hours/day[7]	No[7]
Louisiana 8(g)	School day, 6 hours/day	No
Louisiana NSECD	Extended day, 10 hours/day[6]	No[6]
Maine	Determined locally, 10 hours/week[4]	No[4]
Maryland	School day, 6.5 hours/day; Part day, 2.5 hours/day[4]	Yes, Head Start providers and child care centers[4]
Massachusetts	Determined locally, varies by program[5]	No[5]
Michigan	School day, 6.5 hours/day; Part day, 3 hours/day[5]	Yes[5]
Minnesota	Determined locally	Yes[2]
Missouri	Determined locally, 3 - 6.5 hours/day[2]	No[2]
Nebraska	Determined locally[2]	No[2]
Nevada	Determined locally, minimum of 10 hours/week[4]	No[3]
New Jersey Abbott	School day, 6 hours/day[4]	Yes , wraparound through DHS[4]
New Jersey ELLI	School day, 6 hours/day; Part day, 2.5 hours/day or more[5]	Yes[5]
New Jersey ECPA	Determined locally, 2.5 - 6 hours/day[4]	Yes[4]
New Mexico	Determined locally, Most common schedule is 3 to 3.5 hours per day[2]	No[2]
New York	Part day, 2.5 hours/day[5]	No[5]
North Carolina	School day, 6.5 hours/day[3]	No[3]
Ohio	Determined locally, 12.5 hours minimum/week[3]	No
Oklahoma	School day, 6 hours/day; Part day, 2.5 hours/day[4]	No[4]
Oregon	School day, 6 hours/day; Part day, 3.5 hours/day[3]	No
Pennsylvania EABG	Determined locally[4]	No[4]
Pennsylvania HSSAP	School day, 5.5 hours/day; Part day, 3.5 hours/day[3]	No[3]
Pennsylvania K4 & SBPK	School day, 5 hours/day; Part day, 2.5 hours/day	No
Pennsylvania Pre-K Counts	School day, 5 instructional hours/day; Part day, 2.5 instructional hours/day	No
Rhode Island	School day, 6 hours/day	No[1]
South Carolina CDEPP	School day, 6.5 hours/day	No
South Carolina 4K	Part day, 2.5 hours/day[3]	No[3]
Tennessee	School day, 5.5 hours/day[3]	No[3]
Texas	Part day, 3 hours/day	No
Vermont EEI	Determined locally[4]	No[4]
Vermont Act 62	Determined locally[4]	No[4]
Virginia	School day, 5.5 hours/day; Part day, 3 hours/day	No
Washington	Determined locally[4]	No[4]
West Virginia	Determined locally, minimum of 14 hours/week[4]	Yes, Head Start providers and child care centers[4]
Wisconsin 4K	Determined locally[4]	Yes, districts may contract with child care, Head Start and private schools[4]
Wisconsin HdSt	Determined locally, most common is 3 hours/day[4]	Yes[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	OPERATING SCHEDULE		
	Program enrollment - Fall 2013, by operating schedule	Days of operation per week	Yearly operating schedule
Alabama	School day, 5,505[4]	5 days per week	Academic year
Alaska	Part day, 291[4]	Determined locally, at least 3 hours/day but no more than 5[4]	Academic year[4]
Arizona	Breakdown not available	Determined locally[6]	Determined locally[6]
Arkansas	School day, 20,023	5 days per week	Academic year
California	School day, 39,434; Part day, 93,155[1]	5 days per week[1]	Determined locally[1]
Colorado	Breakdown not available[5]	5 days per week[5]	Academic year
Connecticut	Extended day, 7,246; School day, 1,657; Part day, 1,947[4]	5 days per week[4]	Determined locally[4]
Delaware	Breakdown not available	5 days per week	Determined locally
District of Columbia	School day, 12,426	5 days per week	Academic year
Florida	Breakdown not available[6]	Determined locally[5]	Determined locally[5]
Georgia	School day, 81,453	5 days per week	Academic year
Illinois	School day, 10,956; Part day, 64,275[2]	5 days per week	Academic year
Iowa Shared Visions	Extended day, 825; School day, 664; Part day, 227	Determined locally, varies by program[2]	Determined locally[2]
Iowa SVPP	Breakdown not available[3]	Determined locally, must be at least 10 hours/week[3]	Academic year[3]
Kansas Preschool	Determined locally, 1,159[3]	Determined locally[3]	Determined locally[3]
Kansas State Pre-K	Part day, 7,109[2]	Determined locally[2]	Academic year
Kentucky	Breakdown not available[5]	Determined locally[5]	Academic year[3]
Louisiana LA4	School day, 15,934[7]	5 days per week[7]	Academic year[7]
Louisiana 8(g)	School day, 2,551	5 days per week	Academic year
Louisiana NSECD	Extended day, 1,283	5 days per week	Academic year
Maine	Breakdown not available[4]	Determined locally, 10 hrs/week[4]	Academic year
Maryland	School day, 9,391; Part day, 20,140	5 days per week	Academic year
Massachusetts	Extended day, 6,172; School day, 747; Part day, 761[5]	Determined locally, varies by program[5]	Determined locally[5]
Michigan	School day, 16,434; Part day, 10,931	4 days per week[5]	30 weeks/year[5]
Minnesota	Breakdown not available	Determined locally[2]	Determined locally[2]
Missouri	School day, 2,623; Part day, 1,251[2]	5 days per week[2]	Determined locally[3]
Nebraska	Breakdown not available[2]	Determined locally[2]	Academic year
Nevada	Part day, 1,401	Determined locally, minimum of 10 hours per week[4]	Academic year
New Jersey Abbott	School day, 43,896[4]	5 days per week	Academic year[5]
New Jersey ELLI	School day, 297; Part day, 305[3]	5 days per week	Academic year[5]
New Jersey ECPA	School day, 2,737; Part day, 4,572[4]	5 days per week	Academic year[4]
New Mexico	Determined locally, 7,674	Determined locally[2]	Academic year
New York	School day, 30,672; Part day, 68,238	5 days per week	Academic year
North Carolina	School day, 26,617	5 days per week	Academic year[3]
Ohio	Breakdown not available	Determined locally, 12.5 hours/week	Academic year
Oklahoma	School day, 31,916; Part day, 8,907	5 days per week[4]	Academic year[4]
Oregon	Extended day, 748; Part day, 6,461[3]	Determined locally, grantees follow Head Start Performance Standards[3]	Academic year
Pennsylvania EABG	Breakdown not available	5 days per week[4]	Determined locally[4]
Pennsylvania HSSAP	Breakdown not available	Determined locally[3]	Academic year[3]
Pennsylvania K4 & SBPK	Breakdown not available	5 days per week	Academic year
Pennsylvania Pre-K Counts	School day, 9,441; Part day, 2,690	5 days per week	180 days per year[3]
Rhode Island	Extended day, 53; School day, 181	5 days per week	Academic year
South Carolina CDEPP	School day, 7,985	5 days per week	Academic year
South Carolina 4K	Breakdown not available[3]	5 days per week	Academic year
Tennessee	School day, 18,609[3]	5 days per week	Academic year
Texas	Part day, 226,707	5 days per week	Academic year
Vermont EEI	Determined locally, 1,031	Determined locally[4]	Academic year[4]
Vermont Act 62	Determined locally, 6,843	Determined locally[4]	Academic year[4]
Virginia	School day, 17,378; Part day, 643	5 days per week	Academic year
Washington	School day, 882; Part day, 7,833 4	Determined locally, 3 or 4 days/week[4]	Academic year
West Virginia	School day, 14,140; Part day, 2,694	Determined locally, 4 or 5 days/week is permissible[4]	Academic year[4]
Wisconsin 4K	Breakdown not available	Determined locally[4]	Determined locally[4]
Wisconsin HdSt	Breakdown not available	Determined locally, 4 days per week[4]	Determined locally, as per federal application[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	AGE ELIGIBILITY	
	Minimum age for eligibility	Maximum age for eligibility
Alabama	4 by September 1	5 by August 31
Alaska	4 by September 1	5 by August 30
Arizona	3 by September 1	5 by September 1
Arkansas	3 by August 1	5 by August 1
California	3 by October 1	5 by October 1
Colorado	3 by October 1	Locally determined
Connecticut	2 years, 9 months by September 1	5 by January 1
Delaware	4 by August 31	5 by August 31
District of Columbia	3 by September 20	4 by September 30
Florida	4 by September 1	5 by August 31
Georgia	4 by September 1	5 by September 1
Illinois	3 by September 1	5 by September 1
Iowa Shared Visions	3 by September 15	5 years, 11 months by September 15
Iowa SVPP	4 by September 15	5 by September 15
Kansas Preschool	4 by August 31	5 by August 31
Kansas State Pre-K	4 by August 31	4 years, 11 months by August 31
Kentucky	3 by October 1	4 by September 30
Louisiana LA4	4 by September 30	5 by September 30
Louisiana 8(g)	4 by September 30	5 by September 30
Louisiana NSECD	4 by September 30	5 by September 30
Maine	4 by October 15	Locally determined
Maryland	4 by September 1	5 by September 1
Massachusetts	2 years, 9 months by locally determined date	Locally determined
Michigan	4 by November 1	5 by November 1
Minnesota	3 by September 1	4 years, 11 months by September 1
Missouri	3 by July 31	5 by July 31
Nebraska	Locally determined	5 by August 1
Nevada	3 by September 30	4 by September 30
New Jersey Abbott	3 by locally determined date	4 by locally determined date
New Jersey ELLI	3 by locally determined date	4 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Mexico	4 by August 31	4 years, 11 months by August 31
New York	3 years, 11 months by December 1	4 years, 11 months by December 1
North Carolina	4 by August 31	4 by August 31
Ohio	3 by September 30	5 by September 30
Oklahoma	4 years, months by September 1	5 years by September 1
Oregon	3 by September 1	4 years, 11 months by September 1
Pennsylvania EABG	Locally determined	Locally determined
Pennsylvania HSSAP	Locally determined	Locally determined
Pennsylvania K4 & SBPK	Locally determined	Locally determined
Pennsylvania Pre-K Counts	Locally determined	Locally determined
Rhode Island	4 by September 1	5 by September 1
South Carolina CDEPP	4 by September 1	Locally determined
South Carolina 4K	4 by September 1	5 by September 1
Tennessee	4 by August 31	5 by August 31
Texas	3 years, months by September 1	5 years, months by September 2
Vermont EEI	3 by locally determined date	6 by locally determined date
Vermont Act 62	3 by locally determined date	6 by locally determined date
Virginia	4 by September 30	4 years, 11 months by September 30
Washington	3 by August 31	4 years, 11 months by August 31
West Virginia	4 by September 1	5 by September 1
Wisconsin 4K	4 by September 1	Locally determined
Wisconsin HdSt	3 by September 1	5 by September 1

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STATE	AGE ELIGIBILITY	
	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by September 1	No
Alaska	5 by September 1	Yes[5]
Arizona	5 by September 1	No
Arkansas	5 by August 1	Yes[6]
California	5 by October 1	Yes[2]
Colorado	5 by October 1	Yes[6]
Connecticut	5 by January 1	Yes[5]
Delaware	5 by August 31	Yes[3]
District of Columbia	5 by September 30	Yes[7]
Florida	5 by September 1	Yes[7]
Georgia	5 by September 1	Yes[4]
Illinois	5 by September 1	Yes[4]
Iowa Shared Visions	5 by September 15	Yes[3]
Iowa SVPP	5 by September 15	Yes[4]
Kansas Preschool	5 by August 31	No[4]
Kansas State Pre-K	5 by August 31	No
Kentucky	5 by October 1	Yes[6]
Louisiana LA4	5 by September 30	Yes[8]
Louisiana 8(g)	5 by September 30	Yes[2]
Louisiana NSECD	5 by September 30	No
Maine	5 by October 15	Yes[5]
Maryland	5 by September 1	Yes[5]
Massachusetts	Locally determined	Yes[6]
Michigan	5 by November 1	Yes[6]
Minnesota	5 by September 1	Yes[3]
Missouri	5 by July 31	Yes[4]
Nebraska	5 by July 31	Yes[4]
Nevada	5 by September 30	No
New Jersey Abbott	5 by locally determined date	Yes[6]
New Jersey ELLI	5 by locally determined date	Yes[6]
New Jersey ECPA	5 by locally determined date	Yes[5]
New Mexico	5 by August 31	No
New York	5 by December 1	Yes[6]
North Carolina	5 by August 31	Yes[4]
Ohio	5 by September 30	Yes[4]
Oklahoma	5 years, months by September 1	Yes[5]
Oregon	5 by September 1	Yes[4]
Pennsylvania EABG	Locally determined	Yes[5]
Pennsylvania HSSAP	Locally determined	Yes[4]
Pennsylvania K4 & SBPK	Locally determined	Yes[3]
Pennsylvania Pre-K Counts	Locally determined	Yes[4]
Rhode Island	5 by September 1	Yes[2]
South Carolina CDEPP	5 by September 1	Yes[4]
South Carolina 4K	5 by September 1	No
Tennessee	5 by August 31	Yes[4]
Texas	5 years, months by September 1	No
Vermont EEI	5 by locally determined date	Yes[5]
Vermont Act 62	Locally determined	Yes[5]
Virginia	5 by September 30	Yes[3]
Washington	5 by August 31	Yes[5]
West Virginia	5 by September 1	Yes[5]
Wisconsin 4K	5 by September 1	Yes[5]
Wisconsin HdSt	5 by September 1	Yes[5]

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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
Arizona	Children may not enroll in pre-K if they are age-eligible for kindergarten
Arkansas	Children may not enroll in pre-K if they are age-eligible for kindergarten[6]
California	Children may not enroll in pre-K if they are age-eligible for kindergarten
Colorado	Children may not enroll in pre-K if they are age-eligible for kindergarten
Connecticut	Kindergarten age-eligible children may enroll in pre-K at local program's discretion[5]
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
District of Columbia	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Florida	Children may not enroll in pre-K if they are age-eligible for kindergarten[7]
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[4]
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[3]
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; Children may not enroll in pre-K if they are age-eligible for kindergarten[5]
Kansas Preschool	Children may not enroll in pre-K if they are age-eligible for kindergarten[4]
Kansas State Pre-K	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[7]
Louisiana LA4	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana 8(g)	Children may not enroll in pre-K if they are age-eligible for kindergarten
Louisiana NSECD	Children may not enroll in pre-K if they are age-eligible for kindergarten
Maine	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[5]
Maryland	Children may not enroll in pre-K if they are age-eligible for kindergarten[5]
Massachusetts	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[6]
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten[6]
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[3]
Nevada	Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Children may not enroll in pre-K if they are age-eligible for
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[6]
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[6]
New Jersey ECPA	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
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[5]
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[4]
Pennsylvania K4 & SBPK	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[3]
Pennsylvania Pre-K Counts	Children may not enroll in pre-K if they are age-eligible for kindergarten[4]
Rhode Island	Children may not enroll in pre-K if they are age-eligible for kindergarten
South Carolina CDEPP	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 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
Tennessee	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[4]
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten[4]
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
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; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year[5]
Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion[3]
Washington	Children may not enroll in pre-K if they are age-eligible for kindergarten
West Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Wisconsin 4K	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[5]
Wisconsin HdSt	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

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
Arizona	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[7]
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 offering the program, or in the entire state, may enroll[6]
Delaware	Eligibility is determined by individual child or family characteristics in addition to age[4]
District of Columbia	All age-eligible children in districts offering the program, or in the entire state, may enroll
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
Kansas Preschool	Eligibility is determined by individual child or family characteristics in addition to age[5]
Kansas State Pre-K	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[8]
Louisiana LA4	All age-eligible children in districts offering the program, or in the entire state, may enroll[9]
Louisiana 8(g)	Eligibility is determined by individual child or family characteristics in addition to age[3]
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[6]
Maryland	Eligibility is determined by individual child or family characteristics in addition to age[6]
Massachusetts	Eligibility is determined by individual child or family characteristics in addition to age[7]
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[4]
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[4]
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
New Jersey Abbott	All age-eligible children in districts offering the program, or in the entire state, may enroll[7]
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age[7]
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
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[5]
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[5]
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[5]
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[5]
Rhode Island	All age-eligible children in districts offering the program, or in the entire state, may enroll[3]
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina 4K	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 EEI	Eligibility is determined by individual child or family characteristics in addition to age[6]
Vermont Act 62	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Virginia	Eligibility is determined by individual child or family characteristics in addition to age[4]
Washington	Eligibility is determined by individual child or family characteristics in addition to age
West Virginia	All age-eligible children in districts offering the program, or in the entire state, may enroll
Wisconsin 4K	All age-eligible children in districts offering the program, or in the entire state, may enroll[6]
Wisconsin HdSt	Eligibility is determined by individual child or family characteristics in addition to age[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	INCOME REQUIREMENT
	Income requirement
Alabama	No income requirement
Alaska	Eligible for free lunch, or 130% FPL[6]
Arizona	200% FPL
Arkansas	200% FPL[7]
California	70% SMI
Colorado	Eligible for free or reduced-price lunch, or 185% FPL[7]
Connecticut	No income requirement
Delaware	100% FPL[4]
District of Columbia	No income requirement
Florida	No income requirement
Georgia	No income requirement
Illinois	Low income is one of the risk factors taken into account in determining eligibility[4]
Iowa Shared Visions	Eligible for free lunch, or 130% FPL
Iowa SVPP	No income requirement
Kansas Preschool	No income requirement[5]
Kansas State Pre-K	Eligible for free lunch, or 130% FPL[3]
Kentucky	150% FPL
Louisiana LA4	No income requirement
Louisiana 8(g)	Eligible for free or reduced-price lunch, or 185% FPL[3]
Louisiana NSECD	Eligible for free or reduced-price lunch, or 185% FPL[7]
Maine	No income requirement
Maryland	Eligible for free or reduced-price lunch, or 185% FPL
Massachusetts	85% SMI (UPK); None (Grant 391)[7]
Michigan	250% FPL[7]
Minnesota	No income requirement[4]
Missouri	No income requirement
Nebraska	Eligible for free or reduced-price lunch, or 185% FPL[4]
Nevada	No income requirement
New Jersey Abbott	No income requirement
New Jersey ELLI	Eligible for free or reduced-price lunch, or 185% FPL[7]
New Jersey ECPA	No income requirement
New Mexico	No income requirement
New York	No income requirement
North Carolina	75% SMI[5]
Ohio	200% FPL[5]
Oklahoma	No income requirement
Oregon	100% FPL[5]
Pennsylvania EABG	No income requirement
Pennsylvania HSSAP	100% FPL[5]
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	300% FPL[5]
Rhode Island	No income requirement
South Carolina CDEPP	Eligible for free or reduced-price lunch, or 185% FPL
South Carolina 4K	Eligible for free or reduced-price lunch, or 185% FPL
Tennessee	Eligible for free or reduced-price lunch, or 185% FPL
Texas	Eligible for free or reduced-price lunch, or 185% FPL[5]
Vermont EEI	Eligible for free or reduced-price lunch, or 185% FPL[6]
Vermont Act 62	No income requirement
Virginia	No income requirement
Washington	110% FPL
West Virginia	No income requirement
Wisconsin 4K	No income requirement
Wisconsin HdSt	100% FPL[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	INCOME REQUIREMENT
	To whom does the income requirement apply?
Alabama	
Alaska	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. School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.
Arizona	All children.
Arkansas	90% of the children served.
California	All families, except those children receiving protective services; are at risk for abuse, neglect, exploitation; or families homeless or receiving CalWORKs cash aid (TANF).
Colorado	Income eligibility may be the sole factor or may be one of several eligibility factors. 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. 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. Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.
Connecticut	
Delaware	90% of children. Additional Details: 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.
District of Columbia	
Florida	
Georgia	
Illinois	
Iowa Shared Visions	80% of children--a child who meets age and income criteria is considered eligible. No more than 20% of children may qualify based on meeting secondary risk factors if they are age-eligible but do not meet income guidelines.
Iowa SVPP	
Kansas Preschool	
Kansas State Pre-K	Every child must have at least one risk factor. Additional Details: Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight factors.
Kentucky	Income eligibility is for at-risk children is available for approximately 54% of children.
Louisiana LA4	
Louisiana 8(g)	priority is given to students who qualify for free or reduced-price lunch; however if all income eligible children are otherwise served, additional students may also be served based on screening
Louisiana NSECD	All children.
Maine	
Maryland	All children eligible from families at or below 185% FPL.
Massachusetts	Any child may enroll in any program, but programs are selected to receive UPK and IPLE funding based on program characteristics and on the characteristics of the children in the program. There is no income requirement for IPLE, though programs may use some of the reported risk factors at the local level to prioritize the selection of eligible children without IEPs due to the high demand. IPLE grant-funded programs that are also supported by other supplemental funding, such as EEC financial assistance, IDEA, and Head Start must follow the eligibility requirements determined by these funding sources which are based on individual child or family characteristics in addition to age. The 85% SMI income requirement applies to all children in UPK receiving subsidy money, but does not apply to tuition-paying families. For families to enter the subsidy system they can have up to 50 percent of SMI and can continue receiving assistance up to 85 percent of the SMI. For families with special needs, they can enter up to 85 percent SMI and remain until 100 percent.
Michigan	At least 90% in each grantee/agency. Additional Details: At least 90 percent of the children in each grantee's enrollment must meet the income requirement of 250% or below. There are 7 factors that determine eligibility: low family income (below 250 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 allows low family income to automatically qualify a child, then allows for above 250% plus two risk factors, then above 250% plus one risk factor, then family income above 250% of FPL, with a cap of 10 percent of the total slots that can fall above 250%. All families above 250% must pay tuition based on a sliding scale.
Minnesota	
Missouri	
Nebraska	70% of each program's grant funding must be used to serve children having at least one risk factor, only one of which is family income.
Nevada	

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	INCOME REQUIREMENT
	To whom does the income requirement apply?
New Jersey Abbott	
New Jersey ELLI	All children, unless an exception is granted by district
New Jersey ECPA	
New Mexico	
New York	
North Carolina	At least 80% of children. Additional Details: Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.
Ohio	All children except those with IEPs. 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 may pay a fee based on the district's sliding fee scale. Programs may offer services to children over 200 percent FPL, but those families pay full tuition.
Oklahoma	
Oregon	80% to 90% of children. 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 meeting the income requirement. A minimum of 10 percent of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services.
Pennsylvania EABG	
Pennsylvania HSSAP	At least 90% of children.
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)
Pennsylvania Pre-K Counts	All children.
Rhode Island	
South Carolina CDEPP	All children.
South Carolina 4K	All children.
Tennessee	All children as first priority for enrollment.
Texas	All children that are enrolling under that criteria.
Vermont EEI	Low-income status is one possible eligibility criterion.
Vermont Act 62	
Virginia	
Washington	At least 90% of children must meet the income requirement.
West Virginia	
Wisconsin 4K	
Wisconsin HdSt	90% of children. Additional Details: 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 as well as those 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.

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
Alabama	Not applicable
Alaska	Child disability or developmental delay;History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Locally determined risk factors[6]
Arizona	Not applicable
Arkansas	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 state-specified risk factors: Parent is activated for overseas military duty[7]
California	History of abuse, neglect, or family violence; Homelessness or unstable housing; Other state-specified risk factors: recipient of CalWORKs cash aid
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[7]
Connecticut	Not applicable
Delaware	Not applicable[4]
District of Columbia	Not applicable
Florida	Not applicable
Georgia	Not applicable
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; Other state-specified risk factors[4]
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; Other state-specified risk factors: Parent is identified as chronically mentally ill; Parent is illiterate; Parent is incarcerated[4]
Iowa SVPP	Not applicable
Kansas Preschool	Low parental education level; Non-English speaking family members; Teen parent; Parental active military duty; Other state-specified risk factors: Department for Children and Families referral; early childhood referral from another program; developmentally or academically delayed based upon valid assessment[5]
Kansas State Pre-K	Low parental education level; Homelessness or unstable housing; Non-English speaking family members; Teen parent; Child history of foster care; Other state-specified risk factors: single parent; Department for Children and Families referral; migrant status; developmentally or academically delayed
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Foster care[8]
Louisiana LA4	Not applicable
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[3]
Louisiana NSECD	Not applicable
Maine	Not applicable
Maryland	Child disability or developmental delay; Homelessness or unstable housing; Non-English speaking family members; Risk that child will not be ready for kindergarten; Child history of foster care[6]
Massachusetts	Not applicable[7]
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[7]
Minnesota	Homelessness or unstable housing; Child history of foster care[4]
Missouri	Not applicable
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	Not applicable

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	Not applicable
New Jersey ELLI	Locally determined risk factors[7]
New Jersey ECPA	Not applicable
New Mexico	Not applicable
New York	Not applicable
North Carolina	Child disability or developmental delay; Non-English speaking family members; Risk that child will not be ready for kindergarten; Parental active military duty; Other state-specified risk factors: Chronic health condition and/or child has an IEP[5]
Ohio	Not applicable
Oklahoma	Not applicable
Oregon	Locally determined risk factors; Other state-specified risk factors[5]
Pennsylvania EABG	Locally determined risk factors[7]
Pennsylvania HSSAP	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
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	Not applicable
South Carolina CDEPP	Child disability or developmental delay; Homelessness or unstable housing; Child history of foster care; Other state-specified risk factors: Child receiving Medicaid services[5]
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
Tennessee	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty; Locally determined risk factors[5]
Texas	Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Parental active military duty; Other state-specified risk factors: Parent was injured or killed on active military duty
Vermont EEI	Child disability or developmental delay; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Other state-specified risk factors: Geographic isolation[6]
Vermont Act 62	Not applicable
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[4]
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 state-specified risk factors: expulsion due to behavior; in kinship care; single parent; transferring from Head Start or Early Head Start; parent deployed to combat zone in last year; parent incarcerated, mental illness; health care access; migrant[6]
West Virginia	Not applicable
Wisconsin 4K	Not applicable
Wisconsin HdSt	Locally determined risk factors[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	OTHER ELIGIBILITY REQUIREMENTS	
	Number of risk factors tied to eligibility	How do risk factors relate to income criteria?
Alabama	NA	No income requirement
Alaska	1	Meeting the income cutoff can count as one of the risk factors
Arizona	N/A	Not Applicable
Arkansas	1[7]	Not applicable
California	1	Meeting the income cutoff can count as one of the risk factors
Colorado	1[7]	Meeting the income cutoff can count as one of the risk factors
Connecticut	NA	No income requirement
Delaware	NA	Income is the only state-specified risk factor
District of Columbia	NA	No income requirement
Florida	NA	No income requirement
Georgia	NA	No income requirement
Illinois	Multiple risk factors[4]	Meeting the income cutoff can count as one of the risk factors
Iowa Shared Visions	1	Meeting the income cutoff can count as one of the risk factors[4]
Iowa SVPP	NA	No income requirement
Kansas Preschool	1[5]	Meeting the income cutoff can count as one of the risk factors[5]
Kansas State Pre-K	1	Meeting the income cutoff can count as one of the risk factors[3]
Kentucky	1[8]	Meeting the income cutoff can count as one of the risk factors
Louisiana LA4	NA	No income requirement
Louisiana 8(g)	Determined locally	Meeting the income cutoff can count as one of the risk factors[3]
Louisiana NSECD	NA	Meeting the income cutoff can count as one of the risk factors
Maine	NA	No income requirement
Maryland	1	Meeting the income cutoff can count as one of the risk factors[6]
Massachusetts		Meeting the income cutoff can count as one of the risk factors
Michigan	Minimum 1[7]	Meeting the income cutoff can count as one of the risk factors[7]
Minnesota	1	Meeting the income cutoff can count as one of the risk factors
Missouri	NA	Meeting the income cutoff can count as one of the risk factors
Nebraska	1	Meeting the income cutoff can count as one of the risk factors
Nevada	NA	Meeting the income cutoff can count as one of the risk factors
New Jersey Abbott	NA	Meeting the income cutoff can count as one of the risk factors
New Jersey ELLI	NA	Meeting the income cutoff can count as one of the risk factors[7]
New Jersey ECPA	NA	Meeting the income cutoff can count as one of the risk factors
New Mexico	NA	Meeting the income cutoff can count as one of the risk factors
New York	NA	Meeting the income cutoff can count as one of the risk factors
North Carolina	1	Meeting the income cutoff can count as one of the risk factors[5]
Ohio	NA	Meeting the income cutoff can count as one of the risk factors
Oklahoma	NA	Meeting the income cutoff can count as one of the risk factors
Oregon	Locally determined risk factors determine priority for services	Meeting the income cutoff can count as one of the risk factors[5]
Pennsylvania EABG	Determined locally	Meeting the income cutoff can count as one of the risk factors
Pennsylvania HSSAP	Determined locally[5]	Meeting the income cutoff can count as one of the risk factors[5]
Pennsylvania K4 & SBPK	None (K4); Determined locally (SBPK)	Meeting the income cutoff can count as one of the risk factors
Pennsylvania Pre-K Counts	Determined locally	Meeting the income cutoff can count as one of the risk factors[5]
Rhode Island	NA	Meeting the income cutoff can count as one of the risk factors
South Carolina CDEPP	1[5]	Meeting the income cutoff can count as one of the risk factors
South Carolina 4K	1 or more	Meeting the income cutoff can count as one of the risk factors
Tennessee	1 or more determined locally[5]	Meeting the income cutoff can count as one of the risk factors[5]
Texas	1	Meeting the income cutoff can count as one of the risk factors
Vermont EEI	1	Meeting the income cutoff can count as one of the risk factors
Vermont Act 62	NA	Meeting the income cutoff can count as one of the risk factors
Virginia	1[4]	Meeting the income cutoff can count as one of the risk factors
Washington	1	Meeting the income cutoff can count as one of the risk factors[6]
West Virginia	NA	Meeting the income cutoff can count as one of the risk factors
Wisconsin 4K	NA	Meeting the income cutoff can count as one of the risk factors
Wisconsin HdSt	Per federal Head Start requirements[6]	Meeting the income cutoff can count as one of the risk factors[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

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[5]	No
Alaska	No	No
Arizona	Determined Locally[8]	Yes[9]
Arkansas	Yes[7]	No
California	Yes[3]	Yes[4]
Colorado	No	No
Connecticut	Yes[7]	Yes[8]
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes[5]	No
Iowa SVPP	No	No
Kansas Preschool	No	No
Kansas State Pre-K	No	Yes[5]
Kentucky	Determined locally[9]	No
Louisiana LA4	Determined locally[10]	No
Louisiana 8(g)	No	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Determined locally[8]	No
Michigan	Yes[7]	No
Minnesota	No	Yes[5]
Missouri	Determined locally[5]	No
Nebraska	Yes[5]	No
Nevada	No	Yes[7]
New Jersey Abbott	No	Yes[8]
New Jersey ELLI	No	Yes[8]
New Jersey ECPA	No	Yes[7]
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio	Yes[5]	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 CDEPP	No	No
South Carolina 4K	No	No
Tennessee	No	No
Texas	No	No[6]
Vermont EEI	No	No
Vermont Act 62	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PROGRAM STANDARDS	
	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 18[6]	4-year-olds, 1 to 10[6]
Alaska	4-year-olds, 20	4-year-olds, 1 to 10
Arizona	3-year-olds, 18; 4-year-olds, 20[10]	3-year-olds, 1 to 9; 4-year-olds, 1 to 10[10]
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
California	3- and 4-year-olds, No limit[5]	3- and 4-year-olds, 1 to 8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1 to 8
Connecticut	3- and 4-year-olds, 20[9]	3- and 4-year-olds, 1 to 10
Delaware	4-year-olds, 20	4-year-olds, 1 to 10
District of Columbia	3-year-olds, 16; 4-year-olds, 20[8]	3-year-olds, 2 to 16; 4-year-olds, 2 to 20[8]
Florida	12 (summer); 20 (school year)	4-year-olds: 1:11 or 2:12-20 (school year); 1 to 12 (summer)
Georgia	4-year-olds, 22[5]	4-year-olds, 1 to 11
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
Iowa Shared Visions	3-year-olds, 18; 4-year-olds, 20[6]	3- and 4-year-olds, 1 to 8
Iowa SVPP	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1 to 9; 4-year-olds, 1 to 10
Kansas Preschool	4-year-olds, 20	4-year-olds, 1 to 10
Kansas State Pre-K	4-year-olds, 20	4-year-olds, 1 to 10
Kentucky	3- and 4-year-olds, 20[10]	3- and 4-year-olds, 1 to 10[10]
Louisiana LA4	4-year-olds, 20	4-year-olds, 1 to 10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1 to 10
Louisiana NSECD	4-year-olds, 20[8]	4-year-olds, 1 to 10[8]
Maine	4-year-olds, No limit[7]	4-year-olds, 1 to 15[8]
Maryland	3- and 4-year-olds, 20[7]	3- and 4-year-olds, 1 to 10
Massachusetts	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10 (UPK); 1 to 7-10 (IPLE)[9]
Michigan	4-year-olds, 18	4-year-olds, 1 to 8[8]
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2 to 17; 4-year-olds, 1 to 10
Missouri	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1 to 10[6]
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1 to 8; 4-year-olds, 1 to 10
New Jersey Abbott	3-year-olds, 15; 4-year-olds, 15	3- and 4-year-olds, 2 to 15
New Jersey ELLI	4-year-olds, 20	3- and 4-year-olds, 1 to 9
New Jersey ECPA	3- and 4-year-olds, 18	4-year-olds, 1 to 10
New Mexico	4-year-olds, 20	4-year-olds, 1 to 10
New York	3- and 4-year-olds, 20[7]	3-year-olds, 1 to 8; 4-year-olds, 1 to 9[7]
North Carolina	4-year-olds, 18[6]	4-year-olds, 1 to 9[6]
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1 to 12; 4-year-olds, 1 to 14[6]
Oklahoma	4-year-olds, 20	4-year-olds, 1 to 10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2 to 17; 4-year-olds, 1 to 10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
Pennsylvania HSSAP	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1 to 10[6]
Pennsylvania K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK)[4]	3- and 4-year-olds, No limit (K4); 1 to 10 (SBPK)[4]
Pennsylvania Pre-K Counts	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1 to 10[6]
Rhode Island	4-year-olds, 18	4-year-olds,1 to 9
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1 to 10
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
Tennessee	3-year-olds, 16; 4-year-olds, 20[6]	3-year-olds, 1 to 8; 4-year-olds, 1 to10
Texas	3- and 4-year-olds, No limit	3- and 4-year-olds, No limit[7]
Vermont EEI	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
Vermont Act 62	3- and 4-year-olds, 20	3- and 4-year-olds, 1 to 10
Virginia	4-year-olds, 18	4-year-olds, 1 to 9
Washington	3- and 4-year-olds, 20	3 and 4-year-olds, 1 to 9
West Virginia	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1 to 10[6]
Wisconsin 4K	4-year-olds, determined locally[7]	4-year-olds, determined locally[7]
Wisconsin HdSt	3-year-olds, 17; 4-year-olds, 20[7]	3-year-olds, 2 to 17; 4-year-olds, 1 to 10[7]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PROGRAM STANDARDS
	Meal requirement
Alabama	Lunch; Snack[7]
Alaska	Breakfast or Lunch and one snack
Arizona	Depends on length of program day[11]
Arkansas	Breakfast; Lunch; Snack
California	Depends on length of program day[6]
Colorado	Depends on length of program day[8]
Connecticut	Depends on length of program day[10]
Delaware	One meal and one snack
District of Columbia	Breakfast; Lunch[9]
Florida	Depends on length of program day[8]
Georgia	Lunch[6]
Illinois	Lunch and Snack (school day); Snack (part day)
Iowa Shared Visions	Depends on length of program day[7]
Iowa SVPP	Snack[6]
Kansas Preschool	Snack (part-day); lunch and one snack (school day)[6]
Kansas State Pre-K	Snack
Kentucky	Breakfast or lunch is required
Louisiana LA4	Lunch; Snack[11]
Louisiana 8(g)	Lunch; Snack
Louisiana NSECD	Breakfast; Lunch; Snack
Maine	No meals are required[9]
Maryland	Breakfast and Lunch (school day); Breakfast or Lunch (part day)
Massachusetts	Depends on length of program day[10]
Michigan	Snack (part-day); at least one meal and one snack (school day)[9]
Minnesota	Breakfast; Lunch[6]
Missouri	Depends on length of program day[7]
Nebraska	Snack[6]
Nevada	Snack[8]
New Jersey Abbott	Breakfast; Lunch; Snack
New Jersey ELLI	Depends on length of program day[9]
New Jersey ECPA	Depends on length of program day[8]
New Mexico	At least one meal per day, breakfast or lunch depending on schedule[4]
New York	Depends on length of program day[8]
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day[7]
Oklahoma	Lunch[6]
Oregon	Breakfast; Lunch; Snack[6]
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 (part day); snack and one meal (full day)
Rhode Island	Lunch; Snack
South Carolina CDEPP	Breakfast; Lunch
South Carolina 4K	Snack
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day[8]
Vermont EEI	No meals are required[7]
Vermont Act 62	No meals are required[7]
Virginia	No meals are required[5]
Washington	Depends on length of program day[7]
West Virginia	At least one meal[7]
Wisconsin 4K	Depends on length of program day[8]
Wisconsin HdSt	Lunch; Snack[8]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PROGRAM STANDARDS
	Screening and referral requirements
Alabama	Required: Vision, Hearing, Immunizations, Full physical exam, Developmental, Dental; Locally determined: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Other[8]
Alaska	Required: Vision, Hearing, Immunizations, Psychological/Behavioral, Developmental; Locally determined: Height/Weight/BMI, Blood pressure, Full physical exam, Dental, Other[7]
Arizona	Required: Immunizations; Locally determined: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Dental[12]
Arkansas	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Full physical exam, Developmental
California	Screenings/referrals locally determined[7]
Colorado	Required: Immunizations, Full physical exam, Developmental; Locally determined: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Dental, Other
Connecticut	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental
Delaware	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental
District of Columbia	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental[10]
Florida	Screenings/referrals locally determined[9]
Georgia	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Dental[7]
Illinois	Required: Vision, Hearing, Immunizations, Psychological/Behavioral, Full physical exam, Developmental; Locally determined: Height/Weight/BMI, Blood pressure, Dental, Other
Iowa Shared Visions	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental; Locally determined: Dental[8]
Iowa SVPP	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental; Locally determined: Other
Kansas Preschool	Required: Vision, Hearing[7]
Kansas State Pre-K	Required: Vision, Hearing, Developmental[6]
Kentucky	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental[11]
Louisiana LA4	Required: Vision, Hearing, Immunizations; Locally determined: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Dental
Louisiana 8(g)	Required: Vision, Hearing, Immunizations; Locally determined: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Dental[4]
Louisiana NSECD	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Other; Locally determined: Blood pressure, Full physical exam, Developmental, Dental[9]
Maine	Screenings/referrals locally determined[10]
Maryland	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Dental; Locally determined: Developmental[8]
Massachusetts	Required: Vision, Hearing, Developmental[11]
Michigan	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Full physical exam, Developmental; Locally determined: Psychological/Behavioral, Dental, Other[10]
Minnesota	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental
Missouri	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Full physical exam, Developmental, Dental; Locally determined: Blood pressure, Psychological/Behavioral, Other[8]
Nebraska	Screenings/referrals locally determined
Nevada	Screenings/referrals locally determined[9]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PROGRAM STANDARDS
	Screening and referral requirements
New Jersey Abbott	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Locally determined: Blood pressure, Psychological/Behavioral, Full physical exam, Other
New Jersey ELLI	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Locally determined: Blood pressure, Psychological/Behavioral, Full physical exam, Other
New Jersey ECPA	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Developmental, Dental; Locally determined: Blood pressure, Psychological/Behavioral, Full physical exam, Other
New Mexico	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Full physical exam, Developmental, Dental; Locally determined: Psychological/Behavioral, Other[5]
New York	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other[9]
North Carolina	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental
Ohio	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other, hemoglobin and lead; Locally determined: Blood pressure
Oklahoma	Required: Vision, Hearing, Immunizations; Locally determined: Full physical exam, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Developmental, Dental[7]
Oregon	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other[7]
Pennsylvania EABG	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental; Locally determined: Other
Pennsylvania HSSAP	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental; Locally determined: Other
Pennsylvania K4 & SBPK	Required: Immunizations; Locally determined: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other
Pennsylvania Pre-K Counts	Required: Immunizations, Developmental; Locally determined: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Dental, Other[7]
Rhode Island	Required: Vision, Hearing, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Other, Speech/language development
South Carolina CDEPP	Required: Vision, Hearing, Immunizations, Developmental; Locally determined: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Dental, Other
South Carolina 4K	Required: Immunizations; Locally determined: Vision, Hearing, Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other[4]
Tennessee	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental
Texas	Required: Vision, Hearing, Immunizations; Locally determined: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other
Vermont EEI	Screenings/referrals locally determined[8]
Vermont Act 62	Screenings/referrals locally determined[8]
Virginia	Required: Vision, Hearing, Immunizations; Locally determined: Height/Weight/BMI, Blood pressure, Psychological/Behavioral, Full physical exam, Developmental, Other
Washington	Required: Vision, Hearing, Height/Weight/BMI, Immunizations, Full physical exam, Developmental, Dental; Locally determined: Psychological/Behavioral
West Virginia	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental; Locally determined: Other[8]
Wisconsin 4K	Required: Full physical exam; Locally determined: Other[9]
Wisconsin HdSt	Required: Vision, Hearing, Height/Weight/BMI, Blood pressure, Immunizations, Psychological/Behavioral, Full physical exam, Developmental, Dental, Other[9]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
Alabama	State policy does not regulate services for English Language Learners[9]
Alaska	Bilingual 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; Translators or bilingual staff are available if children do not speak English[8]
Arizona	State policy does not regulate services for English Language Learners
Arkansas	Bilingual 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
California	Bilingual non-English 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; 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[11]
Delaware	Bilingual 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
District of Columbia	Bilingual 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[11]
Florida	State policy does not regulate services for English Language Learners[10]
Georgia	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners
Illinois	Bilingual non-English 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
Iowa Shared Visions	A home language survey is sent home at the beginning of the school year[9]
Iowa SVPP	Bilingual non-English 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
Kansas Preschool	A home language survey is sent home at the beginning of the school year; Other; Information must be presented to parents in their primary language[8]
Kansas State Pre-K	A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language[7]
Kentucky	Bilingual non-English classes are permitted in pre-K; State policy does not regulate services for English Language Learners[12]
Louisiana LA4	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K[12]
Louisiana 8(g)	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year
Louisiana NSECD	Bilingual non-English classes are permitted in pre-K; A home language survey is sent home at the beginning of the school year; Other; School programs with large ELL populations perform screenings and assessment on a local level and address each child's needs individually
Maine	Bilingual non-English 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[11]
Maryland	Bilingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Massachusetts	Professional development or coaching is provided for teachers; State policy does not regulate services for English Language Learners[12]
Michigan	Bilingual non-English 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[11]
Minnesota	Translators or bilingual staff are available if children do not speak English; Other; Support services per federal Head Start requirements[7]
Missouri	State policy does not regulate services for English Language Learners
Nebraska	Bilingual non-English 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[7]
Nevada	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; Other[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
New Jersey Abbott	Bilingual non-English 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; Other[9]
New Jersey ELLI	Bilingual non-English 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[10]
New Jersey ECPA	Bilingual non-English 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[9]
New Mexico	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; State policy does not regulate services for English Language Learners[6]
New York	Bilingual non-English 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[10]
North Carolina	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[7]
Ohio	State policy does not regulate services for English Language Learners
Oklahoma	Bilingual non-English 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[8]
Oregon	Bilingual non-English 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; Other[8]
Pennsylvania EABG	State policy does not regulate services for English Language Learners
Pennsylvania HSSAP	State policy does not regulate services for English Language Learners
Pennsylvania K4 & SBPK	State policy does not regulate services for English Language Learners[5]
Pennsylvania Pre-K Counts	Bilingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Rhode Island	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 non-English classes are permitted in pre-K[6]
South Carolina 4K	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children
Tennessee	State policy does not regulate services for English Language Learners[7]
Texas	Bilingual 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[9]
Vermont EEI	State policy does not regulate services for English Language Learners
Vermont Act 62	State policy does not regulate services for English Language Learners
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual non-English 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; Other; Other ELL service plans are locally determined[8]
West Virginia	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
Wisconsin 4K	Bilingual non-English 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[10]
Wisconsin HdSt	Bilingual non-English 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[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

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
Alaska	Parenting support or training; Child health services; Nutrition information; Other; Locally determined
Arizona	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
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
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; Parent conferences and/or home visits; Other support services locally determined; Other; Family literacy and support of 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; Other; Mental Health consultations, if needed
District of Columbia	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
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
Illinois	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; Other; 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 Preschool	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Kansas State Pre-K	Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits;
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[13]
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; Other support services locally determined[13]
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
Louisiana NSECD	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined[10]
Maine	Parent conferences and/or home visits
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
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	Parenting support or training; Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other[9]
Nebraska	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other; based on family need
Nevada	Parenting support or training; Parent involvement activities; Other support services locally determined; Other; locally determined

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

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 ELLI	Parent involvement activities; Child health services; Nutrition information; 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
New Mexico	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[7]
New York	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; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other; Transition to pre-K and K activities; other supports as needed
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[7]
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; Other; 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; Referral for social services; Transition to K activities; Parent conferences and/or home visits[8]
Rhode Island	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
South Carolina CDEPP	Parenting support or training; Parent involvement activities; Child health services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
South Carolina 4K	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Tennessee	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Texas	Other; Support services locally determined
Vermont EEI	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Vermont Act 62	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; Other support services are locally determined
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[9]
West Virginia	Transition to K activities; Parent conferences and/or home visits
Wisconsin 4K	Parent involvement activities; Child health services; Referral for social services; Parent conferences and/or home visits; Other support services locally determined; Other; Referral for special education, 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 locally determined; Other; in accordance with federal Head Start performance standards

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Name of early learning standards document
Alabama	Alabama Developmental Standards for Preschool Children
Alaska	Alaska Early Learning Guidelines
Arizona	Arizona Early Learning Standards
Arkansas	Arkansas Early Childhood Education Framework
California	California Preschool Learning Foundations, Volumes 1, 2 & 3
Colorado	Colorado Early Learning and Development Guidelines
Connecticut	Connecticut Early Learning and Development Standards (ELDS)
Delaware	Delaware Early Learning Foundations
District of Columbia	District of Columbia Early Learning Standards 2012
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia Early Learning and Development Standards
Illinois	Illinois Early Learning and Development Standards
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana LA4	Birth to Five Early Learning and Development Standards
Louisiana 8(g)	Birth to Five Early Learning and Development Standards
Louisiana NSECD	Louisiana's Birth to Five Early Learning & Development Standards (ELDS)
Maine	State of Maine Early Learning Guidelines
Maryland	The Social Foundations Framework and Maryland College and Career Ready Standards
Massachusetts	Guidelines of 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 Goals
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Prekindergarten Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Guidelines: Birth to Kindergarten
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	North Carolina Foundations for Early Learning and Development
Ohio	Ohio's Early Learning and Development Standards Ohio's Early Learning Program Standards
Oklahoma	Oklahoma Academic Standards
Oregon	Head Start Child Development and Early Learning Framework
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 and Development Standards
South Carolina CDEPP	South Carolina Good Start, Grow Smart Early Learning Standards
South Carolina 4K	South Carolina Good Start, Grow Smart Early Learning Standards
Tennessee	Revised Tennessee Early Learning Developmental Standards for 4 year olds
Texas	Texas Prekindergarten Guidelines
Vermont EEI	Vermont Early Learning Standards
Vermont Act 62	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2013 ECEAP Performance Standards and Washington State Early Learning and Development Guidelines
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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Web address of early learning standards document
Alabama	--www.children.alabama.gov
Alaska	http://www.eed.state.ak.us/publications/EarlyLearningGuidelines.pdf
Arizona	http://www.azed.gov/early-childhood/files/2011/11/arizona-early-learning-standards-3rd-edition.pdf
Arkansas	http://www.arkansas.gov/childcare/programsupport/pdf/aeceframwork.pdf
California	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	http://www.cde.state.co.us/sites/default/files/Early%20Learning%20Guidelines.pdf
Connecticut	http://ct.gov/oec/cwp/view.asp?a=4541&q=536726
Delaware	https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf
District of Columbia	http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Early%20Learning%20Standards2013.pdf
Florida	http://flbt5.floridaearlylearning.com/bt5_uploads/feldsfyo.pdf
Georgia	www.gelds.decal.ga.gov
Illinois	http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2013/03/iowa-early-learning-standards-2012
Iowa SVPP	https://www.educateiowa.gov/documents/early-childhood/2013/03/iowa-early-learning-standards-2012
Kansas Preschool	http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf
Kansas State Pre-K	http://www.ksde.org/Portals/0/Early%20Childhood/Early%20Learning%20Standards/KsEarlyLearningStandards.pdf
Kentucky	http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx
Louisiana LA4	http://www.louisianabelieves.com/resources/library/early-childhood
Louisiana 8(g)	http://bese.louisiana.gov/documents-resources/policies-bulletins
Louisiana NSECD	http://www.louisianabelieves.com/docs/academic-standards/early-childhood---birth-to-five-standards.pdf?sfvrsn=7
Maine	http://www.maine.gov/earlylearning/standards/index.html
Maryland	http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/SocialFoundationsFramework080113.pdf and
Massachusetts	http://www.eec.state.ma.us/docs1/research_planning/guidelines4preschool.pdf
Michigan	http://www.michigan.gov/documents/mde/ECSQ_OK_Approved_422339_7.pdf
Minnesota	http://education.state.mn.us/MDE/StuSuc/EarlyLearn/index.html
Missouri	http://dese.mo.gov/sites/default/files/eel-el-2013-MELGoals.pdf
Nebraska	//www.education.ne.gov/OEC/elg.html
Nevada	www.doe.nv.gov/Early_Childhood/
New Jersey Abbott	http://www.state.nj.us/education/ece/guide/
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/
New Mexico	https://www.newmexicoprek.org/index.cfm?event=public.prek.MaterialsTeacher
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf
North Carolina	http://ncchildcare.nc.gov/providers/pv_foundations.asp
Ohio	http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards http://earlychildhoodohio.org/sutq.php
Oklahoma	http://ok.gov/sde/sites/ok.gov.sde/files/C3%20Pass%20prek.pdf
Oregon	http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Child%20Outcomes/revised-child-outcomes.html
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.rields.com
South Carolina CDEPP	ttp://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina 4K	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/standards/early_learning/TNELDS_4yearolds.pdf
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont EEI	http://education.vermont.gov/documents/vels_03.pdf
Vermont Act 62	http://education.vermont.gov/documents/vels_03.pd
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.
Washington	Guidelines are at: http://www.del.wa.gov/publications/development/docs/Guidelines.pdf. Performance standards: http://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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS	
	Year standards adopted	Year standards last revised
Alabama	2012	2012
Alaska	2006	2006
Arizona	2005	2013
Arkansas	2004	2013
California	2008	2013
Colorado	2013	2013
Connecticut	2013	2013
Delaware	2003	2010
District of Columbia	2012	2013
Florida	2011	2011
Georgia	2013-14	2013
Illinois	2013	2013
Iowa Shared Visions	2012	2012
Iowa SVPP	2012	2012
Kansas Preschool	2006	2013
Kansas State Pre-K	2006	2013
Kentucky	2003	2013
Louisiana LA4	2013	April, 2013
Louisiana 8(g)	2013	2013
Louisiana NSECD	2013	Apr-13
Maine	2005	Under revision, anticipated completion December 2014.
Maryland	2012	2012
Massachusetts	2003	2003
Michigan	1986	2013
Minnesota	2003	2005
Missouri	2013	Revised in 2013 to include infant and toddler and add additional domains.
Nebraska	2013	2013
Nevada	2010	2010
New Jersey Abbott	2002	2013
New Jersey ELLI	2002	2013
New Jersey ECPA	2002	2013
New Mexico	2005	2012 (Current Early Learning Guidelines revised in July 2014)
New York	2011	2011
North Carolina	2013	2013
Ohio	2012 for ELDS and July 2013 for Early Learning Program Standards	2011 ELDS and 2009 EL program standards
Oklahoma	1996	Under revision
Oregon	2012	2012
Pennsylvania EABG	2005	2014
Pennsylvania HSSAP	2005	2014
Pennsylvania K4 & SBPK	2005	2014
Pennsylvania Pre-K Counts	2005	2014
Rhode Island	2013	2013
South Carolina CDEPP	2007	Under revision
South Carolina 4K	2007	Under revision
Tennessee	2012	2012
Texas	2008	2008
Vermont EEI	2003	Under revision
Vermont Act 62	2003	Under revision
Virginia	2004	2013
Washington	2013 for Standards, 2012 for Guidelines	2013 for Standards and 2012 for Guidelines.
West Virginia	2004	2010
Wisconsin 4K	2003	2013
Wisconsin HdSt	2003	2013

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	Are early learning standards aligned with the Common Core State Standards for early grades?
Alabama	Yes
Alaska	No[9]
Arizona	Yes
Arkansas	Yes
California	Yes[8]
Colorado	Yes
Connecticut	Yes[12]
Delaware	Yes
District of Columbia	Yes
Florida	No[11]
Georgia	Yes[8]
Illinois	Yes
Iowa Shared Visions	Yes[10]
Iowa SVPP	Yes[7]
Kansas Preschool	Yes
Kansas State Pre-K	Yes
Kentucky	Yes[14]
Louisiana LA4	Yes[14]
Louisiana 8(g)	Yes[5]
Louisiana NSECD	Yes[11]
Maine	Alignment is in progress
Maryland	Yes[9]
Massachusetts	Yes[13]
Michigan	Yes
Minnesota	Alignment is in progress
Missouri	Alignment is in progress[10]
Nebraska	No[8]
Nevada	Yes[11]
New Jersey Abbott	Yes[10]
New Jersey ELLI	Yes[11]
New Jersey ECPA	Yes[10]
New Mexico	Yes[8]
New York	Yes[11]
North Carolina	Yes[8]
Ohio	Yes
Oklahoma	No[9]
Oregon	Alignment is in progress[9]
Pennsylvania EABG	Yes[7]
Pennsylvania HSSAP	Yes[7]
Pennsylvania K4 & SBPK	Yes[6]
Pennsylvania Pre-K Counts	Yes[9]
Rhode Island	Yes[4]
South Carolina CDEPP	Alignment is in progress
South Carolina 4K	Alignment is in progress
Tennessee	Yes[8]
Texas	No
Vermont EEI	Alignment is in progress[9]
Vermont Act 62	Alignment is in progress[9]
Virginia	No
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes[11]
Wisconsin HdSt	Yes[11]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	NEGP domains addressed in standards
Alabama	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Alaska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arizona	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Arkansas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
California	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Colorado	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Connecticut	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Delaware	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
District of Columbia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Illinois	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Iowa Shared Visions	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Iowa SVPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas State Pre-K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kansas Preschool	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Kentucky	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana LA4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana 8(g)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Massachusetts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Michigan	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Minnesota	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Missouri	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nebraska	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Nevada	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	STATEWIDE EARLY LEARNING STANDARDS
	NEGP domains addressed in standards
New Jersey Abbott	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ECPA	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Jersey ELLI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New Mexico	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
New York	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Ohio	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oklahoma	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Oregon	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania EABG	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Pennsylvania HSSAP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Penn. K4 & SBPK	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Penn. Pre-K Counts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Rhode Island	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
South Carolina CDEPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Tennessee	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Texas	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont Act 62	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Vermont EEI	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Washington	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
West Virginia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin 4K	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PERSONNEL
	Minimum teacher degree requirement
Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic)[10]
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic)[14]
Arkansas	BA in ECE or CD (one classroom per center) & AA in ECE or CD (other classrooms) (public and nonpublic)[8]
California	California Child Development Associate Teacher Permit (public and nonpublic)[9]
Colorado	CDA (public and nonpublic)[9]
Connecticut	CDA (public and nonpublic)[13]
Delaware	AA (public and nonpublic)
District of Columbia	BA (public and nonpublic)
Florida	BA (summer); CDA or equivalent plus specified training (school year)[12]
Georgia	BA (public and nonpublic)[9]
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic)[11]
Iowa SVPP	BA (public and nonpublic)
Kansas Preschool	BA (public and nonpublic)[9]
Kansas State Pre-K	BA (public); Not Applicable (nonpublic)
Kentucky	BA (public and nonpublic)[15]
Louisiana LA4	BA (public and nonpublic)[15]
Louisiana 8(g)	BA (public)
Louisiana NSECD	BA (nonpublic)[12]
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)[10]
Massachusetts	BA (public); No minimum degree required (nonpublic)[14]
Michigan	BA (public and nonpublic)[12]
Minnesota	BA (public) AA (nonpublic)[8]
Missouri	BA (public and nonpublic)
Nebraska	BA (public and nonpublic)[9]
Nevada	BA (public and nonpublic)[12]
New Jersey Abbott	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Mexico	BA (public); HSD or Equivalent (nonpublic)[9]
New York	BA and NYS teaching certificate (public); BA in early childhood or related field with 5-year plan to become certified (nonpublic)[12]
North Carolina	BA (public and nonpublic)[9]
Ohio	AA (public and nonpublic)
Oklahoma	BA (public)[10]
Oregon	AA (public and nonpublic)[10]
Pennsylvania EABG	BA (public); AA (nonpublic)
Pennsylvania HSSAP	AA (public and nonpublic)[8]
Pennsylvania K4 & SBPK	BA (public and nonpublic)
Pennsylvania Pre-K Counts	BA (public and nonpublic)
Rhode Island	BA (public and nonpublic)
South Carolina CDEPP	BA (public); AA (nonpublic)[7]
South Carolina 4K	BA (public); AA (nonpublic)
Tennessee	BA (public and nonpublic)
Texas	BA (public); None (nonpublic)[10]
Vermont EEI	BA (public); Meets child care requirements (nonpublic)[10]
Vermont Act 62	BA (public); Meets child care requirements (nonpublic)[10]
Virginia	BA (public); HSD or Equivalent (nonpublic)[6]
Washington	AA (public and nonpublic)[10]
West Virginia	BA (public and nonpublic)[9]
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); AA (nonpublic)[12]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
Alabama	Public: ECE (P-3); Nonpublic: CD (Pre-K)[10]
Alaska	Public and nonpublic: ECE endorsement (P-3)[10]
Arizona	Public and nonpublic: 12 college credit hours in ECE or related fields or a CDA (public and nonpublic)
Arkansas	Public: P-4 (Pre K through 4); Nonpublic: BA in EC or CD (Pre K)[8]
California	Public and nonpublic: CD Associate Teacher Permit (PK)[9]
Colorado	None
Connecticut	Public and nonpublic: CDA plus 12 EC credits (PreK 3- and 4-year olds)[13]
Delaware	None
District of Columbia	Public: EC (Pre-K - 3); Montessori Primary (Pre-K - 3); EC SpEd (Pre-K - 3)
Florida	BA or higher in: ECE; prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area (Summer); CDA or equivalent and specified training about performance standards and emergent literacy training (school year)[12]
Georgia	Public and nonpublic: Elementary Grades (P-8); Special Education General Curriculum Consultative/ECE (P-5); ECE (P-5); Special Ed Preschool (3-5 endorsement (P)); Birth to Five
Illinois	Public and nonpublic: Professional Educator License with ECE endorsement (B-3rd)
Iowa Shared Visions	Public: EC Endorsement with or without special education (B-3rd Grade); EC - PreK-K (B-Kindergarten); Nonpublic: AA in EC Education or CD (B-K)
Iowa SVPP	Public and nonpublic: EC with special education (B-3rd grade); EC without special education (B-3rd grade); Pre-K through K early childhood
Kansas Preschool	Public and nonpublic: EE (K-6/9); EE with EC Endorsement (K-6/9); EC (B-5); EC Special Education (B-5); EC Unified (B through 3rd); EC Unified (B through K)
Kansas State Pre-K	Public: EC Endorsement/EE (K-6); EC (Birth - five); EC Unified (B-K); EC Unified (Birth through third grade); Early Childhood Special education (Birth through five years)
Kentucky	Public and nonpublic: Interdisciplinary ECE (IECE) (Birth to primary/K)
Louisiana LA4	Public and nonpublic: Kindergarten (PreK and Kindergarten); Nursery School (3-5 years); Early Interventionist (3 years to Kindergarten); PK-3 (PreK - 3rd Grade); Noncategorical Preschool Handicapped (NCPH) (3 through Kindergarten); Practitioner's License (PreK - 3rd Grade); EC certification with or without special education; birth through third.[15]
Louisiana 8(g)	Public: Early Interventionist (3 years-K); Nursery School (3-5 years); PK-3 (4 years to 3rd grade); Noncategorical preschool handicapped (3/5/2014); Kindergarten[6]
Louisiana NSECD	Nonpublic: Early Interventionist (3 years-K); Nursery School (3-5 years); Kindergarten (5 years); PK-3 (4 Years - 3rd grade); Noncategorical preschool handicapped (3-5 years)[12]
Maine	Public and nonpublic: EC Teacher (081), with or without Special Education (Birth-5)
Maryland	Public: EC , with or without Special Education (Birth-3rd grade); PreK - K (Birth-K); Nonpublic: AA in ECE or CDA (Birth-K)[10]
Massachusetts	Public: EC Teacher of Students with and without Disabilities (Pre-K to Grade 2); Nonpublic: 3 credits (Preschool)[14]
Michigan	Public and nonpublic: Elementary Teaching Certificate with EC Endorsement (k-5; birth to age 8); Nonpublic: CD with focus on preschool teaching (birth to age 5); EE with CDA (k-5; birth to age 5)[12]
Minnesota	Public: EC Endorsement, with or without special education (Birth-3rd grade) (preschool); Nonpublic: PreK-K (Birth - K) (preschool); AA in ECE or CD ((preschool)[8]
Missouri	Public and nonpublic: Early Childhood Education (EC) (Birth-3rd Grade); EC Special Education (ECSE) (Birth-3rd Grade); Four-Year CD Degree[11]
Nebraska	Public and nonpublic: EC (B-3rd); EC Unified (B-3rd); Preschool Disabilities (B-K); EC Special Education (B-3rd)[9]
Nevada	Public and nonpublic: EC Endorsement (Birth-2nd Grade); EC Special Education (Birth-2nd Grade)[12]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
New Jersey Abbott	Public and nonpublic: P-3 certificate (P-3); K–5 certificate (P-5); Teacher of Students with Disabilities (P-12); Nursery school (P-K); Teacher of the Deaf or Hard of Hearing; Handicapped; or Blind/Partially Sighted (P-12)[11]
New Jersey ELLI	Public and nonpublic: P-3 certificate (P-3); K–5 certificate (K-5); Teacher of Students with Disabilities (P-12); Teacher of the Deaf or Hard of Hearing; Handicapped; or Blind/Partially Sighted (P-12); Nursery school (P-K)[12]
New Jersey ECPA	Public and nonpublic: P-3 certificate (P-3); K–5 certificate (K-5); Teacher of Students with Disabilities (P-12); Teacher of the Deaf or Hard of Hearing; Handicapped; or Blind/Partially Sighted (P-12); Nursery school (P-K)[11]
New Mexico	Public: EC (Birth to 3rd Grade)[9]
New York	Public and nonpublic: ECE Certification (Birth to 2nd Grade); Certificate in Students with Disabilities (birth to grade 2); Teaching Certificate (N-6, pre-K-6); Nonpublic: AA (ECE or CD)[12]
North Carolina	Public and nonpublic: NC B-K Lateral Entry License; NC B-K Standard Professional I License; NC Birth-through-Kindergarten Standard Professional II License (through Kindergarten) (B-K); NC Preschool/PreK/K Add-on License (Preschool 4-year-olds)[9]
Ohio	Public and nonpublic: PreK-3 (Prek-3); PreK; EC Intervention Specialist PK-3 (PK-3); K-3 or K-8 Certificate plus 4 courses in ECE or CD from accredited college (PK); PreK Associate (PK)[8]
Oklahoma	Public: EC Certification (Birth-3rd grade)[10]
Oregon	AA- ECE (preschool) (public and nonpublic); Birth – 3rd grade (public); PreK – K (public)[10]
Pennsylvania EABG	Public and nonpublic: ECE Certification (N-3); ECE Certification (PK-4)[8]
Pennsylvania HSSAP	Public: EC Certification (N-3); EC Certification (PK-4)[8]
Pennsylvania K4 & SBPK	Public and nonpublic: EC Certification (N-3); EC Certification (Pk-4); Public: Elementary Certification (K-6 (K4)
Pennsylvania Pre-K Counts	Public and nonpublic: EC Certification (N-3); EC Certification (PK-4)[10]
Rhode Island	Public and nonpublic: EC (Pre-K - 2)
South Carolina CDEPP	Public: ECE (Pre-K - 2nd Grades)
South Carolina 4K	Public: EC (4K - 3rd Grade); EC Endorsement (4K-3rd Grade); (Only in public settings)
Tennessee	Public and nonpublic: Pre-K-Grade 3 (Birth-3rd Grade); PreK- 4th Grade (Birth-4th Grade); Pre-K-K (Birth to K, General and SpEd); EC SpEd Pre-K-1 (Birth-1st Grade (SpEd)); SpEd Pre-K-3 (B-3rd (SpEd))[9]
Texas	Public: Generalist (EC-6); Bilingual (EC-6); ESL (EC-6); Special Education (EC-6)[10]
Vermont EEI	Public: EC Educator (Birth-Grade 3); EC Educator-limited (Birth to K); Nonpublic: EC Special Educator (Birth through 6 years); AA or CDA[11]
Vermont Act 62	Public: EC Educator (Birth-Grade 3); EC Special Educator (Birth through 5); ECE (limited); Nonpublic: AA, CDA, or Child Care post-secondary certificate (prek)[10]
Virginia	Public: Early Primary (PreK-3); Elem Ed (PreK-6)[6]
Washington	Public and nonpublic: 30 quarter credits in ECE (birth to age 8)[10]
West Virginia	Public: EC Endorsement (PK/K) (PK and K); Preschool Special Needs (PSN) (PreK); Nonpublic: Community Program Permanent Authorization (PreK)
Wisconsin 4K	Public and nonpublic: EC Endorsement, with or without special education EC Endorsement ((Birth to age 8); (Birth to age 11)); Kindergarten to 3rd (4K-3rd grade)
Wisconsin HdSt	Public: ECE (birth to age 8); ECE (birth to 11); AA (depends on program); CDA (as per program)[12]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PERSONNEL	
	Education level of teachers during 2012-2013, percent	Education level of teachers during 2012-2013, number
Alabama	BA, 76%; MA, 24%	BA, 234; MA, 76
Alaska	BA, 100%	BA, 21
Arizona	HSD, 9.47%; CDA, 1.56%; AA, 2.02%; BA, 3.12%; MA, 0.64%; Arizona State Teaching Certificate, 0.92%	HSD, 164; CDA, 27; AA, 35; BA, 54; MA, 11; Arizona State Teaching Certificate, 16[15]
Arkansas	HSD, 1%; CDA, 3%; AA, 11%; BA, 65%; MA, 17%; Other, 3%	HSD, 9; CDA, 39; AA, 122; BA, 727; MA, 196; Other, 32[9]
California	Breakdown not available	Breakdown not available
Colorado	Breakdown not available	Breakdown not available
Connecticut	HSD, 18%; CDA, 7%; AA, 21%; BA, 33%; MA, 11%; EC CT State Certification Data, 9% 1-year certificate in ECE, 1%	HSD, 291; CDA, 110; AA, 344; BA, 534; MA, 171; EC CT State Certification Data, 142; 1-year certificate in ECE, 19[14]
Delaware	Breakdown not available	Breakdown not available
District of Columbia	BA, 100%	Breakdown not available
Florida	CDA, 66%; AA, 21%; BA, 11%; MA, 2%	CDA, 8,284; AA, 2,618; BA, 1,311; MA, 227
Georgia	AA, 2.6%; BA, 74.88%; MA, 18.6%; Other, 3.43%	AA, 100; BA, 2,879; MA, 715; Other, 132[9]
Illinois	Breakdown not available	Breakdown not available
Iowa Shared Visions	CDA, 2%; AA, 6%; BA, 72%; MA, 20%	CDA, 2; AA, 8; BA, 92; MA, 25[11]
Iowa SVPP	BA, 100%	Breakdown not available
Kansas Preschool	Breakdown not available	Breakdown not available
Kansas State Pre-K	Breakdown not available; BA required	Breakdown not available; BA required
Kentucky	Breakdown not available	Breakdown not available[16]
Louisiana LA4	BA, 100%	BA, 913[16]
Louisiana 8(g)	BA, 100%	BA, 152
Louisiana NSECD	BA, 72.5%; MA, 26.25%; Other, 1.25%	BA, 58; MA, 21; Other, 1[13]
Maine	BA, 76%; MA, 24%	BA, 124; MA, 40
Maryland	BA, 100%	Breakdown not available
Massachusetts	Breakdown not available	Breakdown not available[14]
Michigan	Breakdown not available	Breakdown not available
Minnesota	CDA, 1%; AA, 29%; BA, 65%; MA, 5%	HSD, 1; CDA, 4; AA, 139; BA, 311; MA, 26
Missouri	Breakdown not available; BA required	BA, 190[12]
Nebraska	BA, 100%	Breakdown not available
Nevada	Breakdown not available	Breakdown not available[13]
New Jersey Abbott	BA, 73%; MA, 26%; PhD, 1%	BA, 2,278; MA, 816; PhD, 17
New Jersey ELLI	BA, 74%; MA, 26%	BA, 40; MA, 14
New Jersey ECPA	BA, 68%; MA, 32%	BA, 271; MA, 129
New Mexico	HSD, 13%; CDA, 6%; AA, 11%; BA, 48%; MA, 22%	HSD, 44; CDA, 19; AA, 36; BA, 159; MA, 72
New York	AA, 1%; BA, 24%; MA, 75%	AA, 82; BA, 1,330; MA, 4,240[13]
North Carolina	AA, 1%; BA, 86%; MA, 13%	AA, 10; BA, 1,868; MA, 292; Other, 1[9]
Ohio	AA, 10%; BA, 42%; MA, 47%; Educational specialist, 1%	AA, 101; BA, 411; MA, 464; Educational specialist, 11
Oklahoma	BA, 81.87%; MA, 18.08%; Other, 05%	BA, 1,549; MA, 342; Other, 1
Oregon	CDA, 4%; AA, 30%; BA, 45%; MA, 21%	CDA, 18; AA, 119; BA, 181; MA, 82
Pennsylvania EABG	Breakdown not available	Breakdown not available
Pennsylvania HSSAP	Breakdown not available	Breakdown not available
Pennsylvania K4 & SBPK	Breakdown not available	Breakdown not available
Pennsylvania Pre-K Counts	HSD, 0.3%; CDA, 0.4%; AA, 1%; BA, 68%; MA, 24%	HSD, 2; CDA, 3; AA, 10; BA, 518; MA, 179[10]
Rhode Island	BA, 100	BA, 13
South Carolina CDEPP	Breakdown not available	Breakdown not available[7]
South Carolina 4K	Breakdown not available	Breakdown not available
Tennessee	BA, 51%; MA, 44%; Other, 5%	BA, 483; MA, 417; Other, 48[10]
Texas	BA, 100%	BA, 8,389
Vermont EEI	CDA/AA, 8.3%; BA, 65.3%; MA, 26.4%	CDA/AA, 10; BA, 79; MA, 32[11]
Vermont Act 62	Breakdown not available	Breakdown not available
Virginia	CDA, 3%; AA, 1%; BA, 96%	Breakdown not available[7]
Washington	HSD, 0.7%; CDA, 3.1%; AA, 40.3%; BA, 40%; MA, 8.5%; Some college, 2.6%; Unknown, 4.7%	HSD, 3; CDA, 13; AA, 170; BA, 152; MA, 36; Some college, 11; Unknown, 20[10]
West Virginia	Breakdown not available	Breakdown not available
Wisconsin 4K	BA, 73.41%; MA, 25.91%; Other, .68%	BA, 969; MA, 342; Other, 9[12]
Wisconsin HdSt	Breakdown not available	Breakdown not available

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PERSONNEL	
	Teacher in-service requirement	Minimum assistant teacher degree requirement
Alabama	30 clock hours per year	CDA (public and nonpublic)
Alaska	6 credit hours per 5 years	CDA (public and nonpublic)[11]
Arizona	18 clock hours per year[16]	HSD or Equivalent (public and nonpublic)
Arkansas	30 clock hours per year[10]	CDA (public and nonpublic)
California	105 clock hours per 5 years	HSD or Equivalent (public and nonpublic)[10]
Colorado	15 clock hours per year	No minimum degree required (public and nonpublic)[10]
Connecticut	9 clock hours per year[15]	No minimum degree required (public and nonpublic)
Delaware	18 clock hours per year	HSD or Equivalent (public and nonpublic)
District of Columbia	40 clock hours per year	CDA (public and nonpublic)[12]
Florida	10 clock hours per year[12]	None (public and nonpublic)[13]
Georgia	15 clock hours per academic year	CDA or paraprofessional certificate (public and nonpublic)[10]
Illinois	120 clock hours per 5 years	AA (public and nonpublic)[5]
Iowa Shared Visions	6 credit hours per 5 years[12]	HSD or Equivalent (public and nonpublic)[13]
Iowa SVPP	15 clock hours per school year[8]	Other or varies by factors such as classroom (public and nonpublic)[9]
Kansas Preschool	15 clock hours per year	CDA (public and nonpublic)[10]
Kansas State Pre-K	15 clock hours per year	CDA or highly qualified paraprofessional status (public)
Kentucky	28 clock hours per year	HSD or Equivalent (public and nonpublic)
Louisiana LA4	18 clock hours per year	HSD or Equivalent (public and nonpublic)[17]
Louisiana 8(g)	18 clock hours per year	HSD or Equivalent (public); Not Applicable (nonpublic)[7]
Louisiana NSECD	18 clock hours per year	CDA (nonpublic)[14]
Maine	6 credit hours per 5 years	No minimum degree required (public and nonpublic)[12]
Maryland	6 credit hours per 5 years[10]	HSD or Equivalent (public and nonpublic)[11]
Massachusetts	150 clock hours per 5 years (IPLE); 20 clock hours per year (UPK)	HSD or Equivalent (public); 18 years + 3 credit CD course (nonpublic)[15]
Michigan	6 credit hours per 5 years[13]	CDA (public and nonpublic)[14]
Minnesota	15 clock hours per year[9]	CDA (public and nonpublic)[10]
Missouri	12 clock hours per year[13]	CDA (public and nonpublic)[14]
Nebraska	12 clock hours per year	CDA or 12 semester hours of credit in CD or ECE, or equivalent in prior training and experience (public and nonpublic)
Nevada	6 credit hours per 5 years	HSD or Equivalent (public and nonpublic)
New Jersey Abbott	100 clock hours per 5 years	HSD or Equivalent (public and nonpublic)[12]
New Jersey ELLI	100 clock hours per 5 years	HSD or Equivalent (public and nonpublic)[13]
New Jersey ECPA	100 clock hours per 5 years	HSD or Equivalent (public and nonpublic)[12]
New Mexico	45 clock hours per year	AA (public) HSD or Equivalent (nonpublic)[10]
New York	175 clock hours per 5 years	HSD + 9 college credits in EC and Level I Teaching Assistant Certification (public); HSD (nonpublic)
North Carolina	75 clock hours per per 5-year BK SPII Licensure cycle[10]	CDA (public and nonpublic)[11]
Ohio	20 clock hours per 2 years[9]	HSD or Equivalent (public and nonpublic)
Oklahoma	None[11]	HSD or Equivalent (public and nonpublic)[12]
Oregon	15 clock hours per year	CDA (public and nonpublic)[11]
Pennsylvania EABG	180 clock hours per 5 years	Meets NCLB requirements (public and nonpublic)[9]
Pennsylvania HSSAP	15 clock hours per year	CDA (public and nonpublic)[8]
Pennsylvania K4 & SBPK	180 clock hours per 5 years	No minimum degree (K4); Meets NCLB requirements (SBPK)[7]
Pennsylvania Pre-K Counts	180 clock hours per 5 years	Meets NCLB requirements (public and nonpublic)[11]
Rhode Island	20 clock hours per per year	HSD plus 12 college credits in EC
South Carolina CDEPP	15 clock hours per year	HSD or Equivalent (public and nonpublic)[8]
South Carolina 4K	6 credit hours per every 5 years	HSD or Equivalent (public and nonpublic)
Tennessee	18 clock hours per year[11]	None (public and nonpublic)[12]
Texas	150 clock hours per 5 years	HSD or Equivalent (public); None (nonpublic)[11]
Vermont EEI	9 credit hours per 7 years (public); 12 clock hours per year (nonpublic)[12]	AA (public) HSD + 30 hours or 3-credit course in child development (nonpublic)[13]
Vermont Act 62	9 credit hours per 7 years[11]	AA (public); HSD + 30 hours or 3-credit course in CD (nonpublic)[12]
Virginia	15 clock hours per year	HSD or Equivalent (public); No minimum degree required (nonpublic)
Washington	15 clock hours per year	CDA or 12 credits in ECE (public and nonpublic)[11]
West Virginia	15 clock hours per year	HSD or Equivalent (public and nonpublic)[10]
Wisconsin 4K	6 credit hours per 5 years[13]	HSD or Equivalent (public); As per child care licensing standards (nonpublic)[14]
Wisconsin HdSt	15 clock hours per year[13]	HSD or Equivalent (public and nonpublic)[12]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	PERSONNEL
	Assistant teacher specialized training requirement
Alabama	Public and nonpublic: CDA (Pre-K); 9 credits of college coursework in CD or EC (CD or EC)
Alaska	Public and nonpublic: CDA (P)
Arizona	None
Arkansas	Public and nonpublic: CDA
California	None
Colorado	None[10]
Connecticut	None
Delaware	None
District of Columbia	Public and nonpublic: CDA[12]
Florida	None
Georgia	Public: CDA (B-5); Public and nonpublic: State Paraprofessional certification (P-8)[10]
Illinois	Public and nonpublic: Educator License with Stipulations with a paraprofessional endorsement (PreK to Age 21)
Iowa Shared Visions	None[13]
Iowa SVPP	Public and nonpublic: CDA (PreK); Paraeducator with EC (PreK-12 and PreK)
Kansas Preschool	Public and nonpublic: CDA[10]
Kansas State Pre-K	Public: CDA (early childhood); highly qualified paraprofessional status (early childhood)
Kentucky	None[17]
Louisiana LA4	None
Louisiana 8(g)	None
Louisiana NSECD	Public: CDA or AA (Preschool)[14]
Maine	Public and nonpublic: Ed Tech II (PreK-12)[12]
Maryland	None[11]
Massachusetts	Public: None; Nonpublic: 18 years + 3 credit CD course
Michigan	Public and nonpublic: AA in Early ECE/CD (birth to age 5); CDA (birth to age 5)
Minnesota	Public and nonpublic: CDA[10]
Missouri	Public and nonpublic: CDA (Child Development Associate) (Infant/Toddler and Preschool); 2 year associate degree in child development/education
Nebraska	Public and nonpublic: 12 Semester hours of undergraduate or graduate credit in Child Development or Early childhood Education or the equivalent in prior training or experience
Nevada	None
New Jersey Abbott	None
New Jersey ELLI	None
New Jersey ECPA	None
New Mexico	Public: Education Assistant (PreK-12)
New York	Public: Level 1, 2, or 3 Teaching Assistant Certificate; Nonpublic: HSD or meeting standards of licensing agency[14]
North Carolina	Public and nonpublic: CDA (Birth through Kindergarten); Public: NCLB (Birth through Kindergarten)[11]
Ohio	None
Oklahoma	None[12]
Oregon	Public and nonpublic: CDA (Preschool)[11]
Pennsylvania EABG	Public and nonpublic: Meets NCLB requirements
Pennsylvania HSSAP	Public and nonpublic: CDA[8]
Pennsylvania K4 & SBPK	No minimum degree (K4); Meets NCLB requirements (SBPK)[7]
Pennsylvania Pre-K Counts	Public and nonpublic: Meets NCLB requirements[11]
Rhode Island	Public and nonpublic: HSD plus 12 college credits in EC
South Carolina CDEPP	Public: ECD 101 (4K) (Only in public settings); Nonpublic: ECD 101 (4K)[8]
South Carolina 4K	None
Tennessee	None[12]
Texas	None
Vermont EEI	Public: AA; Nonpublic: HSD + 30 hours or 3-credit course in child development[13]
Vermont Act 62	Public: AA; Nonpublic: HSD + 30 hours or 3-credit course in CD
Virginia	None
Washington	Public and nonpublic: CDA or 12 credits in ECE
West Virginia	None[10]
Wisconsin 4K	None[14]
Wisconsin HdSt	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	RESOURCES	
	Total 2013-2014 spending	How much of total spending came from…
Alabama	$35,822,672	State, $23,604,115; Required local, $12,218,557[11]
Alaska	$1,786,000	State, $1,786,000[12]
Arizona	$12,306,789	State, $12,306,789[17]
Arkansas	$111,000,000	State, $103,500,000; Federal, $7,500,000[11]
California	$659,462,702	State, $568,986,908; Federal, $88,822,853; Required local, $1,652,941[11]
Colorado	$74,618,543	State, $47,742,255; Required local, $26,876,288
Connecticut	$106,300,555	State, $82,742,716; Non-required local, $23,557,839[16]
Delaware	$6,149,300	State, $6,149,300
District of Columbia	$217,422,643	State, $191,016,442; Federal, $26,406,201[13]
Florida	$381,108,517	State, $381,108,517
Georgia	$305,084,448	State, $305,084,448
Illinois	$276,431,173	State, $238,037,465; Non-required local, $38,393,708[6]
Iowa Shared Visions	$17,785,361	State, $7,716,478; Federal, unknown; Required local, $1,543,295; Non-required local, $8,525,588[14]
Iowa SVPP	$66,099,739	State, $66,099,739
Kansas Preschool	$4,799,812	State, $4,799,812[11]
Kansas State Pre-K	$12,642,171	State, $12,642,171
Kentucky	$140,169,216	State, $71,315,300; Federal, $55,226,601; Required local, $2,047,020; Non-required local, $11,580,295[18]
Louisiana LA4	$76,576,140	State, $38,120,372; Federal, $36,455,768; Non-required local, $2,000,000[18]
Louisiana 8(g)	$8,487,519	State, $8,487,519[8]
Louisiana NSECD	$7,184,800	State, $7,184,800
Maine	$29,434,015	State, $13,326,853; Required local, $16,107,162[13]
Maryland	$132,889,099	State, $132,889,099[12]
Massachusetts	$51,415,007	State, $15,828,732; Federal, $35,586,275[16]
Michigan	$174,275,000	State, $174,275,000[15]
Minnesota	$14,048,309	State, $14,048,309
Missouri	$7,782,864	State, $7,782,864
Nebraska	$27,061,345	State, $25,416,498; Federal, $1,644,847[10]
Nevada	$4,423,630	State, $3,338,875; Federal, $1,084,755[14]
New Jersey Abbott	$585,440,952	State, $585,440,952
New Jersey ELLI	$2,280,300	State, $2,280,300
New Jersey ECPA	$42,077,141	State, $42,077,141[13]
New Mexico	$27,280,800	State, $27,280,800
New York	$377,870,536	State, $377,870,536[15]
North Carolina	$195,654,114	State, $137,663,376; Federal, $43,754,630; Non-required local, $14,236,108
Ohio	$32,602,974	State, $32,602,974
Oklahoma	$313,184,872	State, $149,587,677; Federal, $36,443,026; Required local, $126,937,923; Non-required local, $216,246[13]
Oregon	$61,069,891	State, $61,069,891
Pennsylvania EABG	$3,580,661	State, $3,580,661
Pennsylvania HSSAP	$38,919,024	State, $38,919,024
Pennsylvania K4 & SBPK	$17,139,624	State, $17,139,624
Pennsylvania Pre-K Counts	$85,914,213	State, $85,914,213
Rhode Island	$2,284,475	State, $1,950,475; Federal, $334,000
South Carolina CDEPP	$34,324,427	State, $34,324,427[9]
South Carolina 4K	$15,513,846	State, $15,513,846[5]
Tennessee	$109,692,829	State, $85,807,267; Required local, $23,885,562
Texas	$799,347,078	State, $787,147,078; Federal, $12,200,000
Vermont EEI	$1,031,751	State, $1,031,751
Vermont Act 62	$29,967,549	State, $29,967,549[13]
Virginia	$106,197,010	State, $67,424,295; Required local, $38,772,715[8]
Washington	$58,198,086	State, $58,198,086[12]
West Virginia	$148,123,624	State, $91,001,199; Federal, $55,660,352; Non-required local, $1,462,073
Wisconsin 4K	$273,000,000	State, $169,000,000; Required local, $104,000,000[15]
Wisconsin HdSt	$6,264,100	State, $6,264,100[14]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	RESOURCES
	State funding sources and amounts
Alabama	Education Trust Fund, $23,604,115
Alaska	State general fund, $1,786,000
Arizona	First Things First, $12,306,790[17]
Arkansas	General Revenue, $103,500,000
California	General fund, $568,986,908[11]
Colorado	General fund, General fund exempt, State public school fund (CF), State education fund, $47,742,255
Connecticut	General fund, $81,642,118; Quality Counts, $1,100,598[16]
Delaware	ECAP, $6,149,300
District of Columbia	District funds, $191,016,442
Florida	General Revenue, $381,108,517
Georgia	Lottery, $305,084,449
Illinois	General Revenue Funds $238,037,465[6]
Iowa Shared Visions	General Funds, $7,716,478[14]
Iowa SVPP	State, $66,099,739[10]
Kansas Preschool	Tobacco Settlement Funds, $4,799,812
Kansas State Pre-K	State General Funds, $12,642,171
Kentucky	State General Fund, $71,315,300
Louisiana LA4	State General Funds, $38,120,372
Louisiana 8(g)	8(g) funds, $84,87,519[8]
Louisiana NSECD	State General Funds, $7,184,800
Maine	General Fund Revenue for State School funding formula, $13,326,853[13]
Maryland	General Fund revenue for State School funding formula, $132,889,099
Massachusetts	IPLE budget allocation FY14, $8,342,828; UPK budget allocation, $7,500,000[17]
Michigan	State School Aid Fund, $174,275,000[15]
Minnesota	State General Fund, $14,048,309
Missouri	Tobacco Settlement Funds, $7,782,864
Nebraska	Tax Equity and Educational Support Act (TEEOSA), $21,897,734; Early Childhood Education Grant Program for ages 3 to 5, $3,519,164;
Nevada	State Pre-K, $3,338,875[14]
New Jersey Abbott	State Preschool Education Aid, $585,440,952
New Jersey ELLI	State Preschool Education Aid Funds, $2,280,300
New Jersey ECPA	State Preschool Education Aid, $42,077,141
New Mexico	State General Fund, $27,280,800
New York	Allocation Grant, $377,870,536
North Carolina	General Fund, $62,127,667; Lottery, $75,535,709
Ohio	General revenue funds, $32,602,974
Oklahoma	State appropriation, $142,985,269; Other state sources, $6,602,408[13]
Oregon	State General Fund, $61,069,891
Pennsylvania EABG	General fund, $3,580,661
Pennsylvania HSSAP	General fund, $38,919,024
Pennsylvania K4 & SBPK	General fund, $17,139,624
Pennsylvania Pre-K Counts	General fund, $85,914,213
Rhode Island	General revenue, $1,950,475
South Carolina CDEPP	Education Improvement Act, $34,324,437[9]
South Carolina 4K	State Education Improvement Act, $15,513,846
Tennessee	General Revenue funds, $85,807,267
Texas	Foundation School Program, $768,647,078; Texas School Ready! Grant Program, $3,500,000; Supplemental Prekindergarten Funding, $15,000,000
Vermont EEI	General Fund, $1,031,751
Vermont Act 62	State Education Fund, $17,096,420; Essential Early Education Funds, $12,971,129[13]
Virginia	Lottery, $67,424,295
Washington	State general fund, $18,198,086; Opportunities Pathway Account (lottery), $40,000,000
West Virginia	State Aid Formula, $91,001,199
Wisconsin 4K	General revenue funds, $169,000,000
Wisconsin HdSt	General purpose revenue, $6,264,100

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	RESOURCES	
	Federal funding sources and amounts	School funding or state aid formula?
Alabama	None	No
Alaska	None	No
Arizona	None	No
Arkansas	TANF, $7,500,000	No
California	CCDF, $88,822,853[11]	No
Colorado	None	Yes[11]
Connecticut	USDA CACFP, amount not reported[16]	Yes[17]
Delaware	None	No
District of Columbia	Head Start, $26,406,201; CCDF, TANF, amounts not reported	Yes[13]
Florida	None	Yes[14]
Georgia	None	No
Illinois	None[6]	No
Iowa Shared Visions	Head Start, TANF, amounts not reported	No
Iowa SVPP	None	Yes 50% of the K-12 student aid[10]
Kansas Preschool	None	No
Kansas State Pre-K	None	Yes[7]
Kentucky	Head Start, $30,583,374; Title I, $10,582,122; IDEA (619), $8,513,732; Other, $5,547,373[18]	Yes[18]
Louisiana LA4	TANF, $36,455,768[18]	Yes[18]
Louisiana 8(g)	None[8]	Yes[8]
Louisiana NSECD	None	No
Maine	IDEA Title I, amount not reported[13]	Yes[13]
Maryland	None[12]	Yes[12]
Massachusetts	IDEA, $3,436,306; TANF/CCDF funds, $32,149,969[17]	No
Michigan	None	Yes[16]
Minnesota	None	No
Missouri	None	No
Nebraska	Head Start, $1,644,847; IDEA Part B-619, IDEA Part C ,Title I Parts A and C, amounts not reported	Yes[10]
Nevada	Title 1, $1,084,755[14]	No
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not reported	Yes[13]
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not reported	Yes[14]
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amounts not reported	Yes[13]
New Mexico	None	No
New York	None	Yes[16]
North Carolina	Head Start, $16,656,324; Title I, $13,185,224; Preschool Disabilities, $10,159,534; CACFP, $3,307,498	No
Ohio	Title I, amount not reported[10]	Yes[11]
Oklahoma	Multiple federal sources, $36,443,026[13]	Yes[13]
Oregon	CACFP, CCDF, Head Start, amount not reported[12]	No
Pennsylvania EABG	None	Yes[10]
Pennsylvania HSSAP	None	No
Pennsylvania K4 & SBPK	None	No
Pennsylvania Pre-K Counts	None	No
Rhode Island	Race to the Top, Early Learning Challenge Grant, $334,000[5]	Yes[6]
South Carolina CDEPP	None	No
South Carolina 4K	None	Yes[6]
Tennessee	Head Start, Title I, IDEA (619), amounts not reported	Yes[13]
Texas	Texas Workforce Commission, $12,200,000[12]	Yes[13]
Vermont EEI	None	No
Vermont Act 62	Title I, amount not reported[13]	Yes[13]
Virginia	None	Yes[8]
Washington	None	No
West Virginia	Title 1, $105,128; IDEA, $3,203,672; Head Start, $46,283,025; TANF/Child Care, $6,068,527	Yes[11]
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDACACFP, amounts not reported[15]	Yes[16]
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amounts not reported[14]	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	RESOURCES
	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private CC, Faith-based centers, Other settings: College/ University, Military Childcare, Community Agencies
Alaska	Public schools
Arizona	Public schools, Head Start, Private CC, Faith-based centers, Family CC[18]
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Home Visiting Providers[12]
California	Public schools, Head Start, Private CC, Faith-based centers without religious content
Colorado	Public schools
Connecticut	Other settings: Municipalities, Towns, School Districts[18]
Delaware	Public schools, Head Start, Private CC, Faith-based centers
District of Columbia	Public schools, Private CC, Faith-based centers
Florida	Other settings: Early Learning Coalitions
Georgia	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Universities and technical schools, military bases, charter schools
Illinois	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Higher Education
Iowa Shared Visions	Public schools, Head Start, Private CC, Faith-based centers
Iowa SVPP	Public schools, Other settings[11]
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers[12]
Kansas State Pre-K	Public schools
Kentucky	Public schools[19]
Louisiana LA4	Public schools, Other settings: Charter Schools
Louisiana 8(g)	Public schools
Louisiana NSECD	Private CC, Faith-based centers, Other settings: BESE Approved Nonpublic Schools[15]
Maine	Public schools
Maryland	Public schools
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Private Schools
Michigan	Other settings: Intermediate school districts[17]
Minnesota	Head Start
Missouri	Public schools, Head Start, Private CC, Family CC
Nebraska	Public schools, Other settings: Educational Service Units[11]
Nevada	Public schools, Head Start, Private CC, Faith-based centers[15]
New Jersey Abbott	Public schools[14]
New Jersey ELLI	Public schools
New Jersey ECPA	Public schools
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Regional Education Cooperatives, Municipalities, Universities, Charter Schools, Bureau of Indian Education Schools, Tribes
New York	Public schools
North Carolina	Public schools, Head Start, Other settings: Public-private partnerships (local Smart Start partnerships), other nonprofits
Ohio	Public schools, Head Start, Private CC, Faith-based centers[12]
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Community Colleges, Government Agencies, Higher Education[13]
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Pennsylvania K4 & SBPK	Public schools
Pennsylvania Pre-K Counts	Public schools, Head Start, Private CC, Other settings: licensed nursery schools[12]
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers
South Carolina CDEPP	Public schools, Other settings: SC First Steps
South Carolina 4K	Public schools
Tennessee	Public schools
Texas	Public schools, Other settings: Charter schools
Vermont EEI	Public schools, Head Start, Private CC, Family CC, Other settings: Parent Child Centers
Vermont Act 62	Public schools
Virginia	Public schools, Other settings: Other state and local government agencies
Washington	Public schools, Head Start, Private CC, Other settings: Local governments, Colleges/universities, Educational service districts
West Virginia	Public schools
Wisconsin 4K	Public schools[17]
Wisconsin HdSt	Head Start

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	RESOURCES	
	Agencies with which subcontracting is permitted	Is there a required local match?
Alabama	None	Yes[11]
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Arizona	None	No
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC	Yes[11]
California	Public schools, Head Start, Private CC, Faith-based centers without religious content	No
Colorado	Head Start, Private CC, Faith-based centers, Other settings: Public agencies such as city recreation centers or university and college labs school programs, charter schools	Yes[11]
Connecticut	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Regional Education Service Centers (RESCs)[18]	No
Delaware	None	No[5]
District of Columbia	Public schools, Head Start, Private CC, Faith-based centers, Family CC[14]	No
Florida	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K[15]	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	Yes[14]
Iowa SVPP	Head Start, Private CC, Faith-based centers[11]	No
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers	No
Kansas State Pre-K	Public schools, Other settings: service centers - determined locally	No
Kentucky	Public schools, Head Start, Private CC, Faith-based centers[19]	No
Louisiana LA4	Head Start, Private CC, Other settings: Charter Schools	No
Louisiana 8(g)	None	No
Louisiana NSECD	Head Start, Private CC, Faith-based centers[15]	No
Maine	Public schools, Head Start, Private CC, Family CC	Yes[14]
Maryland	Public schools, Head Start, Private CC	No
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Private Schools	Yes[16]
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other settings: for-profit public or private agencies[17]	Yes[16]
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	Yes[12]
Nevada	None	No
New Jersey Abbott	Public schools, Head Start, Private CC, Faith-based centers[14]	No
New Jersey ELLI	Public schools, Head Start, Private CC, Faith-based centers[15]	Yes[16]
New Jersey ECPA	Public schools, Head Start, Private CC, Faith-based centers[14]	No
New Mexico	Head Start, Private CC, Faith-based centers, Family CC, Other settings: Municipalities and universities	No
New York	Head Start, Private CC, Faith-based centers, Family CC, Other settings: Libraries and museums[17]	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	Public schools, Head Start, Private CC, Faith-based centers; Other[14]. Corporate spaces, community-based organizations such as YMCA, assisted living, university child development centers, and tribal Head Start	No
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: 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, Family CC, Other settings: licensed nursery schools[12]	No
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers	No
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers	No
South Carolina 4K	Public schools	No
Tennessee	Head Start, Private CC, Faith-based centers, Other settings: Institutions of Higher Education, Housing Authorities, Adult Learning Centers[14]	Yes[13]
Texas	Public schools, Head Start, Private CC	No
Vermont EEI	Private CC, Family CC	No
Vermont Act 62	Public schools, Head Start, Private CC, Family CC[14]	No
Virginia	Public schools, Head Start, Private CC, Faith-based centers	Yes[18]
Washington	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Local governments, Colleges/universities, Educational service districts[13]	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 settings: Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.	Yes[16]
Wisconsin HdSt	Public schools Private CC Family CC	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	Information collected for monitoring purposes
Alabama	Structured observations of classroom quality (ECERS is the primary tool and is required for all new programs. Structured coaching occurs at least monthly. Additionally, monitoring is completed monthly.); Documentation of children's learning and/or child outcomes (TS GOLD--ongoing documentation of observational-based assessment. Three checkpoints per year. PPVT is used in randomly selected classrooms.); Documentation of program-level outcomes (Annually (TS GOLD, PPVT, ECERS)); Review of program facilities and safety procedures (Monthly); Results of program self-assessments (Annually); Review of program records (Monthly)[12]
Alaska	Structured observations of classroom quality (ECERS at least once per year); Documentation of children's learning and/or child outcomes (PPVT & Teaching Strategies Gold 2 X per year for state reporting; ongoing for program and classroom use); Documentation of program-level outcomes (ECERS at least 1X per year); Review of program facilities and safety procedures (ECERS & Approval as Alaska Pre-Elementary School); Other (Quarterly Annual reports)
Arizona	Structured observations of classroom quality (ERS and CLASS every other year during the QRIS assessment process.); Documentation of children's learning and/or child outcomes (Reviewed every other year during the QRIS assessment process; Teaching Strategies Gold or other selected by the participating program);Review of program facilities and safety procedures (ERS conducted every other year in the QRIS assessment process.); Results of program self-assessments (Results of ERS, CLASS and Quality First Points Scale assessments are collected every other year for participation in QRIS, Quality First); Participation in a state QRIS; Review of program records (Teaching Staff Qualifications, Ratios and Group Sizes, and Curriculum is reviewed every other year during the QRIS assessment process.)
Arkansas	Structured observations of classroom quality (Structured observations of classroom quality (ECERS, ITERS, FCCERS)); Documentation of children's learning and/or child outcomes (Work Sampling and Ounce collected three times per program year); Documentation of program-level outcomes (Monitoring for compliance with ABC Rules and Regulations; and PAS/BAS are reviewed every three years); Review of program facilities and safety procedures (State Licensing reviews programs three times annually); Review of program records (Program records are reviewed during monitoring visits conducted each program year); Other (Although programs are not required by state regulations to participate in the QRIS, programs are required to meet Quality Standards in the ABC classroom area.)[13]
California	Structured observations of classroom quality (ECERS, at least annually); Documentation of children's learning and/or child outcomes (DRDP, within 60 days of initial enrollment and not to exceed every 6 months thereafter); Documentation of program-level outcomes (Environment Rating Scale self-assessment, parent surveys, annually; parent teacher conferences, every 6 months); Review of program facilities and safety procedures; Results of program self-assessments; Review of program records[12]
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 (Teaching Strategies GOLD, three times per year); Review of program facilities and safety procedures (through child care licensing requirements)[12]
Connecticut	Structured observations of classroom quality (ECERS for non-accredited programs); Documentation of children's learning and/or child outcomes (learning experience plans); Documentation of program-level outcomes (NAEYC); Review of program facilities and safety procedures (child care licensing); Results of program self-assessments (Year-end Evaluation); Review of program records (monthly reports)[19]
Delaware	Structured observations of classroom quality (CLASS for DE STARS); Documentation of children's learning and/or child outcomes (TSI Gold); Documentation of program-level outcomes (HS Performance Standards); Review of program facilities and safety procedures (HS Performance Standards); Results of program self-assessments (Head Start Self Assessment); Participation in a state QRIS; Review of program records[6]
District of Columbia	Structured observations of classroom quality (All programs were evaluated using the CLASS); Review of program facilities and safety procedures (Sectors are responsible for this)
Florida	Structured observations of classroom quality (ECERS and CLASS; instrument is locally determined, annually); Documentation of children's learning and/or child outcomes (Florida VPK Assessment, Pre- and Post-Assessment); Documentation of program-level outcomes (ECHOSTM, and Florida Assessments for Instruction in Reading (FAIR), annually); Review of program facilities and safety procedures (DCF Licensing monitoring, 3 times per year); Review of program records (Child and provider eligibility determination documentation, child attendance, provider reimbursement; annually)
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 a year); Review of program facilities and safety procedures (Child Care License report); Results of program self-assessments (Grant Requirement Checklist, IQ Guides for Classroom Environment, Daily Schedule, Assessment); Review of program records (Grant Requirement Checklist)
Illinois	Structured observations of classroom quality (ECERS-R or CLASS 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); Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state QRIS; Review of program records; Other (Compliance reviews; Student Information System Data)[7]
Iowa Shared Visions	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD Online by state-determined checkpoint dates three times per year); Documentation of program-level outcomes (Maintenance of NAEYC accreditation and progress toward goals; annually); Review of program facilities and safety procedures (Reviewed externally by NAEYC every five years); Review of program records (Annual desk audit through the year-end report); Other (NAEYC Accreditation maintained each year)[15]
Iowa SVPP	Structured observations of classroom quality (Iowa's Quality Preschool Program Standards); Documentation of children's learning and/or child outcomes (GOLD 3X per yr.); Documentation of program-level outcomes (Iowa's Quality Preschool Program Standards (based on NAEYC)); Review of program facilities and safety procedures (See above); Results of program self-assessments; Review of program records; Other (Certified Annual Report collects financial information)
Kansas Preschool	Documentation of children's learning and/or child outcomes (Kansas Early Learning Inventory for Fours (KELI-4)); Results of program self-assessments (Once per year: Classroom Practices Survey, Transition Survey); Other (Once per year, family practices/ protective factors survey)[13]
Kansas State Pre-K	Documentation of children's learning and/or child outcomes (Kansas Early Learning Inventory for Fours (KELI-4), Fall and Spring); Results of program self-assessments (Classroom practices, fall; Transition Survey); Other (Family survey, fall; Protective Factors survey)[8]
Kentucky	Structured observations of classroom quality (ECERS once every 5 years); Documentation of children's learning and/or child outcomes (One of 12 instructional assessment tools administered, at least two times per year); Documentation of program-level outcomes (Yearly Preschool Program Report, annually); Review of program facilities and safety procedures (Preschool Program Review (P2R) once every 5 years); Results of program self-assessments; Participation in a state quality rating system Review of program records (Preschool Program Review (P2R) once every 5 years); Other (Review of numbers of children enrolled as recorded by the statewide data system.)[20]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	Information collected for monitoring purposes
Louisiana LA4	Structured observations of classroom quality (CLASS - piloted in 13 communities); Documentation of children's learning and/or child outcomes (Developing Skills Checklist and/or Teaching Strategies GOLD); Documentation of program-level outcomes (CLASS Data, Teaching Strategies GOLD data); Review of program facilities and safety procedures (Program facilities and safety standards monitored by the Department of Health and Hospitals and State Fire Marshall); Results of program self-assessments (CLASS Observations conducted by local reliable observers); Participation in a state QRIS; Review of program records (Monitoring of monthly, quarterly and semi-annual reports, annual desk reviews for compliance with program guidelines)[19]
Louisiana 8(g)	Structured observations of classroom quality (CLASS, frequency determined locally); Documentation of children's learning and/or child outcomes (DSC twice a year, ongoing portfolio assessment)); Documentation of program-level outcomes (Compliance with program guidelines, Progress to Date Report, and End of Year Report; annually); Review of program records (Audited financial records, annual)
Louisiana NSECD	Structured observations of classroom quality (CLASS Observations); Documentation of children's learning and/or child outcomes (TS Gold, ongoing; DSC, 3 times per year); Documentation of program-level outcomes (TANF-based Program Performance Indicators, monthly); Review of program facilities and safety procedures; Results of program self-assessments (NSECD Performance Review and End of the Year Reporting, annually); Review of program records (Programs are audited annually by NSECD Program Manager)
Maine	None[15]
Maryland	Review of program records (Other information to determine compliance with state prekindergarten regulations)
Massachusetts	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes; Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state QRIS; Other (Fiscal reports)[18]
Michigan	Structured observations of classroom quality (PQA at least 3 times per year); Documentation of children's learning and/or child outcomes (AEPS, COR, CC, WSS, ASQ, Battelle, DIAL-3, at enrollment and ongoing); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state QRIS; Review of program records[18]
Minnesota	Review of program facilities and safety procedures; Results of program self-assessments; Participation in a state QRIS; Review of program records[11]
Missouri	Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (Licensing, Sanitation and Fire Marshal perform, at a minimum, onsite visits annually. For program accreditation, at a minimum, sites receive an onsite visit every 3 years.)
Nebraska	Structured observations of classroom quality (ECERS Annually for the first three years of grant funding); Documentation of children's learning and/or child outcomes (Documentation of children's learning and/or child outcomes); Documentation of program-level outcomes (Must be reported locally); Review of program facilities and safety procedures (As part of compliance report for program approval); Results of program self-assessments; Review of program records (When being reviewed on-site by staff)
Nevada	Structured observations of classroom quality (ECERS, ELLCO; every two years); Documentation of children's learning and/or child outcomes (PPVT, EOWPVT, WIDA; as pre- and post-assessment annually); Documentation of program-level outcomes (every two years); Review of program records[16]
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); Documentation of program-level outcomes (Informal data tool collected annually by the Department of Education); Review of program facilities and safety procedures (During annual SAVS); Results of program self-assessments (During annual SAVS); Review of program records (During annual SAVS and also in annual program plan review)[15]
New Jersey ELLI	Structured observations of classroom quality Review of program records (Annually)[17]
New Jersey ECPA	Review of program records (Annually)[15]
New Mexico	Structured observations of classroom quality (ECERS-R and E; self-assessments annually); Documentation of children's learning and/or child outcomes (New Mexico PreK Observational Assessment (twice per year, fall and spring)); Documentation of program-level outcomes (23 Essential Indicators, twice per year); Review of program facilities and safety procedures (Results of self-assessments (ECERS-R and ECERS-E); Child Care licensing for non-public programs); Results of program self-assessments (Reported to state agency annually as part of program monitoring); Participation in a state quality rating system Review of program records (Annual Program Monitoring)
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 (locally determined from state approved list, annually); Documentation of program-level outcomes (Annual year-end report);Results of program self-assessments; Participation in a state quality rating system Review of program records; Other (Teacher qualification data; Basic Educational Data System Information on each enrolled pre-K student)[18]
North Carolina	Structured observations of classroom quality (ECERS-R based on the NC Rated License Assessment); Documentation of children's learning and/or child outcomes (Required use of approved instructional/formative assessment system); Documentation of program-level outcomes (Results of program self-assessments and participation in the Star-rated License System); Review of program facilities and safety procedures (Participation in QRIS); Results of program self-assessments (Participation in QRIS); Participation in a state QRIS Review of program records (Contractor monitoring managed at state level through sample of onsite visits and desk audits); Other[13]
Ohio	Structured observations of classroom quality (State created new observation tool (OCOT--Ohio Classroom Obs Tool) that focuses on quality of classroom interactions. Tool is aligned to ECERS and CLASS; Documentation of children's learning and/or child outcomes (Programs are required to report child assessment data. In 2013-14 used Get It Got It Go 2 x/yr, ASQSE, curriculum-embedded performance) measures).); Documentation of program-level outcomes (All programs required to participate in Ohio's TQRIS--Step Up To Quality. Includes PD hours, observations, transition plans, family engagement review.); Review of program facilities and safety procedures (Annual licensing site visit); Results of program self-assessments (Programs required to conduct annually and report to state); Participation in a state quality rating system Review of program records (On-site and desk reviews conducted annually)[13]
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); Review of program facilities and safety procedures (Regional Accreditation officers review); Review of program records (Regional Accreditation officers review)[14]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	Information collected for monitoring purposes
Oregon	Structured observations of classroom quality (CLASS (Triennially and as needed; monitoring, triennially and as needed)); Documentation of children's learning and/or child outcomes (TS GOLD (triennially)); Documentation of program-level outcomes (Compliance with federal Head Start Performance Standards, formally every three years as needed; Program Information Reports Annually); Review of program facilities and safety procedures (Review of program facilities and safety procedures are conducted through triennial monitoring reports and annual self assessments); Results of program self-assessments (Annual Self Assessment Reports); Participation in a state quality rating system; Review of program records (Annual Self-Assessment; site visits as needed)[14]
Pennsylvania EABG	None[11]
Pennsylvania HSSAP	Structured observations of classroom quality (CLASS, ERS or approved local tool annually); Documentation of children's learning and/or child outcomes (approved assessment tools aligned with early learning outcomes reporting framework; reported 2X/year); Documentation of program-level outcomes (locally determined; annually); Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (optional participation in QRIS)
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Structured observations of classroom quality (ERS, annual self-assessment; bi-annual external assessment); Documentation of children's learning and/or child outcomes (chosen from approved tools aligned with early learning outcomes reporting framework; reporting required twice/year); Documentation of program-level outcomes (Program Review Instrument; annually); Review of program facilities and safety procedures (ERS); Results of program self-assessments (ERS, program review instrument); Participation in a state QRIS; Review of program records
Rhode Island	Structured observations of classroom quality (ECERS once per year with average score of 5 or more, CLASS once per year); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, ongoing); Documentation of program-level outcomes (Teaching Strategies GOLD, program assessments three times per year); Review of program facilities and safety procedures (state-created reporting tools, annually); Results of program self-assessments (state-created reporting tools, annually); Participation in a state QRIS[7]
South Carolina CDEPP	Structured observations of classroom quality (ELLCO); Other (DSS)
South Carolina 4K	None 7
Tennessee	Structured observations of classroom quality (ECERS and ELLCO self-assessment, bi-annually for new teachers);Documentation of program-level outcomes (verification of teacher and assistant's credentials; attendance and make up of classroom; curriculum and assessment, at least annually); Review of program facilities and safety procedures (minimum of two visits per year by program evaluator); Results of program self-assessments (plan of action submitted after using ECERS and ELLCO assessment tools); Review of program records (Twice per year, more as needed)[15]
Texas	None
Vermont EEI	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, Fall & Spring Checkpoints)[14]
Vermont Act 62	Structured observations of classroom quality (PreK programs must have at least 3 STARS in VT's QRIS. ECERS is part of the higher levels of its QRIS); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD; Fall & Spring checkpoints required); Review of program facilities and safety procedures (All PreK programs must comply with child care licensing regulations which include rules related to facilities and safety procedures); Participation in a state QRI[15]
Virginia	Documentation of children's learning and/or child outcomes (PALS PreK twice a year); Documentation of program-level outcomes (Review of local plans twice a year); Other (Review of Head Start MOU between Head Start and VPI if applicable)[9]
Washington	Structured observations of classroom quality (ECERS & CLASS to establish QRIS rating in 86 of the 271 sites); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD three times per year); Documentation of program-level outcomes (health, annually); Review of program facilities and safety procedures (every 4 years); Results of program self-assessments (annually); Participation in a state QRIS Review of program records (every 4 years); Other (Intensive on-site review of all ECEAP Performance Standards every 4 years)[14]
West Virginia	Structured observations of classroom quality (ECERS-R, once every three years); Documentation of children's learning and/or child outcomes (WV Pre-K Child Assessment System utilizing ELS); Results of program self-assessments (Implementation Checklist, Health and Safety Self-Monitoring); Review of program records (Program Review/Monitoring once every 3 years)[12]
Wisconsin 4K	Other (special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports)
Wisconsin HdSt	Other (Other information such as grant applications, fiscal audit, sections of the federal application, and submission of Head Start PIR)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	How is monitoring information collected by the state?
Alabama	Site visits (Monthly); Submission of information by program or local entity (At least 3 times per year)
Alaska	Site visits (by staff of the state oversight agency on a 3-year cycle, by consultants 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)
Arizona	Site visits (every other year during the QRIS assessment process)
Arkansas	Site visits (Arkansas state staff monitor center-based agencies each program year; Contracted consultants monitor home visiting programs each program year; Contracted consultants conduct ERS assessments every other program year); Submission of information by program or local entity (Programs must apply for participation in ABC/ABCSS each program year through a grant process; programs must report mid-year and final financial reports; programs receiving $100,000 must submit an audit each program year.); Monitoring information is collected through other means (Programs are monitored three times per year by Arkansas child care licensing staff.)[14]
California	Site visits (every 3 years based on a priority order using programmatic, contract, fiscal, and other compliance data)
Colorado	Site visits (every two years, more frequently in programs with identified needs); Submission of information by program or local entity (annually); Monitoring information is collected through other means (Monitoring information is collected through other means, Department of Human Services child care licensing visits, financial records submission and auditing)[13]
Connecticut	Site visits (by staff of state agency as needed by random sampling; community liaisons monitor at least once per year); Submission of information by program or local entity (RFP; site evaluations); Monitoring information is collected through other means (monthly reports)
Delaware	Site visits (2 times per year); Submission of information by program or local entity (quarterly reports, PIR)
District of Columbia	Site visits (Annual); Submission of information by program or local entity (Annual)
Florida	Site visits (as needed); Submission of information by program or local entity (quarterly); Monitoring information is collected through other means (DCF monitors all licensed programs at least three times per year and posts reports online)
Georgia	Site visits (at least annually, based on program needs and assessments); Submission of information by program or local entity (Rosters submitted four times during the school year); Monitoring information is collected through other means (Programs with a Pre-K classroom that are participating in the state's Tiered Quality Rating and Improvement System are also observed with ECERS-R)[11]
Illinois	Site visits (on a 3-year cycle and as needed); Submission of information by program or local entity (annually; individual student information system, continuation application, program improvement plans)[8]
Iowa Shared Visions	Site visits (Conducted by the state when determined necessary based on results of reports received, etc.); Submission of information by program or local entity (Annual application includes program description of services, budget, and NAEYC accreditation; annual year-end report includes quarterly finance report, program staff, professional development, program services, community collaborations/services, curriculum and assessments used, in-kind requirement); Monitoring information is collected through other means (Site visits completed by NAEYC every five years)
Iowa SVPP	Site visits (Once every 5 years.); Submission of information by program or local entity (Desk audit)
Kansas Preschool	Submission of information by program or local entity (Classroom practices and parent surveys, once per year; Child observation (KELI-4), twice per year); Monitoring information is collected through other means (KPP Leadership Teams completed a Collaboration Survey. Leadership Team are trained in the Kansas MTSS leadership process, promoting collaboration, and improving quality across all community and school sites.)[14]
Kansas State Pre-K	Submission of information by program or local entity (annually; twice annually for child information)[9]
Kentucky	Site visits (At least once every 5 years for all the districts and least 30% of the teachers are observed at each site); Submission of information by program or local entity (Once every 5 years the cohort districts submit information regarding enrollment, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff and other programmatic data); Monitoring information is collected through other means (review information about the district through the Student Information System, KDE staff interviews and periodic visits including through the consolidated monitoring process.)[21]
Louisiana LA4	Site visits (CLASS visits to a percentage (determined locally) of classrooms in the 13 community network pilots; data collected monthly); Submission of information by program or local entity (Enrollment reported monthly, collaboration efforts/project; Support services reported semi-annually; monitoring information collected annually)
Louisiana 8(g)	Site visits (annually); Submission of information by program or local entity (twice a year)[9]
Louisiana NSECD	Site visits (CLASS Observations as well as observations conducted by contracted agencies. On-site administrative visits are conducted as needed.); Submission of information by program or local entity (Administrative monitoring desk reviews are conducted annually.)
Maine	Submission of information by program or local entity (Upon request)
Maryland	Site visits (At least once every three years); Submission of information by program or local entity (Annually, public programs only); Monitoring information is collected through other means (Enrollment information and Prekindergarten Directory (annually); Submission of pre-K updates in comprehensive LEA Master Plan (annually))
Massachusetts	Site visits (approximately once per year (UPK), all programs are visited within a 6-year cycle (IPLE)); Submission of information by program or local entity (annual and informal as needed. Submission of assessment data; annual grant review and electronic submission of child assessment data twice per year (UPK))
Michigan	Site visits; Submission of information by program or local entity[18]
Minnesota	Site visits (3 or 5 yr rotating schedule); Submission of information by program or local entity (Enrollment reported monthly; Annual application describes program design)
Missouri	Site visits (Varies based on program need); Submission of information by program or local entity (Programs are required to submit an application at the beginning of each program year and a Final Report at the end of each program year.); Monitoring information is collected through other means (Site visits based on a review of submitted reports or concerns raised from partner agencies); Submission of information by program or local entity)
Nebraska	Site visits (A percentage of classrooms each year); Submission of information by program or local entity (Annually)[13]
Nevada	Site visits (annually); Submission of information by program or local entity (mid- and end-of-year reports)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	How is monitoring information collected by the state?
New Jersey Abbott	Site visits (Site visits, several times per year and as needed to provide technical assistance; 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 ELLI	Site visits (1-2 times annually, as needed, or as requested by the district); Submission of information by program or local entity (annual budget and program plan)
New Jersey ECPA	Site visits (1-2 times annually, as needed, or as requested by the district); Submission of information by program or local entity (annual budget and program plan)
New Mexico	Site visits (At least once per year and more as needed); Submission of information by program or local entity (3 program reports annually, child outcome information twice per year; PreK database maintains a variety of program information and demographics)
New York	Site visits (varies); Submission of information by program or local entity (final program reports and program modification request applications, annually)[19]
North Carolina	Site visits (for program compliance; annually or more frequently as determined by needs); Submission of information by program or local entity (QRIS program evaluations and NC Educator Effectiveness Teacher Evaluation System); Monitoring information is collected through other means (Teacher effectiveness visits (mentoring, evaluation) per prescribed process and schedule set forth in State Education Board Policy; Teacher Evaluation, Mentoring, BK Licensure data and information)[14]
Ohio	Site visits (Programs receive annual licensing visit. On-site quality rating visit every 2 years for 3-star centers and every 3 years for 4-5 star-centers); Submission of information by program or local entity (Annual submission of program information to state. Includes program documentation, teacher credentials, child assessment, self-assessment, observations)
Oklahoma	Site visits (Two audits per year); 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); Review of program facilities and safety procedures; Review of program records
Oregon	Site visits (Annually and as needed); Submission of information by program or local entity (Monthly, quarterly and annual reports that include information on enrollment, attendance, child outcomes, and targeted performance indicators.)
Pennsylvania EABG	None
Pennsylvania HSSAP	Site visits (at least once annually)
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	Site visits (at least once annually); Submission of information by program or local entity (quarterly narrative reports, annual reporting, monthly information submission to PELICAN data system); Monitoring information is collected through other means (Program Review Instrument; teachers, family, and child demographics updated continually)
Rhode Island	Site visits (once per year at a minimum; by consultants, monthly); Submission of information by program or local entity (web-based child assessment information, monitoring three times per year)
South Carolina CDEPP	Site visits (varies); Submission of information by program or local entity (PD plans)
South Carolina 4K	None
Tennessee	Site visits (minimum of two visits per year to document compliance with school based child care rules); Submission of information by program or local entity (Plan of Action for ECERS and ELLCO for new staff); (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)[15]
Texas	None
Vermont EEI	Submission of information by program or local entity (Annually)[15]
Vermont Act 62	Submission of information by program or local entity (Annual child progress data); Monitoring information is collected through other means (Information collected through annual STARS reports and 3 year renewal applications)[16]
Virginia	Submission of information by program or local entity (twice per year)[9]
Washington	Site visits (Every one to four years, based on risk assessment); Submission of information by program or local entity (annual and every 4 years, depending on the info required)[14]
West Virginia	Site visits (once every 3 years); Submission of information by program or local entity (annually (fiscal, program data, and collaboration)[12]
Wisconsin 4K	Site visits (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)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	How is monitoring information used by the state?
Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Alaska	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Arizona	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents[19]
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
California	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Colorado	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; Other; To report child progress results for state legislature[14]
Connecticut	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula
Delaware	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
District of Columbia	To identify needs that will guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring
Florida	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents; Other; To assist teachers with understanding individual children's strengths and areas where additional support may be needed[16]
Georgia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Illinois	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To measure program on a QRIS[12]
Kansas Preschool	To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; Other; To determine any changes to application and to inform KSDE regarding potential TA needed for programs and leadership teams; To provide a state-level report on the efficacy of KPP to the Children's Cabinet and the Kansas State Department of Education[14]
Kansas State Pre-K	To identify needs that will guide teacher training or professional development; Other; To provide a report on the efficacy of the program at the state level
Kentucky	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents[22]
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Maine	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Maryland	To identify programs for corrective action or sanctions
Massachusetts	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents[19]
Michigan	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Minnesota	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS
Missouri	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program[15]
Nebraska	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Nevada	To identify needs that will guide teacher training or professional development; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	How is monitoring information used by the state?
New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program[16]
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents[11]
New York	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents[20]
North Carolina	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents; Other; Provide feedback to the public about the quality of services and teacher effectiveness[13]
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Oklahoma	To identify programs for corrective actions or sanctions; To make changes to state policies regarding the preschool program
Oregon	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents
Pennsylvania EABG	None
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS; To provide feedback to parents[9]
Pennsylvania K4 & SBPK	None
Pennsylvania Pre-K Counts	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To provide feedback to parents
Rhode Island	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
South Carolina CDEPP	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring
South Carolina 4K	None
Tennessee	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Texas	None
Vermont EEI	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To provide feedback to parents[16]
Vermont Act 62	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring; To measure program on a QRIS; To provide feedback to parents[17]
Virginia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To provide program staff with technical assistance and/or mentoring
Washington	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program; To measure program on a QRIS
West Virginia	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
Wisconsin 4K	Other; For administrative oversight
Wisconsin HdSt	To make funding decisions about programs or grantees

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

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 process quality[13]
Arizona	Yes, measuring process quality[20]
Arkansas	Yes, measuring impact and child outcomes
California	No
Colorado	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math)[15]
Connecticut	No
Delaware	Yes, measuring both process quality and program impact/child outcomes
District of Columbia	Yes, measuring process quality
Florida	Yes, measuring impact and child outcomes (e.g., child assessments in literacy and math)[17]
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	Yes, measuring impact and child outcomes
Kansas Preschool	Yes, measuring both process quality and program impact/child outcomes[14]
Kansas State Pre-K	Yes, measuring both process quality and program impact/child outcomes[10]
Kentucky	Yes, measuring process quality
Louisiana LA4	Yes, measuring both process quality and program impact/child outcomes[20]
Louisiana 8(g)	Yes, measuring impact and child outcomes[10]
Louisiana NSECD	Yes, measuring both process quality and program impact/child outcomes[16]
Maine	No
Maryland	No
Massachusetts	Yes, measuring process quality[20]
Michigan	Yes, measuring both process quality and program impact/child outcomes[19]
Minnesota	No
Missouri	Yes, measuring process quality
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes[17]
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ELLI	No
New Jersey ECPA	No
New Mexico	Yes, measuring both process quality and program impact/child outcomes[12]
New York	No
North Carolina	Yes, measuring both process quality and program impact/child outcomes
Ohio	Yes, measuring both process quality and program impact/child outcomes[14]
Oklahoma	Yes, measuring impact and child outcomes
Oregon	No
Pennsylvania EABG	No
Pennsylvania HSSAP	No
Pennsylvania K4 & SBPK	No
Pennsylvania Pre-K Counts	No
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	No
Tennessee	Yes, measuring both process quality and program impact/child outcomes[16]
Texas	No
Vermont EEI	No
Vermont Act 62	No[18]
Virginia	Yes, measuring both process quality and program impact/child outcomes[10]
Washington	Yes, measuring program impact/child outcomes[15]
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	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	When was the most recent formal evaluation of state pre-K program and what was evaluated?
Alabama	Ongoing
Alaska	2013-2014
Arizona	Planned validation study to start in school year 2014-2015.
Arkansas	NIEER-Rutgers University released a report titled: Longitudinal Effects of the Arkansas Better Chance Program: Findings from First Grade through Fourth Grade
California	Not applicable
Colorado	Ongoing, annually
Connecticut	Not applicable
Delaware	annual program reviews
District of Columbia	The 2013-14 Evaluation is currently in progress.
Florida	Ongoing, Annually
Georgia	On-Going
Illinois	Fall 2009-Winter 2012
Iowa Shared Visions	2008
Iowa SVPP	2012-2013
Kansas Preschool	ongoing
Kansas State Pre-K	ongoing
Kentucky	2012
Louisiana LA4	2012-2013
Louisiana 8(g)	2012-2013
Louisiana NSECD	Annually since the 2004-2005 school year; 2013-2014 evaluation in process
Maine	Not applicable
Maryland	Not applicable
Massachusetts	2008-2009 and 2009-2010
Michigan	Ongoing, since 1995.
Minnesota	Not applicable
Missouri	2003
Nebraska	ongoing, annual
Nevada	2012-13
New Jersey Abbott	Program Impact Evaluation was completed in March 2013. The most recent Program Quality Evaluation was completed in 2014.
New Jersey ELLI	Not applicable
New Jersey ECPA	Not applicable
New Mexico	2010
New York	Not applicable
North Carolina	Ongoing, evaluations of classroom quality and child outcomes are conducted annually. See http://fpg.unc.edu/node/3897
Ohio	Nov 2012. 2013-2014 for child outcomes. TQRIS evaluation occurring now.
Oklahoma	2011 and ongoing
Oregon	Not applicable
Pennsylvania EABG	Not applicable
Pennsylvania HSSAP	Not applicable
Pennsylvania K4 & SBPK	Not applicable
Pennsylvania Pre-K Counts	Not applicable
Rhode Island	2009 - 2011
South Carolina CDEPP	2009-2010 school year
South Carolina 4K	Not applicable
Tennessee	Ongoing
Texas	Not applicable
Vermont EEI	Not applicable
Vermont Act 62	Not applicable
Virginia	2011
Washington	December 2014
West Virginia	2012 and 2009 by REL-A; 2009 by Marshall University; 2005 by NIEER
Wisconsin 4K	2003-2004 school year as part of the SWEEP study; In progress, UW Madison is concluding a national study exploring 4K in WI and NJ
Wisconsin HdSt	Not applicable

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	Documentation of evaluation
Alabama	http://archive.constantcontact.com/fs111/1106394189560/archive/1115478890046.html
Alaska	Study not available online
Arizona	none to date.
Arkansas	The report is currently not available online however, Arkansas plans to post it on the Division of Child Care and Early Childhood Education website.
California	Not applicable
Colorado	http://www.cde.state.co.us/cpp/legreports.htm[15]
Connecticut	Not applicable
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/ECAP06%2007%20State%20Report.pdf
District of Columbia	It will be published here: http://osse.dc.gov/service/resources-regulations-and-reports
Florida	Report is available at: http://www.oppaga.state.fl.us/Summary.aspx?reportNum=12-06[17]
Georgia	http://www.decal.ga.gov/BftS/EvaluationGAPreKProgram.aspx[12]
Illinois	Report is available at: http://www.isbe.net/earlychi/preschool/pfa-report/
Iowa Shared Visions	https://www.educateiowa.gov/documents/early-childhood/2013/03/shared-visions-preschool-07-evaluation
Iowa SVPP	https://www.educateiowa.gov/sites/files/ed/documents/2013ConditionOfEducation.pdf page[29]
Kansas Preschool	Study not available online[15]
Kansas State Pre-K	Reports are in process of being developed--available in the fall of 2014[10]
Kentucky	Available upon request
Louisiana LA4	http://picardcenter.louisiana.edu/reports-publications/reports-evaluations
Louisiana 8(g)	Not available online[10]
Louisiana NSECD	Information is not available online.
Maine	Not applicable
Maryland	Not applicable
Massachusetts	Study not available online[19]
Michigan	Reports are available at: www.highscope.org and www.nieer.org[19]
Minnesota	Not applicable
Missouri	http://dese.mo.gov/early-extended-learning/early-learning/missouri-preschool-project/hb-1519-early-childhood-project
Nebraska	http://www.education.ne.gov/OEC/eceg_reports.html
Nevada	Report is available at: http://www.doe.nv.gov/Early_Childhood/[17]
New Jersey Abbott	http://nieer.org/publications/latest-research/abbott-preschool-program-longitudinal-effects-study-fifth-grade-follow http://www.state.nj.us/education/ece/research/elichome.htm
New Jersey ELLI	Not applicable
New Jersey ECPA	Not applicable
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	Not applicable
North Carolina	http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program
Ohio	Not available online
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/
Oregon	Not applicable
Pennsylvania EABG	Not applicable
Pennsylvania HSSAP	Not applicable
Pennsylvania K4 & SBPK	Not applicable
Pennsylvania Pre-K Counts	Not applicable
Rhode Island	Not available online
South Carolina CDEPP	http://www.researchconnections.org/childcare/resources/19040?classifCode=1[10]
South Carolina 4K	Not applicable
Tennessee	https://my.vanderbilt.edu/tnprekevaluation/[16]
Texas	Not applicable
Vermont EEI	Not applicable
Vermont Act 62	Not applicable
Virginia	Report from the Legislative Audit and Review Committee is available at: http://jlarc.virginia.gov/reports/Rpt364.pdf[10]
Washington	http://www.wsipp.wa.gov/ReportFile/1576/Wsipp_Outcome-Evaluation-of-Washington-States-Early-Childhood-Education-and-Assistance-Program_Report.pdf[15]
West Virginia	http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2012021.pdf 2009 REL-A study: http://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2009070_sum.pdf 2009 Marshall University study available by request only 2005 NIEER study: http://nieer.org/resources/research/multistate/wv.pdf
Wisconsin 4K	SWEEP Report is available at: http://www.dpi.wi.gov/fscp/pdf/ec-impact-dev.pdf
Wisconsin HdSt	Not applicable

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING	
	Was the evaluation of state pre-K mandated by the state?	Does state policy require programs in this state prekindergarten initiative to assess children's learning and development during the preschool year(s)?
Alabama	No	Yes
Alaska	Yes	Yes
Arizona	No	Yes
Arkansas	Yes	Yes
California	Not applicable	Yes
Colorado	Yes	Yes
Connecticut	Not applicable	Yes, determined locally
Delaware	Yes	Yes
District of Columbia	Yes[15]	No
Florida	Yes[17]	Yes
Georgia	No[12]	Yes
Illinois	No	Yes
Iowa Shared Visions	Yes	Yes
Iowa SVPP	No	Yes
Kansas Preschool	No[15]	Yes
Kansas State Pre-K	No	Yes
Kentucky	Yes[23]	Yes
Louisiana LA4	Yes	Yes
Louisiana 8(g)	No[10]	Yes
Louisiana NSECD	Yes	Yes
Maine	Not applicable	No
Maryland	Not applicable	Yes
Massachusetts	Yes	Yes
Michigan	Yes[19]	Yes
Minnesota	Not applicable	Yes
Missouri	Yes	Yes
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Abbott	Yes	Yes
New Jersey ELLI	Not applicable	Yes
New Jersey ECPA	Not applicable	Yes
New Mexico	Yes	Yes
New York	Not applicable	Yes
North Carolina	Yes	Yes
Ohio	No	Yes
Oklahoma	No	No
Oregon	Not applicable	Yes
Pennsylvania EABG	Not applicable	No
Pennsylvania HSSAP	Not applicable	Yes
Pennsylvania K4 & SBPK	Not applicable	Yes
Pennsylvania Pre-K Counts	Not applicable	Yes
Rhode Island	Yes	Yes
South Carolina CDEPP	Yes	Yes
South Carolina 4K	Not applicable	No
Tennessee	Yes[16]	Yes
Texas	Not applicable	No
Vermont EEI	Not applicable	Yes
Vermont Act 62	Not applicable	Yes
Virginia	No	Yes
Washington	Yes[15]	Yes
West Virginia	No	Yes
Wisconsin 4K	No	No
Wisconsin HdSt	Not applicable	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	Required assessment for pre-K
Alabama	Administrative policy by DCA requires PPVT, TS GOLD
Alaska	Teaching Strategies GOLD & PPVT
Arizona	Monitoring is required, but no instrument is specified.
Arkansas	WSS and Ounce assessments
California	Desired Results Developmental Profile (DRDP)
Colorado	Use of an approved assessment system; in 2013 - 2014 all programs elected to use Teaching Strategies GOLD.
Connecticut	Determined locally
Delaware	Teaching Strategies GOLD
District of Columbia	Determined locally; programs currently use several specific assessment tools, including Teaching Strategies GOLD and Every Child Ready
Florida	Florida Voluntary Prekindergarten (VPK) Assessment.
Georgia	Georgia's Pre-K Child Assessment (modified Work Sampling System)
Illinois	Determined locally from a provided list.
Iowa Shared Visions	Teaching Strategies GOLD Online
Iowa SVPP	Teaching Strategies GOLD
Kansas Preschool	Kansas Early Learning Inventory for Fours (KELI-4)
Kansas State Pre-K	KELI-4; other assessments are locally determined
Kentucky	Districts may choose one of the approved assessment tool in the Kentucky Continuous Assessment Guide
Louisiana LA4	DSC and/or Teaching Strategies GOLD (for community Network Pilots only)
Louisiana 8(g)	DSC, Teaching Strategies Gold, portfolios, or locally determined tools
Louisiana NSECD	TS Gold (in the Early Childhood Community Network Pilot); DSC, 3 times per year (non-pilot schools)
Maine	Required assessment instruments are locally determined
Maryland	Voluntary prekindergarten assessment is a part of the ROT-ELC
Massachusetts	WSS, High Scope COR, or Creative Curriculum Developmental Continuum (or the new GOLD) (UPK)
Michigan	COR, Creative Curriculum Development Continuum, and WSS are recommended
Minnesota	Determined locally; must comply with federal Head Start requirements.
Missouri	Desired Results Developmental Profile (DRDP); required for new and renewal programs.
Nebraska	Teaching Strategies GOLD
Nevada	PPVT and EOWPVT as annual pre- and post-assessments; WIDA for DLLs who are unable to score a basal on previous assessments
New Jersey Abbott	Performance-based assessment; district-needs assessment; annual program evaluation
New Jersey ELLI	Performance-based assessment; district-needs assessment; annual program evaluation
New Jersey ECPA	Performance-based assessment; district-needs assessment; annual program evaluation
New Mexico	New Mexico PreK Observational Assessment
New York	Required assessment instruments are locally determined
North Carolina	Creative Curriculum Developmental Continuum for Ages 3-5 or Teaching Strategies GOLD; HighScope Preschool COR; Galileo On-line Assessment System; Learning Accomplishment Profile); Learning Care System; WSS
Ohio	GGG, ASQ(SE). Programs are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.
Oklahoma	Determined locally
Oregon	Teaching Strategies GOLD.
Pennsylvania EABG	Not applicable
Pennsylvania HSSAP	Choose from a list of approved assessment tools aligned to Pennsylvania's Early Learning Outcomes Reporting Frameworks
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	Choose from a list of approved assessment tools aligned to Pennsylvania's Early Learning Outcomes Reporting Frameworks
Rhode Island	Teaching Strategies GOLD
South Carolina CDEPP	Choose from an approved list: WSS, GOLD, High Scope's COR, Galileo PreK online assessment, Learning Accomplishment Profile.
South Carolina 4K	New Readiness Assessment
Tennessee	Tool not specified
Texas	Not applicable
Vermont EEI	Teaching Strategies GOLD Fall & Spring Checkpoints
Vermont Act 62	Teaching Strategies GOLD
Virginia	PALS Pre-K
Washington	Teaching Strategies GOLD
West Virginia	Early Learning Scale
Wisconsin 4K	The state has started literacy screening with PALS - PreK in 2013-14. The state does not require other assessment at 4K, so districts determine their own assessment process. Teaching Strategies GOLD and Ages and Stages are often used. Common applications of the assessment information are to identify needs that will guide teacher training or professional development, make adjustments to curricula, and track child and program level outcomes over time.
Wisconsin HdSt	Required assessments must comply with federal Head Start requirements. Additional Details:

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	How are child-level pre-K assessments used?
Alabama	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[13]
Alaska	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[13]
Arizona	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Arkansas	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance; To provide a measure of kindergarten readiness
California	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Colorado	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[16]
Connecticut	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; Other; Determined locally[20]
Delaware	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance
District of Columbia	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To evaluate teacher performance; To provide a measure of kindergarten readiness
Florida	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Georgia	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[13]
Illinois	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; Other; To inform instruction
Iowa Shared Visions	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program
Iowa SVPP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Kansas Preschool	To track child and program level outcomes over time; Other; to show aggregate growth at the state level; adjustments to curricula (locally determined)
Kansas State Pre-K	To track child and program level outcomes over time[11]
Kentucky	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time[24]
Louisiana LA4	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To make changes to state policies regarding the preschool program
Louisiana 8(g)	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Louisiana NSECD	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance; To provide a measure of kindergarten readiness
Maine	Not applicable
Maryland	Other
Massachusetts	Determined locally
Michigan	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To evaluate teacher performance; Other; To inform and guide instructional planning and teaching practices[20]
Minnesota	To identify needs that will guide teacher training or professional development; To track child and program level outcomes over time; To provide a measure of kindergarten readiness; Other; To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Missouri	To identify needs that will guide teacher training or professional development[16]
Nebraska	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
Nevada	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program[18]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	How are child-level pre-K assessments used?
New Jersey Abbott	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program[17]
New Jersey ELLI	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Jersey ECPA	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To make changes to state policies regarding the preschool program
New Mexico	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
New York	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To identify programs for corrective action or sanctions; To make adjustments to curricula; To track child and program level outcomes over time; To evaluate teacher performance; To provide a measure of kindergarten readiness
North Carolina	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To evaluate teacher performance; Other; Inform and guide instructional planning and teaching practices
Ohio	To identify needs that will guide teacher training or professional development; To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To evaluate teacher performance[16]
Oklahoma	Determined locally[15]
Oregon	To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; Other; Results of child-level assessments may be used for multiple purposes at the local level, including to guide teacher training, professional development, or technical assistance and to make curricular adjustments.
Pennsylvania EABG	Not applicable
Pennsylvania HSSAP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Pennsylvania K4 & SBPK	Determined locally
Pennsylvania Pre-K Counts	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness
Rhode Island	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time
South Carolina CDEPP	To identify needs that will guide teacher training or professional development; To make adjustments to curricula
South Carolina 4K	Not applicable
Tennessee	To evaluate teacher performance[17]
Texas	Not applicable
Vermont EEI	To identify needs that will guide teacher training or professional development; To make funding decisions about programs or grantees; To track child and program level outcomes over time
Vermont Act 62	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Virginia	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness
Washington	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time; Other; To individualize instruction and supports for each child
West Virginia	To identify needs that will guide teacher training or professional development; To make decisions regarding a child's enrollment in kindergarten; To make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness[13]
Wisconsin 4K	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time[18]
Wisconsin HdSt	To identify needs that will guide teacher training or professional development; To make adjustments to curricula; To track child and program level outcomes over time

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	When are kindergarten programs required to assess learning and development?
Alabama	Kindergarten programs are not required to assess children's learning and development
Alaska	At kindergarten entry
Arizona	Kindergarten programs are not required to assess children's learning and development
Arkansas	At kindergarten entry
California	Kindergarten programs are not required to assess children's learning and development
Colorado	At kindergarten entry; During kindergarten year
Connecticut	At kindergarten entry
Delaware	At kindergarten entry
District of Columbia	Kindergarten programs are not required to assess children's learning and development
Florida	At kindergarten entry
Georgia	During kindergarten year
Illinois	Kindergarten programs are not required to assess children's learning and development
Iowa Shared Visions	At kindergarten entry
Iowa SVPP	During kindergarten year
Kansas Preschool	Kindergarten programs are not required to assess children's learning and development
Kansas State Pre-K	Kindergarten programs are not required to assess children's learning and development
Kentucky	At kindergarten entry
Louisiana LA4	At kindergarten entry
Louisiana 8(g)	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	At kindergarten entry; During 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	At kindergarten entry; During kindergarten year
New Jersey ELLI	At kindergarten entry; During kindergarten year
New Jersey ECPA	At kindergarten entry; During kindergarten year
New Mexico	During kindergarten year
New York	At kindergarten entry; During kindergarten year
North Carolina	At kindergarten entry; During kindergarten year
Ohio	At kindergarten entry
Oklahoma	During kindergarten year
Oregon	At kindergarten entry
Pennsylvania EABG	During kindergarten year
Pennsylvania HSSAP	During kindergarten year
Pennsylvania K4 & SBPK	During kindergarten year
Pennsylvania Pre-K Counts	During kindergarten year
Rhode Island	During kindergarten year
South Carolina CDEPP	Kindergarten programs are not required to assess children's learning and development
South Carolina 4K	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	During kindergarten year
Vermont EEI	At kindergarten entry
Vermont Act 62	At kindergarten entry
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	At kindergarten entry
West Virginia	During kindergarten year
Wisconsin 4K	During kindergarten year
Wisconsin HdSt	During kindergarten year

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

STATE	MONITORING
	Required kindergarten assessment instruments
Alabama	Not applicable[14]
Alaska	Alaska Developmental Profile
Arizona	Not applicable[22]
Arkansas	Qualls Early Learning Inventory
California	Not applicable
Colorado	Interim literacy assessments per READ Act literacy diagnostic assessment based on results of interim literacy assessment[17]
Connecticut	CT Kindergarten Inventory[21]
Delaware	TSI Gold Early Learner Survey
District of Columbia	Not applicable[16]
Florida	Florida Kindergarten Readiness Screener[17]
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills[13]
Illinois	Implementation in progress[9]
Iowa Shared Visions	BRI, PAT, DIBELS, DIBELS Next, PALS, or other Department of Education approved assessment[16]
Iowa SVPP	Grade level reading assessment screening 3 time per year; Many use FAST
Kansas Preschool	Not applicable[16]
Kansas State Pre-K	Not applicable[12]
Kentucky	Brigance Early Childhood Screen Basic Assessment[25]
Louisiana LA4	DSC[21]
Louisiana 8(g)	Brigance, ESI-R, Chicago, DSC, DIAL, DIBELS, DRA, Screening Test for Education Prerequisite Skills (STEPS), Miller Assessment for Preschoolers[11]
Louisiana NSECD	DSC
Maine	Locally determined
Maryland	Maryland Model for School Readiness kindergarten assessment (modified WSS)[13]
Massachusetts	Not applicable[21]
Michigan	Not applicable[21]
Minnesota	Locally determined, to support the 'Reading Well by Third Grade' initiative[12]
Missouri	Not applicable
Nebraska	Not applicable
Nevada	Not applicable[19]
New Jersey Abbott	TS GOLD; On-going performance-based assessments are required but the tool is no longer specified[18]
New Jersey ELLI	TS GOLD; On-going performance-based assessments are required but the tool is no longer specified[18]
New Jersey ECPA	TS GOLD; On-going performance-based assessments are required but the tool is no longer specified[16]
New Mexico	Locally determined[13]
New York	Locally determined, to support the 'Reading Well by Third Grade' initiative[21]
North Carolina	North Carolina K-2 literacy and math assessment
Ohio	Kindergarten Readiness Assessment Literacy[17]
Oklahoma	Locally determined[16]
Oregon	Assessments are locally determined provided they meet standards of validity and reliability
Pennsylvania EABG	Locally determined[12]
Pennsylvania HSSAP	Locally determined[10]
Pennsylvania K4 & SBPK	Locally determined
Pennsylvania Pre-K Counts	Locally determined[13]
Rhode Island	Locally determined
South Carolina CDEPP	Not applicable[11]
South Carolina 4K	Not applicable[8]
Tennessee	Not applicable
Texas	Locally determined[14]
Vermont EEI	Vermont Kindergarten Readiness Survey[17]
Vermont Act 62	Vermont Kindergarten Readiness Survey within the first 6 weeks of kindergarten[19]
Virginia	Not applicable[11]
Washington	WaKIDS[16]
West Virginia	At kindergarten entry Tools: Assessments are determined locally[14]
Wisconsin 4K	PALS[19]
Wisconsin HdSt	PALS literacy if public school affiliated

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '13-'14 school year, except Minnesota which is for the '12-'13 school year.

ALABAMA - First Class Pre-K: 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 or approve decisions.

2 Alabama has reports of 208 children with identified disabilities; 30 reported receiving special services. The information regarding special services was reported at the beginning of the class year, but no follow-up reporting was completed to identify the number of children who were referred and received services through the school year.

3 Those children identified as needing services were referred for services. There was not a clear reporting system for follow up regarding which services were received.

4 Programs may offer an extended day option but may not use state pre-K dollars for the program. The state does not collect data about which programs offer extended-day option.

5 A sliding scale is based on income of family and percentage of poverty. There are three types of grants: Excellence ($45,000), Tiered (range from $80,100-$92,800), and Plus (new grants for start up funds $120,000). The Tiered grants and the Plus grants require the use of the sliding scale based on income of family and percentage of poverty and cannot charge fees that exceed the amount allowed in the sliding scale. Those classrooms which receive Excellence grants "may charge parents the normal cost of child care that is common in the local community." (OSR Guidelines)

6 Head Start programs may apply for a waiver to have up to 20 children per classroom and a staff-child ratio of 1:10

7 Breakfast is also offered by many programs, but not required.

8 ASQ3 is used for developmental screening. Each child must have a physical and a health screening. The state does not collect the health data as in the past. Monitoring staff verifies that a physical and screenings have been completed and are onsite. Immunizations are required but the state does allow for migrant, homeless, or other religious-based or health-based exceptions.

9 Local providers develop ELL plans.

10 All lead teachers are required to have a Bachelor's degree in Early Childhood or Child Development. If they are certified teachers, they must have the P in their certification.

11 While a 25 percent match is required from each program, the state's reporting system does not reflect the source of the match.

12 Instructional practice is supported by coaching and is based on a tiered approach for response to improvement.

13 Administrative policy by DCA requires PPVT, TS GOLD. The GOLD assessment is used as a formative assessment that helps guide teacher training. ECERS and monitoring visits are used to identify programs for corrective actions and/or adjust curricula. Working with the Alabama Department of Education to provide measures of student outcomes over time and across grades.) State is monitoring children's progress in school in partnership with the Department of Education, and using GOLD in a select number of school systems to measure kindergarten readiness. This is not in the pre-K program but is in public school kindergartens in pilot phase. An additional 3 school systems adopted GOLD as KEA for 2014-2015.

14 There is no kindergarten entry assessment required by the Alabama Department of Education. Alabama Department of Children's Affairs is working with local school systems to implement GOLD as a Kindergarten Entry Assessment. This is voluntary and in pilot phase.

ALASKA - Alaska Prekindergarten Program

1 One of the 54 school districts only provides high school services

2 Exact number of special education students is unknown but it is estimated at 10 percent of enrollment.

3 Five out of the eight programs are jointly operated by public schools and Head Start.

4 Programs operate 4 or 5 days a week for a minimum of 14 hours a week; hours of operation are determined locally. 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 For children with IEPs. 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.

6 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. School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.

7 School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.

8 In addition, if a school district partners with a Head Start program, all federal Head Start requirements must be met. While there is a state policy requirement of professional development for teachers, only some formal training was available in the 2013-2014 school year, although technical assistance was provided.

9 An independent alignment of the ELGs and the new standards has been completed. Guidelines are aligned to the Alaska Developmental Profile, the Head Start Child Outcome Framework, and the Teaching Strategies Gold assessment process.

10 Teachers must be state certified with a degree in ECE or a related field or specialized training in ECE or a related field.

11 A current CDA, or 12 ECE credits or an Associate degree with specialized training in early childhood education or an AAS in early childhood education or a similar or related field.

12 An additional $214,000 was used for set-aside funds for intervention districts.

13 Done at the department level, the evaluation covers three years of reporting on pre- and post-assessments using the TSG, PPVT, and ECERS instruments. Teaching Strategies GOLD & PPVT are used for pre-K assessment. CLASS is used in all classrooms.

ARIZONA - Quality First Scholarships

1 First Things First is the funding and administrative authority for Quality First Scholarships and has a partnering agreement for service delivery with the local United Way affiliate.

2 FTF Regional Partnership Councils include 21 geographically defined Councils and 10 tribal Councils, which span the entire state. The 21 geographically defined Councils are largely constructed along county lines, except for major metropolitan areas of Phoenix and Tucson, which have eight and three Councils respectively. This count of 23 also includes five of 10 tribal Regional Partnership Councils, which are defined by tribal land (reservation) boundaries, and include separate child counts from the geographic county in which the tribal land resides.

3 Funding is allocated by each FTF Regional Partnership Council. The opportunity to receive funding depends on the amount allocated in each region. Quality First Scholarships are awarded to early care and education programs that have achieved the quality levels in the state's QRIS, Quality First.

4 The number of children indicated above as 5-year-olds were NOT age eligible for kindergarten at the time of their enrollment in this state funded program. The program serves children in both center and family child care settings. In addition to the above total 212 children participated in Quality First Scholarships provided to family child care settings (89 three year olds, 74 4-year-olds and 49 5-year-olds not in kindergarten. Additionally, in family child care home settings, 201 children under three years of age were served. In total 8,390 children were served.

5 There are 115 providers in the system that did not identify public or private status. The total number of children in the unidentified programs is 1060. In addition, children were also served in family child care settings. A total of 347 children were served in Family Child care settings. First Things First has administrative authority for both the public and nonpublic school sectors for this program and requirements for program standards are the same no matter where children are served.

[6] The most common operating schedule in public school settings is a part-day schedule, which is a minimum of 3 hours per day (no less than 12 hours per week), and no less than 3 days per week on a school year calendar. The most common operating schedule in nonpublic school settings is school- or extended-day on a full calendar year.

[7] Although there is no formal state level partnership, there are multiple Head Start programs participating in Quality First and some use Quality First scholarships to extend the day and/or serve additional children.

[8] Some early care and education programs charge a copayment to the family in addition to the funding that the state provides. This depends on each participating early care and education program.

[9] Annually, income- and age-eligibility are verified. Children who are deemed ineligible no longer receive the scholarship.

[10] Group size and teacher-child ratio are based on the age of the youngest child in attendance.

[11] Programs are required to follow state child care licensing regulations. Children enrolled 2 to 4 hours receive one or more snacks; children enrolled 4 to 8 hours receive one or more snacks and a meal; children enrolled 9 or more hours receive two snacks and a meal.

[12] The current standard is a minimum quality rating as assessed by the statewide QRIS, Quality First. Quality First programs that meet the minimum rating are not currently required to conduct or ensure that sensory, developmental, and mental health screenings are conducted.

[13] All participating early care and education program administrators and Lead Teachers are required to participate in the introductory training on the Arizona Early Learning Standards. Additionally the program must align their curriculum with these standards to participate in Quality First Scholarships.

[14] In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole. Twenty-five percent of lead teachers in both public and nonpublic participants in Quality First scholarships programs must have at least 12 college credit hours in early childhood or related fields OR a certificate of completion in ECE or child development from a community college OR a CDA. Certification was not required in the 2013-2014 school year, though the Arizona Department of Education requires lead teachers in all public school early childhood programs to be certified in Early Childhood Education (Birth–grade 3) as of July 2012. The standard for participation in the Quality First Scholarships program is a minimum quality rating in the state QRIS, Quality First. The minimum standard for teaching staff qualifications is as stated, in conjunction with a minimum score on two valid and reliable program assessment tools, Environment Rating Scales (ERS), and Classroom Assessment Scoring System (CLASS).

[15] There were a total of 1,420 Lead Teachers who do not have education listed. The state of Arizona will be implementing a workforce registry in the next year and will have more robust data on teaching staff.

[16] The professional development requirement is defined by state child care licensing.

[17] In addition to the above total, Quality First Scholarships were also provided to children younger than 3 years of age ($2,338,927.67) and children served in family child care homes ($936,978.41) for a total of $15,582,695.37. A change in the scholarships program also resulted in changing the structure in which scholarships were allocated. A minimum number of scholarship slots were allocated to programs based on their Quality First Rating and the size of program (i.e. how many children 0-5 they serve). We also changed our reimbursement policy to align with attendance rather than enrollment. So we were able to serve more children with less funding, because we based the reimbursement on attendance.

[18] All programs must meet the quality levels of the QRIS, Quality First, to be eligible to participate in the program.

[19] The Quality First website, qualityfirstaz.com was launched, to inform families of the quality levels of the programs in the QRIS.

[20] A validation study is planned for Quality First, Arizona's quality rating and improvement system. This formal evaluation will measure the impact and child outcomes in the future.

[21] Monitoring is required, but no instrument is specified.

[22] Arizona is working to establish a kindergarten developmental inventory instrument that will be used at kindergarten entry and will potentially implement this by the 2016-2017 school year.

ARKANSAS - Arkansas Better Chance/Arkansas Better Chance for School Success

[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] The enrollment total does not include 3,918 children who received ABC home-visiting services only during the 2013-2014 program year. There were 1,260 children who are dually served in center-based care and home visiting. The 1,260 were included in the center-based numbers.

[3] The state anticipates that the current number of children receiving special education services exceeds the number reported, due to the fact that the state data system is currently being updated in this area.

[4] The Division of Childcare and Early Childhood Education has administrative responsibility for all ABC programs through an interagency agreement with the Arkansas Department of Education.

[5] Programs may apply for Child Care Development Funds (CCDF) to assist with before and after school care provided the children meet the requirements of eligibility for CCDF. CCDF will also fund ABC summer school to provide an extended year for those programs interested in providing these services.

[6] Agencies with ABC funding (vs. ABCSS) can serve children from birth-5 years of age who meet specific special needs criteria. ABCSS agencies may opt to serve children who are kindergarten-eligible with special needs, although a waiver must be obtained.

[7] Children eligible to participate in an ABC program shall have at least one of the following characteristics: family with gross income not exceeding 200 percent FPL; a parent without a high school diploma or GED; low birth weight (below 5 pounds, 9 ounces); parent who was under 18 years of age at child's birth; immediate family member with a history of substance abuse; a demonstrable developmental delay identified through screening; eligible for services under IDEA; income-eligible for Title I programs; limited English proficiency; or a parent who has a history of abuse or neglect, or is a victim of abuse or neglect. To be eligible to participate in the ABCSS program, the family must have a gross income not exceeding 200 percent FPL and be age-eligible. Both programs may also serve children who meet the following criteria: meet the state's homeless criteria; are in foster care; has an incarcerated parent; has a parent activated for overseas military duty; or has an immediate family member arrested for or convicted of drug-related offenses. A sliding scale applies to families with incomes between 200 and 250 percent of FPL.

[8] The lead teacher in a public school shall hold a standard Arkansas teacher license with P-4 certification. The lead teacher in a nonpublic school based program must have a minimum of a bachelor's degree in early childhood education or child development. For all programs with multiple classrooms at a single location, the teacher of the second classroom shall hold, at a minimum, an associate degree in early childhood education or early childhood development. State policy does allow programs to hire staff under an approved staff qualifications plan while completing coursework to meet obtain minimum credentialing.

[9] To meet NIEER's definition of lead teacher, the educational level data above represents all classroom teachers. Data in the other category represents teachers entered into the data system with no designation entered, which is currently being updated.

[10] Licensed teachers must obtain 60 clock hours of professional development annually; all other ABC teachers are required to obtain 30 clock hours per program year.

[11] All participating public and nonpublic providers must provide a 40 percent match. The match can comprise in-kind or monetary support.

[12] All licensed providers and home-visiting agencies that meet eligibility requirements are eligible to apply for funding.

[13] Although programs are not required by state regulations to participate in the QRIS, programs are required to meet Quality Standards in the ABC classroom area. Less than 1 percent do not participate in the System.

[14] Arkansas utilizes an electronic database to monitor programs daily. Technical assistance visits are conducted by request.

CALIFORNIA - California State Preschool Program

[1] The part-day program is funded to operate at least 3 hours per day for a minimum of 175 days per year. The school-day program is funded to operate at least 6 hours per day for a minimum of 246 days per year. The majority of programs currently operate approximately 10 hours per day.

[2] Children may remain in the program through summer until school begins in the fall.

[3] CalWORKs cash-aided (TANF) families are excluded from paying the family fee. Children in Child Protective Services and those children at risk of being abused, neglected, or exploited may be excluded from family fee payment for up to 12 months.

[4] Part-day CSPP services only requires families to establish eligibility at time of enrollment. A family that enrolls in full-day care must meet and maintain need for care to remain in the full-day program. However, if a family no longer meets the need criteria for full-day services they may remain in part-day services for the remainder of the school year based on the eligibility at enrollment.

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

[6] 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, one or two meals and two snacks are required, depending on hours of operation.

[7] Immunizations and physical and developmental assessments are required by Title 22. If screenings are not provided by the parents, local programs must address them.

[8] Volume 3 of the Preschool Learning Foundations and its companion publication, the California Preschool Curriculum Framework, Volume 3, were released in September 2013. Both publications cover the domain areas of history-social science and science. This Volume 3 set completes California's preschool foundations and preschool curriculum framework series and were in effect for the 2013-2014 school year.

[9] The California Child Development Associate Teacher permit is the minimum requirement for a teacher in a CSPP classroom (though California does not use the term lead teacher) and exceeds the requirement of the CDA. 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 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.

[10] Assistant teachers in the California State Preschool Program are required to have a high school diploma or equivalent. The optional Child Development Assistant Teacher Permit requires six credits in ECE or CD.

[11] Reported funding represents actual expenditures as of December 4, 2014 for state fiscal year 2013-2014. The amounts reflect unaudited expenditures and are subject to change. Local Educational Agencies (LEAs) are required to submit revised reports by February 13, 2015. Private agencies submitted audits by November 15, 2014. They could ask for a one-time extension until December 15, 2014.

[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.

COLORADO - Colorado Preschool Program

[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] CPP funds flow from the state directly to school districts. Local district advisory councils then provide oversight, with final approval required by the school district superintendent.

[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. These opportunities are determined locally and based on the needs of children and families. While district advisory councils are encouraged to blend CPP funding with other sources such as Head Start, child care subsidy, and parent tuition so that children can participate in full-day programs, enrollment by schedule is not collected.

[6] 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. 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. 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.

[7] Income eligibility may be the sole factor or may be one of several eligibility factors. 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. 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. Four-year-olds can qualify with one risk factor. Three-year-olds must have three or more risk factors.

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

[9] 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.

[10] There is no specific category for assistant teacher, but staff aides must meet Colorado Department of Human Services Licensing Requirements (at least 16 years of age with favorable background checks).

[11] In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.

[12] Each year, participating programs submit an annual report that is reviewed in depth. State staff use a rubric for review and feedback about these annual applications and reports. 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, retention rates, and placement in special education in grades K–12. Programs are required to conduct self-assessments through Colorado Quality Standards or NAEYC Accreditation, but the state does not collect this data.

[13] 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.

[14] The reported application of monitoring information represents how the state Department of Education uses monitoring information. Local programs use the information for other purposes.

[15] Status and growth data are reported to the Colorado Legislature through an annual report provided at the commencement of the legislative session. Results of global outcome ratings based on the child assessment data are also reported to the Governor's Office as part of the annual early childhood system framework report submitted by the Lieutenant Governor. Under Results Matter, the process for evaluating the program's effectiveness is ongoing and based on performance-based assessments, parent surveys, K–8 assessment data and retention rates, and program quality ratings. State policy required the use of an approved assessment system to measure child outcomes. In 2013-2014, all programs chose to use Teaching Strategies GOLD.

[16] Use of an approved assessment system; in 2013-2014 all programs elected to use Teaching Strategies GOLD. The response provided is based on how local programs use assessment data rather than a state policy.

[17] In 2013, the READ Act officially replaced the Colorado Basic Literacy Act; it requires literacy assessment in K-3. All students receive interim assessment 3 times per year. Students identified with a significant reading deficiency at any point in the year must receive diagnostic assessment within 30 days. Summative assessments are optional. Approved interim assessments: Aimsweb, i-Ready, DIBELS Next, IDEL, FAST, ISIP ER, Istation, PALS, and STAR. Approved diagnostic assessments include i-Ready, Aimsweb, DIBELS Next, FAST, PALS, STAR, NWEA-CPAA, PPVT, TVIP, VRMT-III, Amplify Burst Reading Assessments, and Woodcock-Munoz LS. Approved summative assessments include i-Ready, NWEA-MPG, and Terra Nova.

CONNECTICUT - Connecticut School Readiness

[1] As of July 1, 2013, the Connecticut Office of Early Childhood (OEC) was the new agency exercising administrative authority over this state prekindergarten initiative.

[2] the 67 communities, 19 are priority school districts as defined by legislation and 48 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] Enrollment figures were collected in October 2013 before enrollment had reached capacity. Any birth date entered for a child under 3 or over 5 years of age is not collected in the age category. Enrollment totals reflect children who are primarily funded by state pre-K dollars. Children can have a secondary source of pre-K funding. Totals include children in Care4Kids, a state subsidy. All enrollment figures are a self-reported system and not all programs participate. This system has been used in past years.

[4] The database used to report enrollment by operating schedule is not the same as that used to report total enrollment figures. Hours vary by program. Extended-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 an extended-day space and 5 hours of care to be eligible for a school-day space. Part-day programs operate 2.5 to 5.5 hours, 180 days per year. Funding from another source can be used to extend existing programs into extended-day programs. The minimum requirement is 2.5 hours per day for 450 hours per year.

[5] 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 will not enter kindergarten.

[6] All families, regardless of income levels, can apply for School Readiness spaces in competitive and priority municipalities; however, 60 percent of children enrolled in each municipality must meet the income guideline of at or below 75 percent SMI.

[7] Exemption from the sliding scale for part-time programs may be available if the local School Readiness Council establishes a policy.

[8] All children remain eligible for the program but the fee is reassessed annually 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.

[9] The School Readiness program encourages a class size of 18.

[10] 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.

[11] It is strongly suggested that programs provide a staff member or volunteer who speaks the child's home language.

[12] The new CT Early Learning & Development Standards 0-5, aligned with the Common Core, are in effect as of Fall 2013 and also include Creative Arts, Mathematics, Science, Social Studies, and supplemental Dual Language Development framework.

[13] 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.

[14] Some programs may have reported a teaching staff member as "classroom teacher" in the Registry despite them not being the qualified teacher, leading to a potential overcount. Additionally, teachers with higher credentials may be reported at a lower degree level (ie, HSD) if they have not yet submitted all credential paperwork for the Registry.

[15] All School Readiness staff must complete two 3-hour annual trainings in early childhood education and one 3-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 Office of Early Childhood, which requires annual training in medical administration, First Aid, and nutrition.

[16] State sources include appropriation for slot dollars, parent fee subsidies, and quality enhancement funds. Non-required local sources include parent fees, Care4Kids, and community contribution toward administrative costs. Individual sites may receive federal CACFP funding but that information is not collected.

[17] 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 School Readiness communities receive a legislated flat rate.

[18] Municipalities, Regional Education Service Centers (RESCs), and school districts have fiduciary responsibility but may contract with a variety of other agencies to provide the program including Head Start, Private agencies, RESCs, public schools and faith-based centers.

[19] 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.

[20] Programs may use any curriculum and assessment aligned with the Connecticut Early Learning and Development Standards and CT Preschool Assessment Framework that address learning standards and outcomes. There is no state policy regarding how districts must use pre-K assessment data. Districts are known to use these data to guide teacher training, professional development, or technical assistance; to make decisions regarding a child's enrollment in kindergarten; to make adjustments to curricula; and to track child and program level outcomes over time.

[21] 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 previous Connecticut Curriculum Framework and the current Connecticut Assessment Framework.

DELAWARE - Delaware Early Childhood Assistance Program (ECAP)

[1] Delaware follows the Head Start Performance Standards for Re-Competition.

[2] 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.

[3] A child identified as gifted and talented may begin Kindergarten at 4.

[4] 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.

[5] While a 25 percent match is required from each program, the state's reporting system does not reflect the source of the match.

[6] Programs also participate in a triennial review with the Head Start Monitoring System

DC - D.C. Public Pre-K

1 While the Office of the State Superintendent maintains administrative control over the program in all sectors, the District of Columbia Public Schools (DCPS) and the DC Public Charter School Board (PCSB) bears some responsibility in administering the programs in their respective settings

2 All elementary schools in DCPS and PCS offer pre-K for age eligible students. Additionally, the pre-K grant is available to highly qualified community-based organizations that are awarded funds through a competitive grant process. The Pre-K Enhancement and Expansion Act of 2008 established a 5-year strategic expansion plan to make prekindergarten universally available and to establish eligibility and priority criteria for enrollment in prekindergarten. DC Public Charter Schools that are approved by way of their charters to provide pre-K may offer it to all age-eligible students who are DC residents.

3 While the program is intended for 3- and 4-year-olds, many children under age 3 are served by charter schools opting for a December cutoff date; these children would be counted as under age 3 during the October census.

4 Children with IEPs and IFSPs are included in DCPS and Charter counts. If eligible for continued services, children with IFSPs transition to IEPs at age 3. At this time, they enter the state pre-K program. These totals include students served in nonpublic programs and students in surrounding counties eligible to receive services under IDEA as the geographic LEA. IFSPs can now be extended until age 5.

5 The 11,855 is for DC Public Schools and Public Charter Schools. There were 571 students in the Pre-K Incentive CBOs, totaling the 12,426.

6 In 2013-2014, before- and after-school services are provided by a mixed delivery system, consisting of CCDF funds covering this service in the public schools, as well as public Pre-K students attending this service at childcare centers and homes.

7 A small number of LEAs and CBOs use the age cutoff date of December 31, 2013.

8 For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-child ratio.

9 The DC Healthy Schools Act requires the provision of both breakfast and lunch. Childcare licensing mandates two meals and a snack for a school-day program, defined as 7 hours.

10 Health exams are provided directly in some, but not all, programs. All students must have a completed DC Universal Health Certificate, completed by the health provider, and must verify screenings for vision, hearing, health, dental, language/speech, developmental/behavioral, height/weight/BMI, and completion of immunizations.

11 All public pre-K students are assessed using DC's ELL assessment, ACCESS.

12 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.

13 District-level funding for the D.C. Pre-K Program totaled $175,096,000 across all DCPS, Charters, and CBOs. Programs receive the same per-pupil amount regardless of the setting where children are served. Spending is based on the per-pupil funding formula of $12,470 per 3-year-old and $12,098 per 4-year-old with adjustments for special education and limited English proficiency students, as well as the Charter school facilities allowance.

14 Charter schools can contract with public schools, Head Start, private agencies, faith-based settings, and private child care centers

15 The public Pre-K program is evaluated annually as required by legislation.

16 In 2013-2014, OSSE piloted a KEA which assessed 825 children in 40 classrooms.

FLORIDA - Florida Voluntary Prekindergarten Program

1 These state agencies shared responsibility for the implementation of the program in the 2013-2014 program year. Each agency was assigned responsibilities that align with their statutory functions.

2 All school districts are required to offer the 300-hour VPK program during the summer.

3 Participation in the VPK program is projected to follow Florida's 4-year-old population rate, anticipating a 1 percent growth in future years.

4 In Florida, faith-based centers are a subset of private child care centers. Students may move between provider types. In addition, there may be overlap between the school-year and summer program enrollment. The Florida Office of Early Learning exercises administrative rules that allow reenrollment for certain hardships that may allow a child who had attended some portion of the school year program to enroll for summer in some circumstances.

5 Minimum operating hours are 540 hours for the school-year program (most programs operate 3 hours per day, 5 days per week) and 300 hours for the summer program (most programs operate 8 hours per day, 5 days per week). Providers are allowed to determine their individual calendars in order to meet those requirements. Specialized Instructional Services programs offer reimbursement for services to children with disabilities for whom a traditional VPK program may not be appropriate. The funding for these specialized services for children with disabilities is equal to that for children in traditional school year or summer VPK program and is used in lieu of attending a traditional VPK program. 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 Enrollment in the school year program was 163,814 and in the summer program 6,452 with possible duplication for children attending both.

7 State policy permits exceptions to the age requirement for kindergarten only. A student who transfers from an out-of-state nonpublic school and does not meet regular age requirements for admission to Florida public school, may be admitted if he or she meets the age requirements for the public schools in the state from which he is transferring. Any student who transfers from an out-of-state public school, and who does not meet regular age requirements for admission to Florida public schools, will be admitted to kindergarten or first grade when certain data are presented, based on each district's pupil progression plan.

8 Child care providers are required to have a plan of scheduled daily activities, which includes meals and snacks as appropriate for the age and the times the children are in care. Meals and snacks are required for extended-day programs.

9 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. Referrals for follow-up are recommended by the health professional. For public schools programs, referrals for further follow-up are required.

10 The Florida Department of Education has the authority to grant Good Cause Exemptions (waivers) from performance requirements for specific populations, which may include children with disabilities and English language learners. To be eligible for a good cause exemption, the provider must demonstrate learning gains, adherence to an improvement plan, and high health and safety standards.

11 The standards are aligned to the kindergarten Florida Standards.

12 Lead teachers must have a Bachelor's degree or higher in: early childhood education; prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area (Summer); CDA or equivalent, plus specified training about performance standards and emergent literacy training (school year). VPK requires lead teachers, whether working in public or nonpublic school settings, to maintain a valid CDA or the Florida Child Care Professional Credential (FCCPC) equivalent as a minimum credential for the school-year program. A CDA or FCCPC must be renewed every five years. Training in specified performance standards and emergent literacy is also required for school year teachers. Lead teachers in the summer program must have a Bachelor's degree in a specified major and/or teacher certification. All child care personnel in licensed facilities must complete a minimum of 10 clock hours of in-service training.

13 Assistant teachers do not have to meet any degree requirements, but must complete a 40-hour training course for those employed at licensed child care facilities. This training course is offered by DCF. Additionally, VPK providers on probation completing the Staff Development Plan as a part of their improvement plan are required to have directors, VPK instructors, and VPK assistants complete several additional trainings.

14 Funding is appropriated using estimated population counts and the base student allocations.

15 Approved licensed or certified professionals who provide specialized instructional services for children with disabilities.

[16] Early Learning Coalitions monitor staff credentials and provide guidance to coalitions on elements for program monitoring. There is no requirement that each provider receive a site visit at least once during a specified period. Rather, the site visits are determined by random sample except where follow-up is needed due to technical assistance or corrective action plan follow-up. Each early learning coalition is responsible for the onsite monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis.

[17] The Florida Kindergarten Readiness Screener (FLKRS), composed of FAIR and ECHOS assessments, is administered annually 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 using the Florida Voluntary Prekindergarten (VPK) Assessment.

GEORGIA - Georgia's Pre-K Program

[1] Five-year-olds can participate in the program if they did not previously attend a Georgia's Pre-K Program or if specific approval is given. The exact number of 5-year-olds who are eligible for kindergarten is unknown; however eligible 5-year-olds served would be included in the enrollment total. Enrollment figures reflect filled slots as of May 2014.

[2] Some children may receive special education services in programs other than Georgia's Pre-K.

[3] The CAPS program provides subsidized child care to low income families.

[4] Exceptions are permitted for children with IEPs. Exceptions to the age requirement for Pre-K are reviewed on a case-by-case basis. Children with disabilities, developmental delays, or significant health issues may be allowed to repeat Pre-K. In addition, all children who were five years of age on September 1, 2013, and had not attended a Georgia's Pre-K Program as a 4-year old, could enroll. A child who was age 5 on September 1, 2013 and attended a Georgia's Pre-K Program during the previous year may repeat Pre-K if approval is given. Programs choosing not to accept children who are age 5 must have an approved written policy.

[5] Maximum class size and teacher-to-student ratio were changed as of the 2011-2012 school year as a result of budget constraints and will continue through at least until the 2014-2015 school year.

[6] All programs are required to serve lunch, but if a program participates in the Child and Adult Food Care Program (CACFP), the program is 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 a 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 screening

[8] The revised Georgia Early Learning and Development Standards were released in June 2013. Pre-K Teachers were trained during the 2013-2014 school year for full implementation in the 2014-2015 school year.

[9] Lead teachers who were approved in the 2009-2010 school year with an approved ECE Associate Degree credential will be considered approved as long as they continue employment as a Pre-K lead teacher with the same company. Many teachers have an advanced degree beyond a BA; 124 teachers have their Specialist and 8 teachers have their Doctorate.

[10] In order to get a paraprofessional certificate, the applicant must have an associate's degree or equivalent course credits, pass an ECE exam, and background check. The certificate is issued by the Georgia Professional Standards Commission.

[11] As in previous school years, pre and post CLASS observations were conducted by researchers from FPG Child Development Center at UNC Chapel Hill as part of Georgia's K-12 Race to the Top grant. In the 2013-2014 school year, researchers for this study conducted 305 CLASS observations in addition to CLASS visits conducted by state staff.

[12] In 2011, Georgia's Pre-K contracted with researchers at FPG Child Development Center at UNC Chapel Hill on a longitudinal evaluation of Georgia's Pre-K Program. This longitudinal evaluation was requested by the Georgia legislature. Results from the first phase of the Pre-K evaluation were released in January 2013, and results from the second phase were released in March 2014. Georgia's Pre-K is also participating in the state's K-12 Race to the Top grant. The Pre-K initiative is focused on professional development related to the CLASS. Researchers at FPG are also conducting this evaluation.

[13] Georgia's Pre-K Child Assessment (modified Work Sampling System) is used for pre-K assessments. For the 2013-2014 school year, the online version of Georgia's Pre-K Child Assessment was used for approximately 78,863 children. Georgia's Department of Education developed a specific instrument for kindergarten assessment (GKIDS), similar to WSS, which is administered throughout the kindergarten year.

ILLINOIS - 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] There are 28 programs that offer school-day sessions only, 21 programs that offer both school-day and part-day sessions, and 413 programs that offer part-day sessions only. There is not a formal partnership but child care centers are one of the eligible recipients of PFA funding and provide wraparound services for the children in PFA who are also in their center.

[3] 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. 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] Low income is one of the risk factors taken into account in determining eligibility. 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. Low income is one of the risk factors included in the weighted eligibility criteria.

[5] The teacher aide in the classroom must hold an Educator License with Stipulations with a paraprofessional educator endorsement. To obtain this they must meet one of the following requirements: 1. Holds an associate degree from a regionally accredited institution of higher education; 2. Has completed at least 60 semester hours of credit from a regionally accredited institution of higher education (excluding remedial coursework); 3. Presents an official score report from Educational Testing Service (ETS) showing a score of 460 or higher on the ParaPro test; or 4. Presents evidence of earning the following scores on the Work Keys test (offered by ACT): Reading for Information (4), Writing/Business Writing (3), and Applied Mathematics (4).

[6] Additional state funds include $55,560,988 for 0-3 programs and $6,593,947 for statewide infrastructure and program administration. The programs access federal funds such as IDEA, USDA CACFP, McKinney-Vento Homeless Assistance Act, Title I, etc. but the state does not collect data on federal funds.

[7] 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.

[8] 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.

[9] Pre-K assessment tools are determined locally from a provided list. The Illinois State Board of Education is developing and implementing a comprehensive kindergarten assessment process that was piloted in the 2012-2013 school year. The second phase pilot implementation in 2013-2014 doubled the number of school districts participating. Statewide implementation is planned for the 2015-2016 school year. The DRDP-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for the Illinois Kindergarten Individual Development Survey (KIDS).

IOWA - Iowa Shared Visions

[1] Exact breakdown unknown. Of the 210 total children, 64 children were identified and provided services through an IEP after enrolling in the program. 146 children were already on an IEP when initially enrolled.

2 In the 2013-2014 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 school- or extended-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.

3 Children with IEPs may participate.

4 A child who meets age and income criteria is considered eligible. If a child does not meet income eligibility criteria, he/she may be eligible by meeting age criteria and having one or more secondary risk factors. However, only 20 percent of the children may qualify based on meeting secondary risk factors.

5 For any child that does not meet income eligibility, up to 20 percent of children who may be enrolled 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. The specific meals offered depend on the hours of operation but are required by NAEYC criteria. Programs must serve a meal and ensure a second meal is served no more than three hours later if children are still in attendance.

8 The components of the full physical exam are determined by the child's 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 A home language survey is sent home at the beginning of the year in public settings but not in nonpublic settings.

10 The Iowa Early Learning Standards (IELS) were developed in 2007. In 2012, they were revised, and now include a section titled Social Studies. The IELS also include a section titled Creative Arts that is not identified above.

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

12 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 40 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. Another NAEYC Accreditation Standard states that programs will have a professional development plan in place covering a variety of training areas for all staff. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.

13 Although the minimum requirement is a high school degree or equivalent, Grantees follow NAEYC accreditation requirements that 50 percent of assistant teachers must have a CDA (or equivalent) or be working toward it. For 2013-2014, 43.5 percent of assistant teachers held a CDA, 17 percent held an AA degree, and 15 percent held a BA degree, while 24 percent had a high school diploma. The remaining 0.5 percent held a MA degree.

14 Grantees are required to provide a 20 percent local match and other resources comprise additional local match and in-kind resource contributions.

15 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 and health insurance accessibility are reported to the state in the year-end report. Beginning with the 2011-2012 school year, all grantees were required to implement Teaching Strategies GOLD online and report data on child progress three times per year.

16 All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergarteners must also be assessed during the school year, with results reported to parents.

IOWA - Iowa Statewide Voluntary Preschool Program

1 Additional students of preschool age were served with other state or federal funding sources. Of the total 919 3-year-old children, 18 were on a support-only IEP. This would not have generated federal funds for the district. State special education instructional funds (instructional IEP) supported 325 3-year-old children in this program. There were 630 4-year-old children and 84 5-year-old children who were in this program and generated state special education instructional funds (again an instructional IEP). These funds are generated through our property taxes. Of the 21,816 4-year-old children in the SVPP and generating the .5 student count, 292 were on a support-only IEP. Iowa allows these students (ex. speech only) to generate this state funding so they are included in our total count of 4-year-old children. The total number of preschool children in the program and generating state special education instructional funds is 1,039. There were 28 3- and 5-year-old children on a support-only IEP (speech) in the program that did not generate any funding for the district.

2 All programs are under the auspices of the school district. That does not mean all children are served in the school building. Community partners such as Head Start, Accredited nonpublic schools, and licensed child care/preschools serve children.

3 Programs operate a minimum of 10 hours per week; most operate at least 12 hours per week. Programs operate at least 3 days per week; most operate 4-5 days per week. While there is not a formal state partnership to provide extended-day services, partnerships exist at the local level. There has been an increase in the number of districts partnering with Head Start to provide school-day programming.

4 Children with IEPs may participate, based on the needed services.

5 Children who are age-eligible for K may enroll if space and funding are available. Kindergarten students may generate the full 1.0 funding if they are provided additional hours, working on the Iowa Core in the kindergarten classrooms.

6 Programs are required to offer a snack, although it is recommended that they serve a meal. If the program operates more than 15 hours per week a meal is served. The majority of programs provide lunch or breakfast to children who qualify for free or reduced-price meals.

7 The Iowa Early Learning Standards (IELS) were developed in 2007. In 2012, they were revised, and now include social studies.

8 State policy requires professional development but does not specify hours. Districts report the number of hours annually, with SVPP teachers having 15 clock hours of professional development in the 2013-2014 year.

9 Some classrooms follow Iowa program standards, others NAEYC, others Head Start. For Iowa standards classroom assistants may choose the Iowa paraeducator certificate with early childhood or CDA. If they choose the Iowa paraeducator certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and onsite monitoring requires evidence that 50 percent of assistant teachers have a CDA and 100 percent are working toward a CDA. NAEYC defines an equivalent to the CDA as 12 college credits in ECE fields. In addition, assistant teachers participate in orientation prior to, or at the beginning of, employment.

10 Total state is $66,099,739 plus additional special education funding. Pre-K students are funded at 50 percent of the K-12 student aid.

11 Iowa flows funding directly to public schools. Public schools may subcontract 95 percent of the per child allocation to Head Start, private preschool/child care centers and/or accredited nonpublic schools. The state does not support religious instruction during the 10 hours per week.

12 Iowa's QRIS provides points based on our verification certificate.

KANSAS - Kansas Preschool Program

1 Enrollment figures are possibly duplicated. Programs are funded through a grant process based upon a budget, not per-child. The number of children may include those also enrolled in Head Start, the State Pre-Kindergarten Program, or other pre-K programs.

2 Children who have IEPs may be in the classrooms participating in the program but their status is unknown. Some programs may include students with IEPs in their enrollment counts, but there is no state policy requiring this.

[3] 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. Kansas Preschool Program 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 State Pre-Kindergarten program as a Kansas Preschool Program 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 Kansas Preschool classroom, they must add an additional 3 hours to the Head Start experience. 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 half-day cycle.

[4] Kansas Preschool Program funding may not be used for kindergarten-age children. However, children who are kindergarten age can be served in the Kansas Preschool Program classroom if parents/staff determine this to be the best placement.

[5] 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.

[6] Children in half-day programs receive a snack; children in full-day programs receive snack and lunch.

[7] The grant does not require screenings and referrals. All sites have different models so the actual requirements are locally determined. However, hearing and vision tests are required in both public schools and Head Start settings.

[8] School-based programs that serve children who are ELLs must document this need through a home language survey and other instruments and provide ESL services through an ESL-trained teacher. The district sends the home language survey.

[9] As of the 2013-2014 school year, teachers in all settings are required to be a licensed teacher in early childhood education. All teachers must be an EC or ECH (early childhood special education) or ECU (EC Unified) licensed teacher. For this year only, teachers with a license in elementary education who have taught the last two years in an early childhood classroom (4-year-old at-risk program) can be a teacher in the Kansas Preschool Program.

[10] Assistant teachers are required to have at least a CDA. Assistants are also eligible if they have an AA or BA in EC, CD, elementary education, family and consumer sciences, parenting education, social work, or speech-language pathology.

[11] The amount of local funds, including tuition, grants, and blended funding, is unknown.

[12] Grants are awarded to school districts and nonprofit 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.

[13] All data are collected through a web-based application. The Early Childhood Success in School application is used by school-based programs: the Foundation for School Success (starting in 2014-2015) will be available for the community and Head Start programs.

[14] All Kansas Preschool Program sites have a leadership team that collaborates to write the grant, and make collaborative decisions around curriculum and use of funds at the local level. Technical assistance is provided through webinars, face-to-face meetings, trainings, emails, and conference calls. The state is moving to the myIGDI's assessment as part of its Multi-Tiered Systems of Supports (MTSS) focused on data-driven decision making and additional technical assistance.

[15] The KELI-4 collects data on child outcomes; the Classroom practices survey, and transition survey both provide process information. The RFP provides KPP teams with the opportunity to provide input into KPP practices and procedures. The web application also includes information on family practices and home supports. Web application for community sites, including Head Start, was put off until 2014-2015 due to funding and IT support availability. The evaluation is required by the program's funder, the Kansas Children's Cabinet and Trust Fund.

[16] Determination of kindergarten assessment is at the local level; most, if not all, school districts use a kindergarten assessment.

KANSAS - Kansas State Prekindergarten Program

[1] Districts are not required to provide the program; funding is available only to districts currently offering the program.

[2] 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 State Pre-Kindergarten Program day.

[3] The income criterion is a state policy.

[4] Eligibility for free lunch (130 percent FPL) is one of several eligibility criteria. Children must meet at least one of the specified factors.

[5] If a child is identified as needing special education services before September 20, that child is no longer generating at-risk funding. If they are identified for special education services after September 20, the at-risk funding remains.

[6] While schools are required to screen, referral is not listed as a required process. However many programs do refer. Students must have a documented health assessment from a medical professional before entering the program, though screening is not provided through the program itself.

[7] Primary language of the child or home language of the parent is collected in order to provide appropriate communication with parents as well as a first step in determining qualification for English to Speakers of Other Languages (ESOL) services. If results of the survey indicate a language other than English, further evaluation is completed and if services are required, a qualified ESOL teacher provides them.

[8] School districts receive 50 percent of the Base Student Aid per pupil. If applicable, they also receive weighting for transportation, serving at-risk population, and/or local option budget.

[9] State Pre-Kindergarten Programs collect and submit data on a randomly selected number of children; family and home practices; and classroom practices, through a web-based application.

[10] Classroom practices and transition practices are self-reported; home practice and protective factors information are collected via a voluntary parent survey; child data provide a look at the impact of the program on child outcomes. Child data are collected by teachers, using observation and other authentic assessment or valid assessments.

[11] KELI-4 uses a random sample of 10 children from each state pre-K teacher's classroom; other assessments are locally determined.

[12] Decision to use a K assessment is determined locally. Children are not required to attend Kindergarten.

KENTUCKY - Kentucky Preschool Program

[1] Child count is based on the average from the Fall (Dec.1) and Spring (March 1) enrollment counts. The count is unduplicated. Children who are both at risk and disabled are counted only once in the disability category.

[2] The school district has primary authority for programs; however, some districts delegate preschool program responsibilities to Head Start through a local full utilization agreement. There were 1,903 children who received enhanced Head Start services (average Dec. 1 and March 1 count). There were 8 contracted sites throughout the Commonwealth; however, exact numbers of the children in these contracted sites are unavailable.

[3] 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 weekdays for home visits, parent education, special education evaluations, and other work related to preschool. During the 2013-2014 school year, 7 districts were granted approval for an alternate schedule of 2 full days a week. During the 2013-2014 school year, 7 districts were granted approval for an alternate schedule of 2 full days a week, M/W or Tu/Th.

[4] There is no formal partnership at the state level to provide extended day services, however the statewide Family Resource Youth Service Center (FRYCS) may offer child care services for preschool children and extended care services for children in the school district.

[5] In 2013-2014, 69 districts operated on a school-day schedule of more than 4 hours a day; 97 districts operated on a part-day schedule; and 7 districts offered both school- and part-day schedules. KDE was not able to determine the total number of children in each schedule.

[6] The preschool program is required by regulation to follow the school year. However, most preschool programs begin later and end earlier than the school-year calendar because they are using these instructional days for child and family activities such as screening, home visits, and other comprehensive components of the program.

[7] Kindergarten children with severe disabilities whose IEP specifies that they may, attend the preschool program under certain circumstances. The school- or district-level Admissions and Release Committee decides whether preschool is the best placement for children with special needs. If a family or district decides that the best placement of a 5-year-old child without disabilities is the preschool program and there is space available, the child is coded as a first year primary student (Kindergarten). No preschool funds may be used to support this child.

[8] 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 third birthday or whenever they are identified. Homelessness is a criteria for 4-year-old children only. The children must be in foster care at time of enrollment, not based on past history of foster care. Districts have some discretion in admitting noneligible 3- and 4-year-olds if space is available. Children with a disability or at risk for one are eligible. Districts may not use state funds to serve noneligible children.

[9] If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale. Tuition children are not included in reported enrollment figures as they are ineligible for KPP funding.

[10] According to preschool regulations, if a classroom has two sessions, morning and afternoon, the maximum number of children shall be 34 if the teacher also has the responsibility of coordinating parent involvement activities, and health and social services, thereby reducing the adult-to-child ratio to 1:17. This is rarely the case because most school districts have administrators and family resource workers who coordinate the comprehensive services of the district.

[11] Dental exam is required for entry into kindergarten.

[12] Home language surveys are encouraged, not required. Translators or bilingual staff are available in some districts but not required by state policy. English Language services begin in kindergarten.

[13] Districts work with their local Family Resource Centers to provide many support services and referrals. For districts that blend services with Head Start programs, comprehensive services are available for state-funded children

[14] The 2013 revised Kentucky Early Childhood Standards include birth to three as well as 3- & 4-year-old standards. They have been aligned with both the Head Start Child Development and Early Learning Framework and the Kentucky Core Academic Standards for grades K-12.

[15] All lead teachers hired beginning Fall 2004 were required to hold the IECE certificate. The IECE certification is a unified certification combining general and special education. Lead teachers who were hired prior to 2004-2005 were permitted to have a CDA or an associate's degree in early childhood education. These teachers were allowed to continue in their positions, but are not permitted to become a lead teacher in another district.

[16] Out of a total of 1,017 lead teachers, 725 (71 percent) had the IECE certification, 122 (12 percent) had a bachelor's degree and a letter of exemption. 140 (14 percent) were Preschool Associate Teachers with a CDA or AA in early childhood who were grandfathered prior to 2004, and 29 (0.3 percent) were emergency or probationary certified. KDE does not have information on the educational level (bachelors or masters degree) for the certified or exempted teachers.

[17] Teacher assistants in classrooms using Title I funds are required to have an Associates degree or pass the paraprofessional exam. During the 2013-2014 school year, the following credentials for the 1,151 teacher assistants were recorded: High School Diploma 453 (39 percent), CDA 260 (23 percent), some college 206 (18 percent), Associates degree 113 (10 percent), Bachelors degree 93 (8 percent), Masters degree 7 (1 percent), IECE degree/certification 9 (1 percent), other (mostly paraprofessional exam) 10 (1 percent).

[18] Non-required local funds reported may represent other sources but could not be verified due to district coding variations. Other federal sources include Title II, Community Service, Adult Education, and other program services.

[19] If a school district blends with Head Start funds and the Head Start program is the lead agency in administering the program, district funds will go to the district first and then be shared with the Head Start program and/or the contracted site. Faith-based sites may be subcontractors. The program's curriculum may not be religious in nature and the program must be incorporated separately from the religious institution and maintain a nonsectarian board of directors.

[20] The Kentucky Preschool Program is currently engaged in Cohort III of the Preschool Program Review (P2R). During the P2R process every district receives a visit from a KDE site visit team once every 5 years, or a visit from the Regional Training Center (contractor with KDE). Additionally, 14 districts are randomly selected to participate in a Consolidated Monitoring (CM) site visit. During this CM process each of the districts receives a site visit from a KDE preschool team who conduct a program review. Districts participating in the CM process are not exempt from the 5-year cycle P2R schedule of site visits.

[21] Preschool Program Review (P2R) site visits are conducted once every 5 years for all the districts. All sites at each district are visited, including the Head Start and contracted sites where preschool children attend. At every site at least 30 percent of the teachers are observed. The Regional Training Center observes classrooms using the ECERS-R. These RTCs also note in their report if there are any violations of the preschool regulations. Several of the sites will receive a KDE team site visit and during these visits there are observations at all sites, interviews with staff and administration, as well as a review of the children's files and documents. At least 5 districts will receive this type of site visit (one in each of the 5 regions). Additionally, the KDE, Division of Consolidated Plans and Audits randomly selects 14 districts to receive a site visit. During these site visits, a team of KDE preschool consultants conducts a site visit using the same criteria as the P2R site visit. Once every 5 years the same cohort district will fill out the P2R document, which is a web-based self-assessment document. They must rate their preschool program in each of the items as met or not met. For each item that includes enrollment information, collaboration with Head Start, transportation, meals, developmentally appropriate practice, program evaluation by parents and staff etc. In each section the preschool coordinator must include explanations. The districts must also submit documentation in various areas such as examples of lesson plans, special education intervention process, map of classroom layout, samples of communication with parents, and enrollment forms. For each of the districts in the cohort, the KDE consultant will also review information about the district through the Student Information System, the district's website, Head Start Full Utilization information, special education data and other information through the KDE data sources. There could also be a phone interview or e-mail exchange with the preschool coordinator seeking additional information or clarification. Each district receives a Program Review that shows the strengths, recommendations, and findings. Findings are items that are shown to be out of compliance with the regulations and must be corrected within a reasonable amount of time.

[22] If a private, contracted child care center was part of the QRIS system (which also uses the ECERS-R) and their ECERS-R observation occurred within the last 12 months, results could be used as part of the preschool monitoring observations for the school district that contracts with the center. Monitoring information may be used to provide feedback to parents but is not a requirement. Future plans will allow results of electronic monitoring to be available to the public.

[23] The most recent third-party program evaluation was completed by the University of Kentucky in 2012 in response to a request from the ECAC and Governor's Office of Early Childhood as part of the Stars for Kids NOW evaluation. Results indicated state-funded preschool children were in classrooms with higher ECERS-R ratings compared to child care centers in the quality rating system.

[24] Districts may choose one of the approved assessment tool in the Kentucky Continuous Assessment Guide. Instructional assessments include: AEPS, Brigance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Teaching Strategies Gold, High Scope Preschool COR, Learning Accomplishment Profile 3, Hawaii Early Learning Profile, Transdisciplinary Play-Based Assessment, and WSS. The 2013-2014 school year will be the last year to use some of these tools. During the following year, the list will be reduced to 5 tools: the AEPS, Carolina Curriculum, Teaching Strategies GOLD, COR Advantage (High/Scope), and WSS.

[25] Kentucky screened all incoming kindergarten children in 2013-2014 using the Brigance Early Childhood Screen Basic Assessment and the Self-help and Social Emotional Scales.

LOUISIANA - Louisiana Cecil J. Picard LA 4 Early Childhood Program

[1] The Louisiana Department of Education Division of Early Childhood Programs 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, 17 charter schools and one tribal school participated in the program.

[3] Districts are not required to offer the program but due to limited funds, programs must apply for funding. Priority is given to programs with previous history in the program.

[4] The total enrollment figure does not include 351 tuition-paying students and an additional 2,740 students with braided funding from other sources for a total of 18,674 children. This is not an unduplicated enrollment count. The data come from the October 1, 2013 enrollment reports.

[5] If the student qualifies for free or reduced-price meals, they are counted in the enrollment and the 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.

[6] Total free and reduced-price lunch enrollment was 15,934, of which 15,802 children were served in public schools. Of the remaining 132 children served in nonpublic school settings (in child care centers)

[7] Full school day includes the school day of 6 hours. A school day requires a minimum of 360 instructional minutes or 63,720 minutes per year (some programs have 4-day school weeks). In 2013-2014 no program offered a summer session or 4-day school week as reported in previous years.

[8] Children evaluated as gifted may enter kindergarten early.

[9] There is no state-specified income requirement for eligibility as all meeting age requirement may participate. Children who qualify for free or reduced-price lunch attend free of charge, and enrollment priority is given to these children. Others may pay tuition or school districts cover costs. Preference is given to children qualifying for free or reduced-price meals. All children in the district are eligible to attend. Charter schools allow participation using a lottery if more students apply than the school has allocated slots with which to serve them.

[10] Tuition may be charged for any child who is not eligible for free or reduced-price meals. Children may be charged for all or part of the LA4 class, in an amount not to exceed that necessary for the system to provide the LA4 class to the child and no more than the average amount expended per pupil on those children from whom no tuition may be required.

[11] All meals and snacks must meet USDA/CACFP guidelines.

[12] Additional ESL services may include, but are not limited to: communications in the family's language, seeking the services of interpreters, and other locally determined services.

[13] Support services are locally determined.

[14] The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.

[15] For mixed-delivery LA4 programs housed in child care centers, teachers must meet the same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K–3 license instead of standalone Nursery School and Kindergarten licenses

[16] Number of teachers with MA and beyond is not known.

[17] Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed delivery settings.

[18] The DOE determines the per-pupil allocation annually, based on the number of available slots. Allocations are based on a per-pupil formula. Non-required local contributions are not determined or allocated by the state, instead, they are funds that may vary annually to support local community programs. No CDBG funds were used for the 2013-2014 school year.

[19] All programs are monitored annually and required to provide documentation of program-level outcomes (compliance with program guidelines, annually). QRIS participation is required for child care centers (minimum 3 stars), but a waiver process was instituted eliminating this requirement for programs in the 13 pilot communities; public school centers are exempt. Monitoring of reports include enrollment in 6-hour program, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.

[20] Informal evaluations were conducted to report child outcomes (DSC/Teaching Strategies GOLD) and program quality (CLASS). The last formal evaluation was conducted in 2012-2013 by the Picard Center at ULL.

[21] Districts are required to administer the Developing Skills Checklist at Kindergarten entry for children entering Kindergarten for the first time. The DIBELS assessment is also required.

LOUISIANA - Louisiana 8(g) Student Enhancement Block Grant Program

[1] Districts receive an allocation and they determine whether to use the funds for the pre-K focus area.

[2] Any child evaluated and identified as gifted may enter kindergarten early.

[3] Priority is given to students who qualify for free or reduced-price lunch; however if all income-eligible children are otherwise served, additional students may also be served if they are deemed developmentally unprepared.

[4] This program strongly encourages vision and hearing screening.

[5] The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.

[6] Effective June 1, 2002, Louisiana issued a Pre-K–3 license, instead of standalone 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.

[7] 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.

[8] Public agencies 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. The Board allocated $10,221,500 to local education agencies for the FY 2013-2014 8(g) Student Enhancement Block Grant Program. A total of $8,487,519 was allocated to pre-kindergarten programs. Districts received a $52,857 base and $7.78 per pupil amount. In addition, $785,743 was allocated to the Louisiana Department of Education to administer an 8(g) Statewide Early Childhood Literacy Program.

[9] Site visits by staff of the oversight agency take place when a new administrator arrives or concerns arise from an audit. Since 8(g) students can be intermixed in LA4 classrooms, the LA4 program monitoring covered the major of the 8(g)-funded pre-K classes/sites during 2013-2014. A regular monitoring cycle of site visits/evaluations was established and 20 sites were monitored and evaluated. These visits were conducted by independent program evaluators employed by the oversight agency. BESE compliance officers conduct monitoring visits to make sure agencies are complying with state auditing practices and both fiscal and programmatic procedures relating to the project.

[10] Evaluations are conducted annually for districts, by independent evaluators, to measure the impact on student outcomes. In June 2013, the Cecil J. Picard Center for Child Development and Lifelong Learning conducted a longitudinal report entitled Longitudinal Study: Longitudinal Impacts on Academic Achievement for Participants in Louisiana's LA 4, NSECD, and 8(g) Early Childhood Programs.

[11] Each LEA shall require that every child entering kindergarten for the first time be given a nationally recognized readiness screening. The results of this screening shall be used in placement and for planning instruction. The pupil progression plan for each LEA shall include criterion for placement.

LOUISIANA - Louisiana Non-Public Schools Early Childhood Development Program

1 In accordance with Act 3 of 2012, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education.

2 The NSECD Provider Application period is open to all state-approved nonpublic schools and quality rated child care centers statewide. Due to funding limitations, the Department prioritizes slot allocation to schools and centers located in parishes found to be in greatest need based upon the Early Childhood Risk and Reach Report, the most recent copy of which can be found here: http://www.lsutuearlychildhood.org/EarlyChildhoodRiskLA_Fall2012.pdf. In addition, a scoring mechanism is used that prioritizes incumbent providers with a history of compliance; new programs in parishes of need participating in the Louisiana Community Network Pilot Program; and new programs in non-pilot parishes of need with no existing NSECD providers.

3 The reported figure represents funded slots.

4 Parents with students eligible for special education may choose to enroll their child in the NSECD program at a private program with the understanding they may forego continuation of those services dependent on the district's decision.

5 The Louisiana Department of Education is responsible for administering the program and partnered with nonpublic schools, parochial schools, private schools, and quality-rated Class A child care programs to provide services.

6 The 10-hour day is structured with 6 hours of instruction and 4 hours of enrichment (i.e., before and after care).

7 With the implementation of Act 3, all state-funded early childhood programs have adopted common income requirements.

8 Each class of 20 students is required to have a teacher and teacher assistant. The program approval process mandates providers to follow either NAEYC criteria or NIEER's quality benchmarks for staff-child ratio and maximum class size.

9 Although speech screenings are locally determined, all providers have independently provided these for all the NSECD students during the 2013-2014 school year. In 2011-2012 the Louisiana Department of Health and Hospitals conducted a study related to childhood obesity in state pre-K programs requiring enrolled children to receive height and weight or BMI screening and referral.

10 The NSECD has implemented a "Parental Involvement" report which allows providers to track parental engagement on a local level

11 The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Creative Arts Standards are also contained in the Louisiana standards. English Language Arts and Math standards were aligned in 2011 with the Common Core State Standards for Kindergarten; Science and Social Studies standards were also revised.

12 All NSECD administrators, teachers and teacher assistants are required to complete the NSECD Foundation/Curriculum Development training in addition to completing 18 clock hours of professional development. Trainings are conducted through webinars or onsite as needed or requested by each provider.

13 Of the 80 total lead teachers, 63 were Early Childhood certified, including 18 with Masters or above. 10 were Elementary grade certified, one of whom held a PhD. Seven lead teachers had a Bachelor's degree and satisfactory Praxis score, including three with Master's Degrees.

14 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 associate degree program, be continually enrolled, and complete the certification within three years of hire date. In the 2013-2014 school year, assistant teacher degree breakdown was: 26 percent incumbent staff pursuing certification; 46 percent CDA; 18 percent AA; 9 percent BA; 3 percent MA or above.

15 In 2012, Act 3 was enacted to promote and support collaborative mixed model delivery to assist programs in rural communities. Nonpublic and parochial schools must be licensed by the Louisiana Department of Education and adhere to the NSECD standards. Agencies are not allowed to combine funds with other funding streams (i.e., Title I, Head Start, or LA4) for NSECD students; however agencies are allowed to serve multiple populations within a site.

16 As part of Act 3, Louisiana has implemented the use of the CLASS observation tool as well as TS Gold assessments. The information gathered through these means is reported back to the state by each respective company.

MAINE - Maine Public Preschool Program

1 Out of 206 programs reported, 63 operated outside of a traditional elementary school setting in partnership with Head Start or child care.

2 Once a school has an approved pre-K programs, it is funded through the state funding formula on par with K-2.

3 Children who receive special education services may attend state pre-K classrooms, but are not counted separately in state pre-k enrollment as Maine's Part B is administered under an independent unit.

4 Local school units determine the number of 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 part-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 school-day double sessions due to transportation costs. While the approval application process encourages collaborative partnerships for extended-day services, it is determined at the local level.

5 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 October 15. The district receives the same level of subsidy for children pre-K through 2nd grade.

6 Some districts without universal capacity use a first come/first served basis, lottery, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.

7 No class size limits are stipulated in regulation at this time. Recommended size is 16. 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. If a district partners with a program holding a DHHS license, ratios of 1:10 must be met as per Maine child care licensing regulations.

8 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. If a district partners with a program holding a DHHS license, ratios of 1 to 10 must be met, per Maine child care licensing regulations.

9 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.

10 Screening and referral services will be required in 2015-2016, per revised program requirements.

11 Translator or bilingual staff availability may vary by school and district.

12 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.

13 Public preschool in Maine is funded through the school funding formula (Essential Programs and Services School Funding Formula). Once a school has gone through an approval process for a public preschool program, student counts are factored in to compute the following year's EPS district allocation. 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. Use of federal is funds determined locally and spending figures are not available.

14 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 statewide mill rate.

15 All public schools must have a comprehensive educational plan that includes ways to monitor the 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 the Basic School Approval Report.

MARYLAND - Maryland Prekindergarten Program

1 The 24 school districts include 23 counties and Baltimore City. The School for the Deaf is in addition to the 24 school systems.

2 An additional 3,112 children under 3 years of age who are enrolled in Judy Centers, as well as 5-year-olds eligible for kindergarten are not reflected in total enrollment figures. Reported figures have possible duplication.

3 The enrollment figure of 29,531 for the 2013-2014 school year includes 4-year-olds enrolled in state-funded pre-K programs, including those enrolled in Judy Centers. Some jurisdictions enroll children with an IEP/IFSP in the state-funded pre-K program, but they are not counted in the 29,531 figure. Judy Center enrollment for 2013-2014 was 13,013, including pre-K and 3,112 children under three years of age.

4 Programs operate five days per week as a full school-day program or they operate four part-days per week with the fifth day used for home visits and teacher planning. Partnerships with Head Start provide some extended-day services.

5 Policy requires local schools systems to have an early admissions policy to allow for enrollment of three-year-old students who are otherwise eligible (economically disadvantaged or homeless) and demonstrate educational needs warranting early admission into prekindergarten. Effective October 31, 2011, local schools systems may create prekindergarten programs for 3-year olds who are economically disadvantaged, homeless, or lack school readiness. Policy requires local school systems to have an early admissions policy to allow enrollment of 4-year-old students who demonstrate capabilities warranting early admission into kindergarten. Local boards of education may grant waivers on a case-by-case basis to allow kindergarten age children to enroll in pre-K.

6 All children must first meet the income, homelessness, 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.

7 State policy stipulates an average of 20 students per classroom. Exceptions may occur where individual classrooms exceed this ratio, provided an overall program average of 20 is maintained.

8 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.

9 The Social Foundations standards cover ages 3 through 5 in the domain of Personal and Social Development. The MD State Curriculum for College and Career Readiness, approved in 2013, refers to PreK (4-year-olds) through grade 12 and covers English Language Arts/Reading, Math, and Social Studies. The CCSS for Math and ELA were completed in summer 2012; Maryland is currently developing Maryland's science standards. As part of the RTT, MD developed an alignment document for early learning standards, Birth to K.

10 BA degrees are required for public and nonpublic settings. Lead teachers in public settings must have a BA with appropriate early education specialization. Lead teachers in nonpublic settings must have a BA in any subject area and are required to take at least 24 hours of professional development in child development or early education annually. 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.

11 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. Assistant teachers are required to attend a minimum of 24 hours of professional development annually.

12 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. Pre-K spending from federal and local sources is determined through a funding estimation scheme given that there are no dedicated pre-K funds from these sources. As such, accurate actual spending estimates cannot be provided for federal and local sources.

13 State policy requires local school systems to analyze the kindergarten assessment system in order to evaluate the effectiveness of pre-K and make necessary adjustments to the instructional program. A voluntary prekindergarten assessment is a part of the RTT-ELC and the Kindergarten Readiness Assessment (R4K) is under development. As a recipient of Race to the Top and Race to the Top-Early Learning Challenge grant funding, Maryland is collaborating with Ohio in refining its pre-K-through-kindergarten formative assessment tools and systems.

MASSACHUSETTS - Universal Pre-Kindergarten Grant (UPK) and Inclusive Preschool Learning Environment Grant (IPLE- Grant 391).

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 IPLE grant is offered in 186 cities/towns. The UPK grant is offered in 92 cities/towns. Many cities/towns offer both programs. Unduplicated, 220 towns offer the programs. There were 2 grant distributions for UPK during the 2013-2014 program year: a renewal grant for the current group of UPK grant recipients (awarded to 205 current programs) and an open competitive round for only those preschool programs that were not part of UPK (awarded to 29 programs). The IPLE grant was awarded through a renewal grant in 2013-2014.

3 In 2013-2014 program year, 5,311 children were enrolled in IPLE. 7,680 children were enrolled in the UPK program. There could be some duplicated children if programs receive both the UPK and IPLE grant.

4 There were 819 children receiving special education services in the UPK program. For the IPLE grant, there were 1,857 children receiving special education services. There could be some duplicated children if programs receive both the UPK and IPLE grant.

5 The hours and operating schedule vary by type of program and setting. Programs can operate either a school-year or full-year schedule. UPK programs are required to offer or provide access to school-day, full year services. The majority of IPLE grantees follow the public school calendar year, which is determined locally. These IPLE grant funded programs typically offer a combination of part-day, school-day, and extended-day. Part week opportunities are also used, which are all determined locally. IPLE grant-funded programs that are supported by other supplemental funding, such as EEC financial assistance, UPK grant or Head Start must follow the operating schedule as determined by these contractual requirements. All IPLE students are reported in "locally determined" schedules.

6 For UPK, state policy does not regulate the enrollment of kindergarten-age-eligible children in pre-k. A child with special needs could remain in the preschool program, however, he/she would no longer be counted in the UPK formula. The children must be in the preschool classroom by the renewal date of the grant but the state does not have a cut-off date. The children are no longer eligible for preschool when they are eligible to enter kindergarten in the city/town in which they live. The school districts determine kindergarten eligibility locally. For IPLE, kindergarten-age-eligible children with documented disabilities may enroll in pre-K. As per State Special Education Regulations, the team may allow a child to remain in a program designed for 3- and 4-year-old children for the duration of the school year in which the child turns 5 years old (including the summer following the date of the child's fifth birthday).

7 Any child may enroll in any program, but programs are selected to receive UPK and IPLE funding based on program characteristics and on the characteristics of the children in the program. There is no income requirement for IPLE, though programs may use some of the reported risk factors at the local level to prioritize the selection of eligible children without IEPs, due to the high demand. IPLE grant-funded programs that are also supported by other supplemental funding, such as EEC financial assistance, IDEA, and Head Start must follow the eligibility requirements determined by these funding sources which are based on individual child or family characteristics in addition to age. The 85 percent SMI income requirement applies to all children in UPK receiving subsidy money, but does not apply to tuition-paying families. For families to enter the subsidy system they can have up to 50 percent of SMI and can continue receiving assistance up to 85 percent of the SMI. For families with special needs, they can enter up to 85 percent SMI and remain until 100 percent.

8 UPK determines whether 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 funds may use the Massachusetts sliding fee scale. If not, programs can establish their own.

9 For IPLE grants, the ratio can range from 1:7 to 1:10, based upon the number of children with disabilities enrolled in the session. Class size is based upon the number of children with disabilities enrolled in the session, per state special education regulations. UPK is 1:10.

[10] Programs operating fewer than 4 hours per day must schedule snacks. Program 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.

[11] All LEAs are required to offer screenings and referrals under Child Find, and screenings are available to children in non-LEAs through services in the public schools. Types of health screening offered are not specified.

[12] EEC-licensed child care programs must develop a mechanism for, and encourage, ongoing communication with parents, including communicating effectively with families whose primary language is not English or who require alternative communication methods. The 2010 Licensing Regulations indicate that one-third of the required professional development of educators must address diverse learners. LEA regulations regarding special education services require that communications to families shall be in both English and the primary language of the home, if such primary language is other than English. Any interpreter used to implement this provision shall be fluent in the primary language of the home.

[13] In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. All programs (except family child care) must follow the Guidelines. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K. Programs are not required to follow the Curriculum Frameworks, though public school programs in UPK are likely to follow them. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older 4- and 5-year-olds. IPLE grant funded programs are required to implement a developmentally appropriate and inclusive early childhood curriculum aligned with the Massachusetts Preschool Early Learning Guidelines; The Massachusetts Curriculum Frameworks for Preschool and Kindergarten; Massachusetts Quality Rating and Improvement Standards for Center-based/School-based programs; and the Early Childhood Program Standards for Three and Four Year Olds. Public School programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older 4- and 5-year-olds.

[14] All teachers must have an early childhood education certification. Public school teachers must have a pre-K–grade 2 certification. Nonpublic-school teachers must be certified by the Department of Early Education and Care. Lead teachers must either be 21 years old or have a high school diploma and must complete a three-credit course in child growth and development. For centers at Level 2 in the QRIS, all members of the teaching staff must have a minimum of 3 credits in ECE or a related field, and 50 percent of classrooms must have an educator with a BA. For Level 3 programs, 75 percent of classrooms must have an educator with a BA. For Level 4 programs, 100 percent of classrooms must have an educator with a BA.

[15] For UPK, assistant teachers must be 18 years old or have a high school diploma. For IPLE, the minimum requirements for this role are: Possession of a high school diploma or equivalent; AND one of the following: Possession of an Associates (or higher) degree; OR Completion of 48 credit hours at an Institution of Higher Education; OR passing a Completion of paraprofessional exam. In the event that the IPLE public school setting is also a Title I school/program, then these paraprofessional requirements apply. Assistant Teachers (nonpublic) must have a high school diploma or equivalent and must work at all times under the direct supervision of at least a teacher-qualified staff person, must be at least 18 years of age, and must have 3 credits in Child Growth and development. EEC does not provide certification for Assistant Teachers (nonpublic schools).

[16] From all sources, total UPK funding is $39,649,969 and total IPLE funding is $11,7779,134. TANF and CCDF funds contribute to UPK while IPLE uses IDEA funds. "High-needs children" are defined as children who have multiple risk factors linked to poor school and life outcomes, including: children and parents with special needs; children whose home language is not English or are English Language Learners; families and children involved with multiple state agencies; recent immigrants; children with parents who are deployed and are not living on a military base; low-income households; parents with less than a high school education; and children who are homeless or move more than once a year.

[17] From all sources, total UPK funding is $39,649,969 and total IPLE funding is $11,7779,134. TANF and CCDF funds contribute to UPK while IPLE uses IDEA funds. "High needs children" are defined as children who have multiple risk factors linked to poor school and life outcomes, including: children and parents with special needs; children whose home language is not English or are English Language Learners; families and children involved with multiple state agencies; recent immigrants; children with parents who are deployed and are not living on a military base; low-income households; parents with less than a high school education; and children who are homeless or move more than once a year. For UPK, a broadly interpreted program match is required, which can include in-kind or monetary matches. No match is required for the 391 program.

[18] For UPK, all programs were required to be self-assessed at Level 3 in QRIS. As a result, EEC's regional Program Quality Specialists reviewed all of the QRIS applications to confirm that the UPK programs did the following activities: completed the Environment Rating Scales for all the classrooms; utilized a formative assessment tool (Teaching Strategies GOLD, Work Sampling System, or High Scope COR); completed the CLASS or the Arnett Caregiver Interaction Scale; documented professional development for the program administrator and staff; documented Individual Professional Development Plans for the program administrator and staff; completed the Strengthening Families Self-Assessment (along with a Program Improvement Plan if necessary); completed the Program Administration Scale or Business Administration Scale; and submitted all other required documents.

[19] Massachusetts is in the process of developing policies for sharing QRIS info and QRIS Ratings with families; however, it has not yet been fully implemented.

[20] During 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, and access and continuity challenges as the state implements UPK on a larger scale.

[21] Through the Massachusetts Kindergarten Entry Assessment Initiative, school districts that are recipients of the Quality Full Day Kindergarten Grant must use a formative assessment tool in the classroom to document children's progress across the developmental domains throughout the school year. The school districts could choose either Teaching Strategies GOLD or Work Sampling System as the formative assessment tool.

MICHIGAN - Michigan Great Start Readiness Program

[1] There were 56 out of 298 public school academies (charter schools). There were 97 community-based agencies that received funds through the ISDs.

[2] All grants and funding flow through the intermediate school districts (ISDs); all ISDs participate, so every child in the state who is eligible is covered by a participating agency. Some ISDs provide direct service in the local school buildings or other sites.

[3] Children served in the school-day programs use two half-day slots and are only counted once in the enrollment. Home-based option was phased out and there were no children in that option for FY 2013-2014.

[4] Children receiving special education services are also enrolled in separate classrooms, but those children are not counted in the total preschool enrollment count.

[5] Grantees may choose part-day, school-day, or GSRP/Head Start Blend classroom options. School-day classroom programs are reimbursed at two slots per child ($7,250); all other are reimbursed at one slot per child ($3,625). The minimum is four days per week for 30 weeks. It is allowable for new grantees or newly licensed sites to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year. Legislation allows for a GSRP/Head Start Blend option, and encourages a tuition-based sliding scale for children who are over-income. In addition, grantees that offer supplementary child care using funds other than GSRP to achieve an extended-day program (min. 10 hours) receive priority in the allocation of GSRP funds.

[6] Kindergarten legislation allows for exemptions to the Nov. 1. cutoff to be Dec. 1 by parent request. GSRP is aligning with kindergarten legislation until the three-year transition is complete, at which point GSRP will not allow anyone beyond the Sept. 1 cutoff regardless of the Kindergarten legislation allowing up to Dec. 1.

[7] At least 90 percent of the children in each grantee's enrollment must meet the income requirement of 250 percent FPL or below. There are 7 factors that determine eligibility: low family income (below 250 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 allows low family income to automatically qualify a child, then allows for above 250 percent plus two risk factors; then above 250 percent plus one risk factor; then family income above 250 percent of FPL, with a cap of 10 percent of the total slots that can fall above 250 percent. All families above 250 percent must pay tuition based on a sliding scale.

[8] A qualified teacher and associate teacher must be present in classes of 9 to 16 children. If more than 16 children are in a class, a third adult meeting licensing requirements must be present.

[9] Part-day programs provide a snack, and school-day programs provide one meal and two snacks or two meals and one snack.

[10] 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.

[11] Program policies and procedures must promote, support, and respect the home language, culture, and family composition of each child. The state encourages hiring of at least some staff who speak the dominant languages of the community and provide translators for parents. All staff are expected to learn key words from each child's home language. Communication with families must be carried out on a regular basis throughout the program year, and carried out in the parent's primary or preferred language.

[12] 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.

[13] All classroom staff must complete 16 clock hours per year, of which two can be CPR and first aid training, to keep required child care licenses current. Lead teachers who are certified teachers in public school settings must complete six credit 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.

[14] The state has phased out its own equivalent to a CDA as of the 2012-2013 school year, which included the same requirements as CDA, but teachers did not have to take the CDA exam. The state approved each candidate individually instead. Those with the state alternative are grandfathered in unless they change employer, in which case a CDA or Associates degree would be required. 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 child development and have a plan to complete the requirements within two years.

[15] 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. All funding flows through the State School Aid Fund to ISDs.

[16] The school district portion has both a needs and a capacity, assessment and a formula component that contributes to the final grantee allocation.

[17] For 2013-2014, only ISDs were eligible to receive funds directly from the state. ISDs then determined subrecipients locally, which are LEAs/PSAs/CBOs--both for- and nonprofit are allowed.

[18] Beginning in the 2013-2014 grant year, MDE created a new monitoring tool and 3-4 cycle for the ISDs as GSRP grantees. A risk assessment will be completed annually which may modify the established cycle. Monitoring will cover the programmatic, administrative, and fiscal aspects of the work of the ISDs as GSRP grantees. The ISD is responsible for monitoring its subrecipients for compliance with policies and guidelines for fiscal and programmatic issues, as well as program quality using the PQA. MDE monitoring will include a sampling of data from the ISD's subrecipient program, and administrative and fiscal documentation. An MDE auditor, consultant, or combined team will conduct onsite monitoring visits to the ISD to ensure compliance with state policies and program requirements as they relate to fiscal and programmatic management of the grant. MDE will use a combination of interviews, uploaded and onsite records, MEGS+ applications and reports, and sampling of the ISD's subrecipient program administrative and fiscal documentation to complete the monitoring process.

[19] Studies of Michigan's program include: an ongoing longitudinal study covering kindergarten through high school graduation and grade retention findings (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); and 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). The study is funded at $300,000 per year by the State School Aid Act.

[20] 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.

[21] Michigan chose TS Gold for voluntary kindergarten entry assessment in 2012-2013 and is piloting it in 2013-2014.

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 1 school district, 7 tribal governments, and 25 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. A formal process that approves the use of Child Care Assistance funding for Head Start Integrated full day programming has been established.

[3] Programs may also use state funds to provide Early Head Start services for children who are under the age of 3 years. 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. Reported risk factors may be considered in prioritizing applicants for enrollment in a limited number of enrollment slots. Agencies may work with their parent council to establish additional priorities

[5] 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.

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

[7] State authorizing statute requires compliance with federal Head Start requirements. Translators or bilingual staff must be available if 50 percent or more of children in a class speak a language other than English.

[8] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; 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. 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.

[9] 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.

[10] State-funded Head Start services are now required to follow Section 648A of the 2007 Head Start reauthorization which requires all teachers hold at least a CDA. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.

[11] State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

[12] The state has begun reporting kindergarten entrance assessment through a program called Reading Well by Third Grade. This may or may not be coordinated with the state-level Kindergarten Entry Assessment; that is a local decision.

MISSOURI - Missouri Preschool Program

[1] Enrollment figures are based on the number of children receiving classroom services based on May 2014 count.

[2] The program must provide 6.5 hours of educational activities appropriate to the developmental level of the child 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 part-day program (minimum of 3 hours) to better serve those children participating in other district programs, such as Title I and/or early childhood special education, and can provide services for no less than the school year. Public schools who implement a four-day school week for their K-12 grade levels can also implement a four day schedule for the preschool program. The length of the day should mirror the K-12 day. In 2013-2014, 56 of the 180 programs provided extended day services to meet the needs of working families through a variety of funding options. Enrollment by operating schedule data are from May 2014.

[3] Preschool programs must provide educational activities appropriate to the developmental level of the children 12 months a year. Governmental entities or public school districts only may provide preschool services for no less than the school year.

[4] Some local discretion is granted in enrollment. Additional information may be found at http://dese.mo.gov/governmental-affairs/kindergarten-first-grade-entry.

[5] If a preschool program charges a fee for preschool, they must implement a sliding scale fee. Programs determine the basis for a sliding scale. Private agencies use a Social Services sliding scale, while public schools use free- and reduced-lunch as a criteria. The sliding scale fee is required for families whose income does not exceed 185 percent of the federal poverty level.

[6] The preschool program must serve a minimum of 10 age-eligible children per classroom and have no more than 20 age-eligible children in a classroom. Classrooms with 10 children must have a lead teacher. A teacher assistant is required if more than 10 children are enrolled in the classroom.

[7] In 2014, of the 180 Missouri Preschool Programs, 110 provided breakfast, 89 provided an AM snack, 143 provided lunch, and 160 provided a PM snack. 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.

[8] A full physical must meet the requirements of child care licensing.

[9] All preschool programs are required to work with their local Parents as Teachers (PAT) program, which provides parent education and health and development screenings. In addition, PAT also provides referrals to services that may be beneficial to the family, based on need/request.

[10] Additional domains: Mathematics, Science, Understanding the World, Expressive Arts

[11] Lead teacher must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certificate, or 4 year college degree in child development.

[12] Missouri does not maintain records on teacher educational attainment for the MPP. Data on teacher certification levels indicate the following breakdown: Early Childhood (148, 78 percent), Early Childhood Special Education (6, 3 percent) EC/ECSE (19, 10 percent), and Child Development (17, 9 percent).

[13] Additional required professional development hours for first year teachers and teacher assistants beyond the state's minimum include at least of 30 hours of curriculum training. Teachers in new and renewal programs must be trained in the State Board of Education adopted early childhood readiness tool. This tool is used to look at each child's growth and development to guide learning activities in the classroom. The Professional Development Plan also includes college-credit courses through T.E.A.C.H. Early Childhood® Missouri, follow-up/advanced training of the selected curriculum model provided only by the approved curriculum source, professional conferences, seminars, consultants, and DESE required meetings. The plan should include a list of the specific professional development opportunities to be provided. Evidence of continuous professional development associated with the selected curriculum model must be included each year in the plan. Professional development opportunities should reflect the general philosophy of the curriculum model selected from a state-approved list.

[14] Teacher assistants must have a CDA, 2-year Associate Degree in Child Care/Education or 60 college hours with a minimum of 3 college credit hours in early childhood, child development, or child/family related courses and experiences working in a program with young children and their families.

[15] Site-based consultations are provided to newly awarded classrooms to support program improvement.

[16] Teachers in new and renewal programs must be trained in the State Board of Education-adopted early childhood readiness tool. This tool is used to look at each child's growth and development to guide learning activities in the classroom.

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 3.5 to 4 hours per day, 4 or 5 days per week. Schools are encouraged to partner with Head Start and community providers, but there is no formal agreement at the state level. Programs must operate at least 12 hours per week. Additionally, if districts receive State Aid (TEEOSA) or an early childhood grant, the program must operate at least 450 hours per year.

[3] Children with IEPs may participate, based on their IEPs. Kindergarten-age 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 the district would have to meet staffing and group size requirements established for younger children. State does not have a minimum age date.

[4] 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.

[5] 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.

[6] Programs must offer at least one meal and/or snack that follows CACFP requirements.

[7] If a majority of children enrolled use a common language other than spoken English, at least one staff member who uses such language shall be available as an active participant to communicate with such children. If less than a majority of the children speak a language different from the rest, one staff member or a community resource person or parent shall be identified to serve as a resource to the program.

[8] Early Learning Guidelines were revised to align with the Nebraska K-12 standards during 2013. At this time, Nebraska has not adopted the Common Core. Creative Arts are also addressed in the Nebraska Early Learning Guidelines.

[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] Local sources include local district funds, parent fees, community agencies and resources, and other sources. 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.

[11] Educational Service Units may receive grant funds but cannot receive state aid funding.

[12] Although a 100 percent match of the state grant funds is required, it does not have to come from a local source. State aid requires that districts used federal and/or local sources to support the operation of the early childhood program in addition to state aid.

[13] 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.

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] Data were not collected on specific ages in 2013-2014, due to changes in evaluation procedures The total reported combines 3- through 5-year-olds with the majority continuing to be 4-year-olds. Children who are 5 and eligible for kindergarten are not eligible for Nevada State Pre-K unless a local determination is made that there are extenuating circumstances, such as a recommendation in the child's IEP.

[3] Data were not collected in 2013-2014 due to changes in evaluation procedures.

[4] 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 part-day programs, as determined locally, due to limited funding.

[5] Children who are 5 and eligible for kindergarten are not eligible for Nevada State Pre-K unless a local determination is made based on extenuating circumstances such as a recommendation in the child's IEP.

[6] Specific priorities for enrollment are determined locally. Other eligibility requirements may include low-income status, English Language Learner, and homelessness.

[7] Redetermination is not included in state policy but is permitted at the discretion of districts if irregular attendance or family moves outside of the district are substantiated and it is determined appropriate that to fill the space with another child on the waiting list may be appropriate.

[8] Meals are not required, but all programs provide snack for part-day programs. Most programs are part-day, so only snacks are required.

[9] Program policy rather than state legislation assures that several screening and referral services are required for all children. Programs are required to screen and assess all children if there is a suspected developmental delay; 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. Local districts determine the process and instrument used for determining suspected developmental delay.

[10] The Nevada legislature passed SB 504 in 2013 to provide additional support for ELL/DLL in pre-K-4th grade, and many districts are using this funding to collaborate with their existing State PreK programs. Implementation began mid-year in the 2013-2014 school year for logistical reasons.

[11] An early childhood crosswalk has been completed between the Nevada PreK Standards and the Nevada Academic Content Standards based on the Common Core. A gap analysis based on this document and the Maryland-Ohio EAG Consortium work will guide the next revision process slated to begin in 2015.

[12] 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.

[13] Due to changes in evaluation, data are now collected every other year and were not collected in 2014.

[14] In addition to state pre-K funding, the State allocated $4,619,105 to support additional pre-K programs for DLL Students in 6 school districts. However, not all of these programs are aligned with state pre-K requirements and implementation did not occur until mid-year. An additional $9,807,375 was used for Title I Pre-K in Clark County, which is not aligned with State PreK program and evaluation requirements.

[15] School districts and community organizations are eligible to apply for state pre-K competitive funding.

[16] ECERS and ELLCO formal observations are conducted every other year instead of annually as done previously. PPVT and EOWPVT are performed as pre- and post-assessments annually.

[17] Per legislation starting in 2013-2014, Nevada State Pre-K is required to complete and submit a longitudinal evaluation report every other year. Previously, the reports were completed every year. As a result, programs are only formally assessed using the ECERS and ELLCO every other year.

[18] Results of child-level assessments were considered when the Legislature allocated additional funding to begin a targeted pre-K initiative for DLL children in several districts.

[19] Currently, kindergarten assessments are determined on a local basis. However, Nevada is piloting Teaching Strategies Gold in a few districts statewide as well as participating in the Maryland/Ohio Enhanced Assessment Grant Consortium to determine the best statewide KEA to be used in the future

NEW JERSEY - New Jersey Former Abbott Preschool Program

[1] Primary oversight for the preschool education program is through the state Department of Education's (DOE) 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, which 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] There were 25,032 children are in nonpublic sites but administrative responsibility remains with the public school district.

[4] All programs must operate for at least 6 hours. Some programs offer extended-day programs with an additional 4 hours of wrap-around care to income-eligible children. The wrap-around program is funded through the Department of Human Services.

[5] 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. Some districts have also used either surplus/local or Title I funding to provide summer care.

[6] Kindergarten-age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.

[7] The program is offered in the poor urban districts initially identified by the NJ Supreme Court in 1990 as having at least 40 percent of children who qualify for free or reduced-price lunch and 5 additional districts designated by the Legislature. All 3- and 4-year-old children within those districts are eligible to participate. 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] 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.

[9] Bilingual classes are generally encouraged. In specific cases, monolingual non-English classes may be permitted as part of a transition into a bilingual model including English, but a bilingual, non-English class (while not prohibited) would not be encouraged.

[10] Alignment with Common Core State Standards was completed in 2013.

[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. Nursery school (P-K) is no longer granted but still recognized for current holders.

[12] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified for Title I.

[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 provides less for the district than it received in the 2008-2009 school year, the district's aid amount reverts to what it was in the 2008-2009 school year. School districts are permitted to subcontract with faith-based programs without religious content.

[14] QRIS participation is encouraged, but not currently required.

[15] Monitoring information is not used to make decisions about whether or not to fund a district/program, but rather to guide the review of districts' proposed annual budgets.

[16] 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

[17] TS GOLD was used with pilot districts in 2013-2014. The first cohort began in 2014-2015 with statewide implementation anticipated to be complete within 5-6 years.

NEW JERSEY - New Jersey Former Early Launch to Learning Initiative

1 Primary oversight for the preschool education program is through the state Department of Education's (DOE) 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, which 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 117 3-year-olds who are not funded with state dollars and were not included in the total enrollment. 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 Children who receive special education services must be included in classrooms with the above counted children; however, those special education children are funded separately and are not included in the reported count.

5 Some programs are part-day, some programs are school-day, and some programs offer a combination of both. Some programs participate in DHS wraparound programs for before- and after-care. 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.

6 An additional 117 3-year-olds were served in ELLI classrooms but were funded through local or private sources and are not included in the total count. Kindergarten-age-eligible children with an IEP that requires enrollment in a preschool program may enroll in the program, but are funded through special education.

7 In addition to children needing to qualify for free and reduced-price lunch and be a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program. A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.

8 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.

9 Breakfast, lunch, and snack are required for at-risk students in school- and extended-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.

10 Bilingual classes are encouraged.

11 Alignment with Common Core State Standards was completed in 2013.

12 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. Nursery school (P-K) is no longer granted but still recognized for current holders.

13 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified.

14 All state funding is technically run from the state aid formula. However, for the 2013-2014 school year, funding for these districts was kept the same as in prior years, which was not according to the funding formula.

15 School districts are permitted to subcontract with faith-based programs without religious content.

16 Districts 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.

17 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.

18 TS GOLD was used with pilot districts in 2013-2014. The first cohort began in 2014-2015 with statewide implementation anticipated to be complete within 5-6 years.

NEW JERSEY - 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 (DOE) 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, which is housed in DOE.

2 Ninety-three districts are 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 There were 114 children in nonpublic sites, but administrative responsibility remains with the public school district.

4 Districts may operate either a part- (2.5 hours per day) or school-day (6 hours per day) program. DHS funding may be used in some cases to extend beyond a full day for income-eligible children. Some school-day children may receive extended-day services, but the number of students is unknown. 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.

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 There are 93 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 kindergarten to all age-eligible children and either part- or school-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 Breakfast, lunch, and snack are required for at-risk students in school- and extended-day programs. Although not specified in the Early Childhood Administrative Code, meals provided in school programs must meet USDA guidelines.

9 Bilingual classes are encouraged.

10 Alignment with Common Core State Standards was completed in 2013.

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. Nursery school (P-K) is no longer granted but still recognized for current holders.

12 In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified.

13 All state funding is technically run from the state aid formula. However, for the 2013-2014 school year, the former ECPA districts were funded in a manner similar to prior years, which was not according to the funding formula. Districts may, but are not required to, contribute local funding to operate the program.

14 School districts are permitted to subcontract with faith-based programs without religious content.

15 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.

16 TS GOLD was used with pilot districts in 2013-2014. The first cohort began in 2014-2015 with statewide implementation anticipated to be complete within 5-6 years.

NEW MEXICO - New Mexico PreK

1 An increase in the appropriation for New Mexico PreK resulted in new programs in 10 additional school districts.

2 The state funds 450 instructional hours per school year. Hours per day vary by program. The most common schedule is 5 days per week. Some private or nonprofit facilities use partial day Child Care Subsidy for wraparound care to assist parents who qualify, or offer reduced rates for private pay. PreK programs in public schools can extend the day using operational funds or Title I funds. CYFD offered a 450-hour, extended-day summer program for 56 children at three sites.

3 All age-eligible children in locations offering the program are eligible. Funding priority is given to all age-eligible children who will attend kindergarten at Title I schools. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.

4 At least one meal per day, breakfast or lunch depending on schedule

5 Individual physician protocols may vary to include psychosocial/behavioral or other screening. Some programs choose to administer a psychosocial/behavioral screening.

6 In the absence of state legislation or policy regarding provisions for ELL families in PreK programs, the New Mexico Department of Education and the New Mexico PreK Program Standards provide guidance on effective practices and program requirements to all programs receiving state pre-K funding. Funding is used to support monolingual Spanish and dual-language classrooms with information submitted in the program's application to state agencies.

7 Education services or job training for parents are not required; programs are encouraged to provide support for families in need of either.

8 The currently posted Early Learning Guidelines document was revised in July 2014.

9 Lead teachers in public school programs must have a bachelor's degree and licensure in early childhood education. Teachers who have an elementary education or special education license are required to take a minimum of 6 credit hours of ECE coursework annually. Teachers in nonpublic school settings should, but are not required to, have a bachelor's degree and are required to take at least 6 credit hours annually and have a professional development plan to complete the degree in ECE.

10 Programs are permitted to hire an assistant teacher without the AA degree, provided the person has an approved professional development plan to achieve the requirement by successfully completing a minimum of six college credit hours each year.

11 The New Mexico PreK program will participate in the new FOCUS TQRIS program as part of the Race to the Top Grant awarded to the state of New Mexico with piloting scheduled for Spring 2015. QRIS measures are for nonpublic programs only.

12 This PreK initiative has been evaluated in the past; a four-year study of child outcomes and classroom observation was started in 2008-2009 but discontinued due to funding.

13 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. Most districts use DIBELS Next to assess early literacy. Various other assessments are used. NM Administrative Code 6.30.5.12 requires that districts assess children by September 30 and again by April 30.

NEW YORK - New York Universal Prekindergarten

1 A second initiative called NY Priority Prekindergarten was established in the 2013-2014 school year to increase the availability of high quality prekindergarten placements for the highest need children and schools within New York State's public school districts. This grant initiative builds on the foundation established by the allocational Universal Prekindergarten (UPK) program. Grant funds can be used to create new full-day prekindergarten placements, convert existing half-day placements to full-day, or create a limited number of new half-day placements designated for higher need children in lower wealth school districts. The state allocated $25 million for the program, which served 4,988 children in 25 school districts in 2013-2014.

2 Only districts offering the program during 2012-2013 were eligible to receive funding in 2013-2014.

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 2013-2014 school year, three districts were able to offer the program to 215 3-year-olds.

4 Of the 98,910 children enrolled, 46,406 participated in district operated UPK classrooms and 52,504 attended classrooms in other settings, including community-based programs.

5 The UPK funding is for a minimum of 2.5 hours, but many programs opt to run a school-day or extended-day program using local funds or other funding sources. Programs must operate 5 days per week for a minimum of 180 days per year.

6 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 2013-2014 school year, three districts were able to offer the program to 215 3-year-olds. Age exceptions for kindergarten are permitted and are locally determined.

7 There is a very small population of 3-year-olds in the UPK program per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult to child ratio.

8 Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack.

9 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.

10 Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency. Commissioner's regulations require all districts and schools to have a plan in place to serve ELL students appropriately.

11 New York Prekindergarten Learning State Standards took effect in January 2011 upon adoption by the State Board of Regents. The New York State Board of Regents also adopted the aligned Common Core Standards for Prekindergarten Math and English Language Arts at the same time.

12 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 onsite education director possessing a NYS teaching license or certificate in early childhood or childhood grades.

13 There are 1,412 teachers operating on a 5-year plan to obtain certification in 2013-2014, including 1,330 with BA and 82 with other educational qualifications.

14 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 a 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.

15 New York Priority Prekindergarten (NYPP) funding for 2013-2014 of $25M was not available to programs at the beginning of the program year and are not included in this total. Local grantees may access the following federal funds in addition to state general funds: CCDF and USDA Child and Adult Food Program. The amount of federal funds is unknown.

16 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.

17 Libraries and museums are allowed to contract if they can meet all the requirements of the regulations.

[18] Participating programs use a variety of tools to provide documentation of children's learning and/or child outcomes. The ones that meet QUALITYstarsNY's Program Standards include: Creative Curriculum Developmental Continuum Assessment, Bayley Scale of Infant and Toddler Development, Brigance Inventories, Galileo Preschool Assessment Scales, High Scope Child Observation Record (COR), Learning Accomplishment Profile-Diagnostic (English or Spanish), Mullen Scales of Early Learning, Ounce Scale, Work Sampling System, Teaching Strategies GOLD, Ages and Stages Questionnaires. In 2013-2014, approximately 365 community based, family child care, and public school-based programs actively participate in QUALITYstarsNY. Of these participating programs, approximately 100 provide UPK. Approximately 60 of these programs were recruited in Troy and New York City over the summer of 2014 and have not yet been rated.

[19] 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. Periodic site visits are not assured for each program. All programs are required to submit to SED an annual application and a final report

[20] QUALITYStarsNY has improvement specialists delegated to providing professional development. SED receives, minimally, quarterly reports on implementation status.

[21] 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 - North Carolina Pre-Kindergarten Program

[1] Although the NC DHHS has authority over the program and fiscal components of the state's Pre-K program, teacher education and Birth-through-Kindergarten Licensure policy dictates the work that is required for all Pre-K teachers, regardless of employment setting (public vs. private/community-based care/Head Start). This includes the Beginning Teacher Support Program (needs-based mentoring, formative observations of teacher performance, and annual summative evaluation of teachers).

[2] The Division of Child Development and Early Education (DCDEE) contracts with one entity per county/region to facilitate the implementation of the program locally. Typically, that entity is the local education agency, the local Smart Start Partnership for Children, or another agency such as Head Start. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start/Community Action-Nonprofits Agencies, creating a diverse delivery system.

[3] Wraparound services are determined locally. A few programs based in public schools may operate on a year-round calendar, but funding is limited to 10 months (36 weeks) of services.

[4] 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.

[5] Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI provided they have another designated risk factor.

[6] Classrooms that provide for inclusive settings for children with disabilities may require an adult to child ratio lower than 1 to 9. For Local Education-administered public school exceptional children's preschool classrooms, ratios must be in compliance with the North Carolina Policies Governing Services for Children with Disabilities,Section1508-2, (Appendix B) at: http://ec.ncpublicschools.gov/policies/nc-policiesgoverning-services-for-children-with-disabilities.

[7] The Division of Child Development and Early Education (DCDEE) has developed a plan to better serve English Language Learners, with additional efforts made at the local level to accommodate ELLs and to comply with Title VI laws. NC BK Licensed teachers receive formal, needs-based mentoring/coaching support linked to child assessment and teacher evaluation to improve instructional practices for children served.

[8] The revised document describes children's development and learning from birth through age five. A separate section addresses Dual Language Learners.

[9] All lead teachers in NC Pre-K classrooms are required to hold a BA in ECE degree or a related field as well as a North Carolina Birth-through-Kindergarten or Preschool add-on license. Teachers in public or nonpublic settings may begin in an NC Pre-K classroom with a minimum of a BA/BS in child development, early education or related field, and work to attain an NC BK or Preschool License within three years. Teachers holding an NC BK Standard Professional I or II license are formally mentored and required to receive formative and summative evaluations annually and according to the licensure cycle. The AA degree in ECE/CD is permitted only as the minimum education/degree requirement only for a long-term substitute teacher (up to 16 weeks). The Intervention Specialists for P-12 in Vision or Hearing Impaired would be accepted if teacher had an endorsement related to early childhood or a Birth-through-Kindergarten license. Exceptions may be made in rural counties with limited personnel, to allow a lead teacher to enter with less than the minimum and work towards the requirement.

[10] BK Licensed teachers in public and nonpublic schools will participate in professional development in accordance with the State Board of Education policy, 7.5 CEUs (75 contact hours) per 5-year licensure cycle for teachers holding an NC BK SP II license. Teachers working toward the NC BK SP II licensure requirements will participate in a minimum of six documented semester hours per year, prescribed by a Plan of Study, a professional development plan, and the Beginning Teacher Support Program (mentoring/performance evaluation). Teacher assistants working toward education requirements will participate in a minimum of six documented semester hours per year.

[11] Teacher Assistants in public schools must meet requirements specified by NCLB. NC Pre-K generally 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 ECE is highly encouraged for assistant teachers.

[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] The NC Educator Evaluation System under NC State Board Policy requires licensed teachers to be formally mentored/coached and evaluated using formative and summative evaluation procedures annually, based on type and level of BK licensure held. Additional information is collected about the level and number of mentoring visits and formal evaluation of NC BK licensed teachers and the number of teachers, directors, mentors, and evaluators who have completed required mentor and evaluator training to prepare for NC educator licensure services. Teacher performance data: developing, proficient, accomplished, or distinguished ratings are required annually and by BK licensure type. The framework is required for teachers in both nonpublic and public schools. Teachers are required to use self-assessment, and mentoring services based on teachers' assessed needs using the NC Rubric for Evaluating NC Teachers/NC Professional Teaching Standards).

[14] Every site receives at least one onsite monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desktop monitoring by the state will receive an onsite visit in a future year. ECERS-R evaluations are conducted as part of the rated license system. Teacher evaluations are conducted based on the level and type of BK license held by the teacher.

OHIO - Ohio Early Childhood Education

[1] Since 2006-2007, grants had been awarded based upon a poverty index. With new funds added in 2013-2014, grants were awarded to high quality programs located within district boundaries that have high needs, including high poverty and low achievement. Ohio expanded its eligible providers to also include nonpublic districts and child care programs. Ohio has a total of 273 grantees.

[2] Ohio funded 8,150 children with a per-child allocation of $4,000. Total enrollment exceeded 8,150 children, so all enrollment breakdowns are based on the 8,150 figure. Although legislation says that children should not be age-eligible for kindergarten (age 5) when in pre-K, there are two locally determined school entrance dates (August 1 or September 30) in Ohio, so 5-year-olds may enroll in kindergarten if they turn five after August 1 but before September 30, depending on the district of residence.

[3] State funding is for a part-day program, which specifies 12.5 hours per week. Data on enrollment by schedule are not available.

[4] There are two locally determined school entrance dates for kindergarten in Ohio (August 1 or September 30). Depending on the local district's entrance date it is possible that 5-year-olds may enroll in the program if not age-eligible for kindergarten or if they turn 5 after August 1 but before September 30, depending on the district of residence.

[5] 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 may pay a fee based on the district's sliding fee scale. Programs may offer services to children over 200 percent FPL, but those families pay full tuition.

[6] 101-200 percent FPL

[7] All programs are required to participate in Ohio's Step Up to Quality TQRIS and given additional points for meeting 1 to 10 or max 20 ratios and class sizes. Most programs are meeting this requirement and rated 4 or 5, and are receiving points for meeting these ratios.

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

[9] In all programs, at least 50 percent of teachers must have a BA in ECE.

[10] Programs are now required to participate in Ohio's Step Up to Quality (TQRIS) and are given extra points for attaining 30 hours of PD every 2 years at the star 4 and 5 levels. Most programs are attaining these levels.

[11] Title I and local sources may be used by programs to fund additional children who are receiving services through ECE but not funded through the state.

[12] Originally the allocation was provided 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. With the expansion in 2013-2014, a competitive process was used to allocate funds to programs within the boundaries of school districts with highest poverty and lowest achievement on K-readiness and third-grade reading assessments.

[13] With expansion of funds in 2013-2014, additional eligible providers were added to include chartered nonpublic schools and child care programs.

[14] Participation in a state quality rating system is legislatively required beginning with the 2013-2014 school year. Programs are participating now and the state reviews them with onsite visits, desk audits, classroom observations, and documentation review. Both ODE and ODJFS use same system for all programs statewide.

[15] Past evaluations of ECE have used ELLCO. State reviews results of child outcomes and results show that children participating in ECE perform significantly better on the K-readiness assessment than demographically similar children who did not participate in ECE. Evaluation is being conducted of TQRIS, which will inform this work as well.

[16] Teachers may use the child assessments to inform the creation of Student Learning Objectives (SLOs).

[17] The 2013-2014 school year was the last school year that the state will use this particular assessment as its KRA: Kindergarten Readiness Assessment Literacy. In Fall 2014 there was a transition to an expanded KRA. For 2014-2015 KRAL is required and used in Ohio as the statewide K-readiness assessment that measures language and literacy, given within the first six weeks of school. Ohio has Race to the Top funding and Race to the Top--Early Learning Challenge grant funding to expand its KRA to address all domains of school readiness. The new assessment began in Fall 2014 with all K students in Ohio. Ohio collaborated with Maryland to develop the new KRA. Ohio is also developing a new pre-K-through-kindergarten formative assessment, covering ages 36 to 72 months. It has been piloted in the 2012-2013 and 2013-2014 school years. The formative assessment will begin implementation in the 2014-2015 school year and be used by participants in Ohio's ECE program as well as highly rated child care programs.

OKLAHOMA - Oklahoma Early Childhood Four-Year-Old Program

[1] Oklahoma has a pilot early childhood program for at-risk children from birth through age 3 that served 2,241 children in center-based programs, and 317 children in home visiting programs for 2,558 total children served in the 2013-2014 school year.

[2] State funding is not available for the 1,932 typically developing 3-year-olds in the prekindergarten program unless they have an IEP. State funding may have been available for 1,535 of these children.

[3] 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 onsite public school students.

[4] Programs have the option of operating a part-day or a school-day program or a combination of both within each district. Most school districts operate 5 days per week. Programs must be offered at least 175 days per year or 1,080 hours per school year. Districts can choose to offer a longer day but will not receive additional state funding through the state aid formula. Collaboration with other agencies and programs to provide extended-day services occurs but is not mandated at the state level.

[5] 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.

[6] 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.

[7] If a Pre-K program is in collaboration with Head Start, they must meet Head Start requirements.

[8] All students who are identified as ELL based on their Placement Test scores should be annually assessed using the State's ELP assessment: ACCESS for ELLs, until they meet the score exit criteria.

[9] Oklahoma will be revising standards over the next two years for PreK-12 for ELA and Math.

[10] The state also has an IT3 certificate for individuals teaching infants, toddlers, and 3-year-olds. Teachers with this certification cannot teach in a classroom of 4-year-olds. Additionally, a paraprofessional may become certified in Early Childhood to teach in a pre-K classroom if he/she: has a bachelor's degree, has one year experience as a teaching assistant in a public school in the area for which a teaching license is pursued, passes the Oklahoma General Education Test (OGET), passes a subject area test in early childhood, and passes the Oklahoma Professional Teachers Examination (OPTE).

[11] Since the 2010-2011 school year, professional development has not been required by the state. As per Oklahoma HB 2928, "A licensed or certified teacher shall not be required to complete any points of the total number of professional development points required." It is a local school district's decision how many hours of professional development are required.

[12] Teacher Assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. However, if the teacher assistant is employed in a Title I school, they must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher. 2. Have completed at least two years or 48 credit hours of study at an institution of higher education 3. Passed the OGET (Oklahoma General Education Test) 4. Passed the ETS (Education Testing Service) ParaPro Assessment Test or the WorkKeys Assessment. About 67 percent of school sites are Title 1.

[13] The program is largely funded through state appropriations through foundation and incentive aid, using the grade weight of 0.7 for half-day and 1.5 for full-day pre-K programs. Oklahoma reports multiple federal sources but cannot report the specific funding amount that comes from each funding stream. These sources include: Title I (Part A, B, C, D); Title II (Part A, B, D); Title III; Title IV; Title V; Title VI; Title VII; Federal Direct Fund; IDEA; Federal Grants-In-Aid; Adult Education and Literacy; and other federal sources. The non-required local sources are activity fund money spent for Pre-K.

[14] The annual accreditation report is collected in October and the other two audits by the Regional Accreditation Office are made at the end of the first nine weeks of school and the end of the school year.

[15] Uses of child-level assessments is determined locally, but it is state policy for them not to be used for high-stakes testing. Common applications include to: identify needs that will guide teacher training or professional development, track child and program level outcomes over time, and provide a measure of kindergarten readiness.

[16] It is a district decision which comprehensive assessment to use. For the required Reading Sufficiency Act, districts must choose one of thirteen approved assessments for reading: Aimsweb, The Children's Progress Academic Assessment, DIBELs Next, DRA2+, easyCBM, Group Reading Assessment and Diagnostic Evaluation (GRADE), iReady Diagnostics, Literacy First, Measures of Academic Progress, Measures of Academic Progress for Primary Grades, mCLASS DIBELs Next, Star Early Learning Enterprise, Woodcock Reading Mastery tests, Third Edition III.

OREGON - Oregon Head Start Prekindergarten

[1] Total enrollment figure includes 90 blended slots supported by both state and federal funds. An additional 81 children served through home-based models are not included in the total enrollment

[2] Figures for programs administered in education service districts, public universities or community colleges are included with "nonpublic schools" totals.

[3] Programs must offer at least 3.5 hours per day for a minimum of 32 weeks per year, plus required home visits at 1.5 hours each. Minimum required contact time is determined by the classroom hours combined with home visit hours offered. School- and extended-day programs (more than 6 hours) are generally supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Figures collected by the state do not fully align with NIEER definitions for part-, school-, and extended-day programs.

[4] 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.

[5] 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 a 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. Children in foster care or who are homeless are categorically eligible. A minimum of 10 percent of total enrollment must include children with disabilities. Locally determined risk factors determine priority for services. Risk factors are prioritized by local boards and policy councils.

[6] Programs are required to offer meals and snack that provide one-third to one-half of the child's daily nutritional needs in part day programs. Part-day programs provide lunch and either breakfast or snack. Full day programs serve breakfast, lunch and snack.

[7] All programs follow Head Start Performance Standards, which require a doctor's written health appraisal 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. Nutrition assessments are required for all families.

[8] Oregon Pre-Kindergarten programs follow Federal Head Start Performance Standards, which include the Head Start Child Development and Early Learning Framework. Programs are required to develop procedures for identifying children who are limited English proficient, ensure that children make progress towards acquiring English through culturally and linguistically appropriate instructional services, and inform parents of such children about instructional services used. If 50 percent or more of children speak a language other than English, programs must ensure that non-English speaking children are provided language support as needed.

[9] Oregon has adopted the national Common Core State Standards for K-12. Alignment with the Head Start Child Development and Early Learning Framework adopted in 2012 is in progress.

[10] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; 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. Some programs have participated in local partnerships (e.g. school districts) where early bachelor's level degrees and childhood licensure with or without special education are required as locally determined. Teacher licensure options for public schools include Birth-3rd grade and PreK-K (Birth-K).

[11] Under the Head Start Reauthorization Act of 2007, 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.

[12] Local grantees partnering with agencies may receive Title I and IDEA funding but are unable to directly access those funds.

[13] Faith-based programs free of religious content are eligible to receive funding.

[14] As of July 2012, the Oregon Department of Education requires all State Head Start Pre-K programs to use Teaching Strategies GOLD as their developmental assessment tool. The use of this tool will be phased in for grantees that are not currently using it. Many programs also participate in QRIS.

PENNSYLVANIA - Pennsylvania Education Accountability Block Grant

[1] OCDEL supports local districts using EABG funds for preschool programming.

[2] Enrollment figures reported are accurate as of January 2015, but are not final.

[3] This is a school district-administered program resource for PK. Although all students are funded through school districts, some of these district-sponsored programs may be in partnership with Head Start or child care where the other agency is the lead.

[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 half-day or 900 hours for a full day).

[5] Pennsylvania considers the minimum age eligibility for pre-K to be 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] Revised Early Learning Standards that include PA Core standards were released July 2014. The standards go into effect formally in July 2015, though some programs have already begun implementing.

[8] As of January 2012, only PK-4 will be issued for certification, though N-3 certifications are still valid.

[9] Beginning in the 2009-2010 school year, assistant teachers had to meet NCLB requirements and were 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.

[10] 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.

[11] The use of EABG funds is monitored through Annual Financial Reports, audited by the Bureau of School Audits. The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.

[12] A pilot for Kindergarten Entry Inventory at kindergarten entry was rolled out for 2013-2014 in some classrooms, and is required for all focus and priority schools beginning in 2014.

PENNSYLVANIA - Pennsylvania Head Start Supplemental Assistance Program

[1] For 2013-2014, funds were awarded through continuation grants.

[2] Breakdown by age is not available. By program requirements, children cannot be under age 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 more 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. Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.

[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. If a child with special needs remains in the pre-K program when they are age-eligible for K, they are not funded by HSSAP, but instead by other resources.

[5] 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.

[6] The maximum class size is 20 children, regardless of age. A smaller class size of 17 is recommended. A ratio of 2:17 is recommended.

[7] Revised Early Learning Standards that include PA Core standards were released July 2014. The standards go into effect formally in July 2015, though some programs have already begun implementing.

[8] Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have had at least a BA. By September 30, 2013, all assistant teachers must have had 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.

[9] Head Start programs may voluntarily participate in QRIS. If they choose to do so, there is monitoring.

[10] Pennsylvania Kindergarten Entry Inventory was piloted in from 2010 to 2013. In 2014, the Inventory was implemented for Cohort 1 (required in focus and priority schools, voluntary for all others). In 2015 and beyond, implementation is occurring in Cohort 2 (required in focus and priority schools and Community Innovation Zones, voluntary for all others).

PENNSYLVANIA - Pennsylvania Kindergarten for Four-Year-Olds and School Based Pre-K

[1] PDE provides regulations and policy. Daily operations of the K4 program are conducted by school districts.

[2] Enrollment figures reported are accurate as of January 2015, but are not final.

[3] Districts may determine whether they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds.

[4] K4 programs follow Kindergarten requirements so there are no class size limits, but most programs have 20 children and a 1:10 staff-child ratio. SBPK follows the school board regulations for pre-K that require a maximum class size of 20 and staff-child ratio of 1:10. SBPK programs determine locally whether to enroll 3-year-olds or limit enrollment only to 4-year-olds.

[5] Provisions for English Language Learner supports are in place at the school district level.

[6] Revised Early Learning Standards that include PA Core standards were released July 2014. The standards go into effect formally in July 2015, though some programs have already begun implementing.

[7] 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; there is no minimum degree required for K4 programs.

PENNSYLVANIA - Pennsylvania Pre-K Counts

[1] For 2013-2014, grants were awarded through a competitive procurement process. The competitive grants run on a 5-year cycle.

[2] Enrollment figures are accurate as of May 2014. There were four children in total who were 6-year-olds.

[3] Programs must operate at least 180 days per year, though days can be stretched across the full calendar year rather than used in the traditional 9-month school calendar. This is a local decision. Partnerships to extend the program day are encouraged but no formal partnership agreement exists at the state level.

[4] Local boards may decide exceptions for kindergarten. 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. 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.

[5] 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.

[6] A class size of 17 students is recommended. The recommended staff-child ratio is 2:17; if the 1:10 ratio is used, other qualified staff must be present on site in case of emergency.

[7] Immunizations and developmental screening are program requirements; however, method for referral is determined locally.

[8] Support services are required via guidance, not law or regulation, and they are monitored. Parent conferences are recommended but not required.

[9] Revised Early Learning Standards that include PA Core standards were released July 2014. The standards go into effect formally in July 2015, though some programs have already begun implementing.

[10] By December 2011, lead teachers in all settings had to have a BA and ECE certification. The N-3 certification will no longer be issued, though teachers who currently have it will still be able to work in the program. Teachers who do not meet this requirement are considered not in compliance, which can lower the program's score on the Program Review Instrument and affect future funding.

[11] 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. A minimum of a CDA is required to demonstrate the knowledge of the ability to assist in instruction.

[12] Child care agencies must participate in Pennsylvania's tiered quality improvement rating system at either of the top two levels (STARS 3 or 4).

[13] The Pennsylvania Kindergarten Entry Inventory was piloted in 2013 and is required in focus and priority schools in 2014.

RHODE ISLAND - Rhode Island State Prekindergarten Program

[1] There is no formal partnership at the state level, but individual grantees are required to make extended-day services available either by providing such services directly or partnering with another agency which offers such services.

[2] Determined locally. Districts have the option to adopt policies that allow for early entry to kindergarten only based on the determination that a child is developmentally ready for kindergarten.

[3] All age-eligible children in districts offering the program may enroll. Children must reside in the district, town, or community in which the program is offered.

[4] The early learning and development standards also address: Literacy, Mathematics, Science, Social Studies, and Creative Arts.

[5] Two pre-kindergarten classrooms were funded in FY14 with RTT-ELC funds, as part of an exploratory study.

[6] The Rhode Island Education Aid Foundation Formula approved in 2010 takes a phased-in approach to expanding access to high-quality Pre-K, starting with communities that have a high proportion of children eligible for free and reduced-price lunch. The phased-in approach, investing 10 million dollars over 10 years, will ensure that Pre-K expansion creates high-quality learning programs, improves access for the students who need it the most, and assures a smooth transition between early childhood and K-12.

[7] BrightStars, Rhode Island's quality rating and improvement system, recognizes and supports quality in child care and early learning programs. Child care and afterschool programs voluntarily join to be rated by BrightStars and are assessed in the following areas: Health, Safety and Nutrition, Enrollment and Staffing, Staff Qualifications and Ongoing Professional Development, Administration, Early Learning and Development, and Family Engagement. Programs must demonstrate that they meet all the required standards at a particular star level (1 - 5) in order to receive the corresponding star rating. In the fall of 2013, BrightStars adopted new quality standards for program rating of child care centers/preschools and family child care homes. As of August 2014, BrightStars had rated 730 programs. More information is available at: http://www.brightstars.org/

SOUTH CAROLINA - South Carolina Child Development Education Pilot Program (CDEPP)

[1] SC Department of Education provides oversight for public schools and the SC First Steps provides oversight to private child care programs.

[2] Those districts involved in the 2006 funding lawsuit are required to offer CDEPP. Funding was expanded to include 14 additional school districts

[3] Enrollment includes estimate of 1,100 children served through First Steps in private/community settings. Enrollment figures are as of the 135th day of school, spring 2013.

[4] There are exceptions for Kindergarten-age-eligible children with disabilities in limited instances to enroll in pre-K.

[5] 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.

6 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

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 or higher.

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

10 Legislation has passed to evaluate the program for 2014-2015 school year.

11 In pre-K, Dial 3 or Dial 4 is used as a screening tool. CDEPP Sites are required to select an assessment from the following list: WSS, GOLD, High Scope's COR, Galileo PreK online assessment, Learning Accomplishment Profile. New legislation will require a Readiness Assessment be administered to all 4K and 5K students in 2014-2015

SOUTH CAROLINA - South Carolina Half-Day Child Development Program (4K)

1 Those districts not participating in CDEPP are required to offer at least one half-day class for 4K students. Full-day 4K was expanded, so the number of districts participating in the half-day 4K decreased.

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 part-day program, if they are not participating in the state funded CDEPP program. Some districts offer school-day programs but they are locally funded.

4 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.

5 FY14 spending levels are not available at this time. The amounts reported are appropriated dollars.

6 The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.

7 Reductions in staff at the state level did not allow for program review.

8 Kindergarten programs are not required to assess children's learning and development. There is new legislation to require 5K entry assessment in 2014-15.

TENNESSEE - Tennessee Voluntary Pre-K

1 Accurate figures for 2013-2014 are unavailable. Figures reported are based on 2012-2013 enrollment. Figures are reflective of the program since there has been no increase in program slots.

2 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 are enrolled in VPK and 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 the most appropriate program to meet IEP goals.

3 Enrollment figures for 2013-2014 are unavailable; reported figures used for analysis based on 2012-2013 data. All classrooms are funded through the LEA and it is the responsibility of the LEA to ensure each classroom meets the requirements of the program regardless of location. While the LEA has administrative responsibility for all children, there are several children served in nonpublic school facilities. Naptime cannot be counted in the 5.5-hour minimum.

4 Tennessee passed legislation in 2012 that changes the birthdate requirement for pre-K and kindergarten from turning 4 or 5 on September 30 to August 31 for the 2013-14 school year. Pilot pre-K programs may also serve children who are 3 years old by August 31. Five-year-olds may participate if they have an IEP that 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.

5 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) parents with 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.

6 In mixed-age groups, a maximum of eight 3-year-olds can be in the class with twelve 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

7 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. Although no policy requires services for pre-K, there are opportunities for professional development afforded to pre-K teachers, information is presented to families in primary language, and translators are made available when needed.

8 The revised standards are aligned with the Kindergarten Common Core State Standards in both Math and English Language Arts. Other developmental and content areas align with state standards for Kindergarten. Creative Arts are also part of state early learning standards in addition to the subject areas listed.

9 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 Pre-K–1 endorsements are no longer issued but are still accepted for pre-K teachers in public and nonpublic settings. Currently, 14 teachers are on transitional license or waiver; 34 teachers have a doctorate.

10 Fourteen teachers are on transitional license or waiver; 34 teachers have a doctorate.

11 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.

12 State law passed in 2005-2006 requires at least one educational assistant per classroom to hold a CDA, or AA, or actively work toward such credentials. If no person with such credentials is available, state law allows a person with a high school degree and relevant experience working with pre-K children or other early childhood programs to be employed. Assistants must demonstrate progress toward completion of a CDA to be rehired. Fifty-three percent of all assistant teachers have a CDA credential or higher level of education. There is no degree requirement for assistant teachers but they are required to receive a minimum of 12 hours of state approved professional development 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.

13 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.

14 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.

[15] 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. 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. Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. All education consultant positions were eliminated in May 2013. All self-assessment documentation is submitted to the Director of Early Childhood programs.

[16] Peabody Research Institute at Vanderbilt University is involved in the fifth year of an ongoing study on the Effectiveness of the Voluntary Pre-K Program examining the impact of program characteristics on child outcomes, to identify essential classroom qualities and resources, and identify those with little or no impact on child outcomes that can be eliminated.

[17] Student achievement scores count as 15 percent of a teacher's evaluation. Sixty percent of evaluation is based on classroom observation and the remaining 25 percent is based on student growth, which comes from either school-wide growth scores or district-wide growth scores from third grade.

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] While 469 5-year-olds were also enrolled in the program, these students would need to be funded by district sources, and so are not included in the enrollment count.

[3] In addition to the children receiving special education services in the state-funded pre-K program, Texas also provides Early Education (EE), a grade level for students between the ages of zero and five who have not been placed in prekindergarten or kindergarten. This includes 9,908 3-year-olds and 7,936 4-year-olds receiving special education services who do not meet the two hours of instruction per day requirement for membership, and students in Head Start programs who do not meet the requirements for state funds.

[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] For students to qualify as educationally disadvantaged, they must be eligible to participate in free or reduced-price lunch.

[6] 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.

[7] There is no rule regarding prekindergarten class size or staff to child ratio, though school districts are encouraged to maintain classes no larger than 15 3-year-olds and 18 4-year-olds and not to exceed a staff-child ratio of 1 to 22. If a school district contracts with a private entity to operate the district's prekindergarten program, the program must comply with child care licensing standards.

[8] Districts are not required to serve meals to pre-K students. However, most districts do serve either breakfast or lunch, and some offer both meals. All districts offering a full-day program provide lunch.

[9] 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.

[10] Credentials for nonpublic school teachers are overseen by the Texas Private School Accreditation Commission and vary based on school accreditation. There is no set state requirement for degrees and certifications in nonpublic schools.

[11] Texas does not use the term assistant teachers though paraprofessionals serve as Educational Aides I, II, and III. Educational Aide I requires at least a high school diploma and experience working with students or parents. Educational Aide II requires at least a High School Diploma and one of the following requirements: two creditable years of experience; a minimum of 15 semester credit hours of college credit with emphasis on child development or related subject areas; demonstrated proficiency in a specialized skill area as determined by the school district; or experience working with students or parents. Educational Aide III requires at least a high school diploma and one of the following: three creditable years of experience; 30 semester credit hours of college credit with some emphasis on child growth and development or related subject areas; or experience working with students or parents.

[12] The Texas School Ready! program and the funds from the Texas Workforce Commission were for grant programs and were not available statewide.

[13] 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.

[14] 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/or end of the year, depending on which instrument is chosen.

VERMONT - Vermont Early Education Initiative

[1] This is a competitive grant program. A total of 42 grants were awarded in 2013-2014. Geographic distribution is not considered in awarding grants; the quality of the grant proposal is the main criterion.

[2] A number of the 1,031 children who received early education through EEI grants were also served via publicly funded PreK. The actual number of these children is not available, but is estimated at 60 percent.

[3] Many of the children in public schools are served in community-based programs.

[4] The number of hours per week funded with EEI dollars ranges from 7 to 40 hours per week, depending on the grantee's delivery model. Several extended-day child care centers administer EEI programs although EEI funds only pay for a portion of a child's time. Most EEI programs are part day, 8 to 11 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 wraparound services although EEI funds do not support these services. The EEI grants period operated from July 1, 2013 to June 30, 2014, though most programs only operate on the traditional September to June academic calendar.

[5] EEI is for children ages 3 to 5, but grantees determine which age within those parameters they will serve. Kindergarten entry age is determined locally; state law requires the date be set on or between August 31 and January 1.

[6] EEI is for at-risk children. At-risk is defined as low income (185 percent poverty), has developmental delays, is an English language learner, or victim of abuse or neglect. At least one criterion is required, but not all children must be low income.

[7] 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.

[8] Grantees that are school districts are required to participate in Child Find and provide screenings and referrals as needed. Additionally, children must be immunized to attend an in-school program. Grantees who are Head Start must abide by Head Start regulations regarding health screenings and referrals. The EEI funding stream does not have regulations of its own regarding screenings and referrals.

[9] Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth-through-Grade 3 continuum that is aligned with the Common Core State Standards. The anticipated completion date is May 2015.

[10] The personnel requirements for EEI grantees vary, depending on the type of grantee. Teachers in public school settings must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Teachers in nonpublic school center programs must at least meet licensing 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). In 2013-2014 there were 61 teachers licensed in CE and 13 licensed in ECS across all grantees. In terms of degrees, 32 teachers had an MA, 79 a BA, and 10 an AA or CDA.

[11] The personnel requirements for EEI grantees vary depending on the type of grantee. Teachers in public school settings must have a bachelor's degree and a license in Early Childhood Education or Early Childhood Special Education. Teachers in nonpublic school center programs must at least meet licensing 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). In 2013-2014 there were 61 teachers licensed in ECE and 13 licensed in ECSE across all grantees. In terms of degrees, 32 teachers had an MA, 79 a BA, and 10 an AA or CDA.

[12] Licensed lead teachers must complete 9 credit hours in 7 years. Under state child care licensing regulations, the requirement in nonpublic settings is 12 clock hours of professional development per year.

[13] In public settings, an assistant must meet requirements to be highly qualified under ESEA. In nonpublic settings, there are two types of assistant teachers, teaching associates and teaching assistants. Teaching assistants must have a high school diploma and a 30-hour course in child development.

[14] All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.

[15] The statute that authorizes EEI does not require monitoring except for financial reports and a program's annual report, including child progress data. Agency of Education staff may conduct unannounced site visits.

[16] Child assessments (TS GOLD) are used for accountability as well as for programs and teachers to inform instruction and curriculum, and provide feedback to families. Programs are required to use the tools, report the results to the state, and offer two family conferences per year.

[17] The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on Kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in Kindergarten.

VERMONT - Vermont Prekindergarten Education - Act 62

[1] The Agency of Education and the Department for Children and Families within the Agency of Human Services are required to jointly administer Prekindergarten Education (Act 62).

[2] Total pre-K enrollment includes the number of children ages 3 to 5 included in the October 1 census as Pre-K as well as an estimated 972 children who receive early childhood special education services in regular education settings (as per Child Count in December 2012). In Vermont's October 1 census, all children on IEP are counted as EEE (Vermont's term for Part B 619) and not included as pre-K although they are in a pre-K program.

[3] Act 62 PreK allows school districts to partner with community early learning and development programs as well as Head Start; hence the location of services varies but the administrative authority resides with the school district.

[4] Full-time pre-K is defined as 10 hours per week, but programs can provide anywhere from 6-40 hours per week. However, they do not get additional funds from the state for any hours beyond 10 per week. Most programs operate about 3 hours per day, 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 40 hours or more per week. Additionally, a few school districts offer public school based PreK programs that run the full school day (about 35 hours/week).

[5] 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 allows districts to serve 3- and 4-year-olds or just 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.

[6] Vermont's Act 62 PreK program is universal. School districts have the option to offer pre-K to only 4-year-olds. Approximately a half dozen supervisory unions (LEAs) limit pre-K to 4-year-olds and do not serve 3-year-olds.

[7] Since pre-K is part-time and only defined as 6-10 hours/week, meals are not mentioned in the Act 62 law. There are snacks in part-day programs and meals in full-day programs.

[8] State regulations require immunizations. If children are suspected of having developmental delays or psychosocial/behavioral challenges, then they are required to refer (per Child Find). Act 62 does not specify this requirement, but it is in other state laws.

[9] Work on revising and updating the Vermont Early Learning Standards began in January 2012. The new standards will be a birth-through-Grade 3 continuum that is aligned with the Common Core State Standards. The anticipated completion date is May 2015.

[10] 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 center-based settings, the absolute minimum requirement for a lead teacher is meeting child care licensing 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 a licensed ECE or ECSE teacher on weekly basis. The majority of lead teachers in all center-based settings have a BA and are certified.

[11] Newly licensed teachers must complete 3 credits in the first 3 years of teaching (Level 1). Teachers with more than 3 years of experience must complete 9 credits in 7 years (Level 2).

[12] 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.

[13] Districts reported their Pre-K expenditures as $17,096,420. Since 76.6 percent of children on IEPs in the state are served in inclusive Pre-K classes, 76.6 percent of state funds used for Essential Early Education or EEE (Vermont's term for Part B 619), or $12,871,129, was added to this figure. The EEE state funds were from the EEE Block Grants ($6,039,944) and Education Fund dollars spent on EEE ($10,763,096). Approximately 25 percent of all districts also use some Title I dollars to support Pre-K; however, districts are not asked to report expenditures by source, so the amount is unknown. The state's Education Fund provides funding for pre-K–12 education spending. Budgets are determined and approved at the local level and then funded through the Education Fund.

[14] Districts are encouraged to contract with community early care and education programs. In most cases, the districts pay a negotiated per-child tuition amount. In some cases, the districts provide the licensed teacher, space, and other supports, in lieu of or in addition to child tuition payments.

[15] In order to offer pre-K, a center must have NAEYC accreditation or 4-5 STARS in Vermont's quality rating system (or 3 STARS with an approved plan). As of the 2012-2013 school year, ECERS is now required for all programs applying for these upper STARS levels.

[16] Act 62 allows the Agency of Education and Department of Children & Families staff to conduct unannounced visits specifically for Pre-K; however few are conducted specifically for these purposes. Since all Pre-K programs must be licensed and meet Child Care Regulations, licensors monitor compliance with child care licensing regulations.

[17] Programs are required to conduct parent conferences twice a year to provide families with information on their child's progress (data collected through Teaching Strategies GOLD). Using these data to inform practices is encouraged through professional development.

[18] Child assessment data are used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.

[19] The state collects statewide kindergarten readiness data using the Vermont Kindergarten Readiness Survey for all children during the first 6-8 weeks of kindergarten. Schools collect additional ongoing progress data on kindergartners, but the use and frequency of these tools are locally determined. There is no requirement for a statewide assessment of progress in kindergarten.

VIRGINIA - Virginia Preschool Initiative

[1] The number of school divisions changed from 136 to 135 because Bedford City and Bedford County were merged into one school system. The program is optional for eligible entities.

[2] The enrollment total may include children who are also receiving special education services, but the state does not collect this information.

[3] School divisions may assess a child born between October 1 and December 13 to determine his or her readiness for the kindergarten program. Kindergarten age-eligible children may enroll in pre-K at local program's discretion only, not solely at the request of parents.

[4] While allocations to local school divisions are based on free lunch eligibility, enrollment criteria are based on locally determined risk factors. At least one risk factor is required. Additional risk factors may be determined locally.

[5] The Appropriation Act and set of assurances does not mandate meals, but the state offers the opportunity for all programs to provide meals. The majority of programs are full day and thus offer at least one meal.

[6] For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for the teacher who is the instructional lead. The instructional lead, who must hold a BA and have appropriate specialized training, supervises the classroom teachers and is responsible for managing and overseeing the program's curriculum and instructional practices. This individual must be onsite for a substantial portion of instructional time.

[7] The state report does not aggregate number of teachers by level of education attainment; only percentages are available.

[8] Figure reported may not fully represent actual total VPI spending as these figures account for the state contribution plus the local required match. Localities can spend more local funds on VPI than their match requires but figures are not available. 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. The local match is capped at one-half the per-pupil amount.

[9] Site visits by state staff or consultants are no longer conducted, due to budgetary constraints. Monitoring is limited to desk review of selected program documentation and no longer includes review of program facilities, onsite safety procedures, and program records. Program-level documentation reviews include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets.

[10] The report done by the Joint Legislative Audit and Review Committee in 2007 was mandated by the General Assembly. The report done by the Curry School of Education at the University of Virginia in 2011 was not mandated.

[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] Of the three counties not served by this program, two are served by Head Start and the other is sparsely populated.

[2] Slots were awarded through open competitive RFPs for the 2008-2009 and 2014-2015 school years. Slots were awarded based on county poverty levels for the 2011-2012 and 2013-2014 school years.

[3] Total number is based on funded slots.

[4] A minimum of 320 hours per year is required, and each class session must be at least 2.5 hours. The school year must be at least 30 calendar weeks. A typical program operates 3 hours a day, 3 or 4 days a week for the school year. Many children in wraparound child care at the same site are not counted in the school day category because ECEAP program standards are not in operation during those hours.

[5] There are no exceptions for pre-K enrollment. For kindergarten, see exceptions at https://www.k12.wa.us/EarlyLearning/Parents/EnrollingKindergarten.aspx

[6] Income and other risk factors are weighted via a priority point system. Children with the highest points are enrolled into available slots. 4-year-olds have higher priority than 3-year-olds. 4-year-old children who are homeless, in foster care, or from families with very low FPL have the highest priority.

[7] Contractors offering sessions lasting fewer than 3 hours must provide a breakfast or lunch. An additional snack or meal must be offered when round-trip transportation extends the time children are away from home by an hour or more. Contractors providing sessions lasting 3 or more hours must provide breakfast or lunch, and provide a snack. Contractors must participate in the USDA CACFP or National School Breakfast and Lunch program, and many exceed these standards.

[8] Performance standards require that contractors ensure a culturally relevant curriculum that reflects the cultures of enrolled children; supports ongoing development of each child's home language, while helping each child learn English; and includes and demonstrates respect for diverse family structures and cultures.

[9] Parent-teacher conferences are required. Separately family support visits are required, but not required to be in the home.

[10] 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. These 30 credits may be included in the degree or in addition to the degree. A valid Washington State Teaching Certificate with an endorsement in Early Childhood Education (Pre-K–Grade 3) or Early Childhood Special Education. In parts of the state with a shortage of qualified teachers, some teachers currently have an HSD or CDA, but they are on an approved professional development plan to attain the full qualification.

[11] For both public and nonpublic settings, assistant teachers must have a CDA or 12 quarter credits of ECE, or be grandfathered by holding this role for the same agency prior to July 1, 1999.

[12] Non-required local spending amounts are unknown and include both financial resources and in-kind aid.

[13] There must be no religious programming during ECEAP hours.

[14] The state's QRIS system, Early Achievers, requires the use of ECERS-R and CLASS for structured observations. This system is in the pilot phase, starting with 86 of the 271 sites, and will be fully implemented by July 1, 2015. Starting in the 2012-2013 year, Teaching Strategies GOLD was used for documenting all children's learning. Additionally, there is an intensive onsite review of all ECEAP Performance Standards every 4 years.

[15] The Washington State Institute for Public Policy (WSIPP) was directed by the state legislature to conduct a retrospective evaluation of ECEAP, using previously collected data to examine outcomes of children who have participated in the program compared with children who did not participate. WSIPP developed a statistical model to determine whether attending ECEAP had any impact on student academic outcomes. They found that ECEAP has a positive impact on third, fourth, and fifth grade test scores.

[16] As of fall 2012, WaKIDS was mandatory for state-funded full-day kindergarten and voluntary in other schools. WaKIDS includes the Teaching Strategies GOLD child assessment at kindergarten entry. In the 2013-2014 year, 44 percent of the state's public school kindergarteners were assessed.

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 Early Learning 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] The West Virginia Education Information System (WVEIS) made adjustments to 2nd month head count calculations for SY14, resulting in a cleaner data set. The adjustments did not affect total enrollment, but made it possible to more clearly calculate 4-year-olds and 3-year-olds in the WV Pre-K System, in particular those in community partnerships. Additionally, the WVEIS system allows us to determine and exclude 3-year-old Head Start enrollees present in the pre-k, but only federally funded.

[3] In West Virginia's collaborative pre-K model, all students are considered enrolled in public settings.

[4] Programs must operate for at least 14 hours per week, and at least 128 instructional days. Beginning 2016-2017, all programs must operate full day, five days per week. Full day is defined as 25 or more hours per week (300 minutes per day). Program length is determined by the county early childhood collaborative team and approved by the WVDE and WVDHHR annually. In the 2013-2014 school year, 85 percent operated 4 days per week and 15 percent operated 5 days per week; 84 percent of classrooms operated a school day program and 16 percent operated a part-day program. WV Universal Pre-K allows collaboration with Head Start and child care centers in order for pre-K and options for extended day for families to be offered.

[5] Three-year-olds with special needs may attend state pre-K. Some special exceptions are made for Kindergarten age-eligible children with documented need.

6 The maximum class size is 20 children as long as a minimum of 35 square feet per child is available. The maximum staff-child ratio is 1:10; however, 2 adults must be present with children regardless of group size.

7 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. Part-day programs must offer one, and school-day programs typically offer both. Snacks are provided, depending on the meal pattern.

8 Full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.

9 Beginning August 2013, all newly hired teachers in nonpublic settings must have a minimum of a BA in early childhood or a related field.

10 July 1, 2014, all assistant teachers must have a CDA or equivalent determined by the WVBE.

11 Children enrolled in West Virginia Pre-K generate state aid funding the same as K-12, depending on instructional hours.

12 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 and, as of the 2011-2012 school year, all programs now use the Early Learning Scale as well as health data for children's learning and/or child outcomes.

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.

14 Beginning 2014-2015, all Kindergarten programs will begin Kindergarten reporting system, similar to pre-K, to assess children's learning and development during the Kindergarten year.

WISCONSIN - Wisconsin Four-Year-Old Kindergarten Program

1 There are 413 elementary school districts, not including high school-only districts. Of these districts, approximately 105 work with child care or Head Start partners to implement the program. Districts are not required to have the program, but if they do provide 4K, it must be open to all age-eligible children.

2 Enrollment figures are based on third Friday count.

3 The enrollment total of children receiving special education services is a duplicated count. Age breakdown does not equal total enrollment because it includes children who are not between the ages of 3 and 5.

4 The number of hours varies as districts adopt different class schedules based on collaboration with community programs, transportation, and other considerations. 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 school-day programs 2-3 days per week. The 4K community approach models allow district contracts with child care, Head Start, and private schools.

5 The state defines ages for starting the program. An IEP team may determine a child's placement as 4K if they have considered the full range of options. Districts may or may not have policies on retention. Districts may adopt early entrance policies for pre-K.

6 Districts offering the 4K program must enroll all age-eligible children whose families wish them to attend.

7 Districts may consider the following staff-child ratios and class sizes: a 1:10 staff-child ratio with a maximum class size of 20; a 1:13 staff-child ratio with a maximum group size of 24; and early childhood special education inclusion models; or two teachers working with groups of 16 to 20 children as advised by NAEYC. Community approach models must follow child care or Head Start requirements.

8 Programs in child care or Head Start must follow those requirements. If a school-based program operates longer than 2.5 hours per day, it must provide a meal or snack through the school nutrition program.

9 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.

10 At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.

11 Wisconsin has a 'train the trainer' model for professional development and also a parent training module. A module exists for districts to align Wisconsin Model Early Learning Standards with the literacy standards in common core http://www.livebinders.com/play/play?id=892140

12 A different method of calculation was used this year compared to last year. This year the previous high degree was calculated from the person's license. This year the high degree was calculated from the staff data.

13 Teachers also have the option of doing a performance-based system that includes writing professional development plans, working with a mentor, and having a team review and approval.

14 Assistant teachers can meet one of three requirements: At least two years of higher education, an AA or higher, or meet a rigorous standard of quality through a state or local academic assessment regardless of degree. The requirement for assistant teachers in nonpublic settings reflects child care licensing regulations. School districts that are federal Head Start grantees may require assistant teachers to have an AA and assistant teacher license.

15 Spending figures are estimates, as 4K is part of the overall state school funding formula and it is difficult to break out 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. When children with disabilities are enrolled in 4K, IDEA funds support their services 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.

16 Spending figures are estimates, as 4K is part of the overall state school funding formula and it is difficult to break out 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. When children with disabilities are enrolled in 4K, IDEA funds support their services 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. Local property taxes are part of the funding formula.

17 As part of the school funding, districts receive the funding but they can contract with Head Start and private agencies.

18 The state has started literacy screening with PALS-PreK in 2013-2014. The state does not require other assessment at 4K, so districts determine their own assessment process. Teaching Strategies GOLD and Ages and Stages are often used. Common applications of the assessment information are to identify needs that will guide teacher training or professional development, make adjustments to curricula, and track child and program level outcomes over time.

19 Literacy screening began statewide in 5-year-old kindergarten in 2012-2013.

WISCONSIN - Wisconsin Head Start State Supplement

1 Funds are available to federal Head Start grantees choosing to implement the supplement.

2 The Department of Public Information does not collect information on the ages of the children enrolled in the program. Reported enrollment figure reflects funded slots.

3 The Head Start State Supplement is administered by DPI, which is the public agency for education. DPI funds a variety of Head Start grantees that could be schools, community action, or a range of other grantees. DPI does not have any administrative authority of the agencies receiving the grant (except for the grant itself). Some Head Start programs also have collaborative agreements with schools, and children may be considered in both programs.

4 Local programs determine operating schedule by the approved federal grant application model. Part-day is the most common schedule for hours per day, and summer-school and full-year programs exist. Extended-days are provided in collaboration with child care and school districts.

[5] Districts and local Head Start programs may adopt early entrance policies or set later dates. While the state does not regulate the enrollment of kindergarten age-eligible children into Head Start, the state advises against it.

[6] 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, as well as those who are experiencing homelessness, are also eligible. With a federal waiver, children eligible for free lunch are also eligible for the program. Regulations also allow 10 percent of the children to be over-income and 10 percent with disabilities to be enrolled. Each Head Start grantee can prioritize risk in their selection process. Children with more risk factors have greater priority for enrollment.

[7] For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-child ratio.

[8] The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs and school-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

[9] Other, as determined by federal Head Start requirements.

[10] Based on federal Head Start standards. The screening tool must be sensitive to the child's cultural background. In Wisconsin, DLL approaches are more prevalent.

[11] Wisconsin Model Early Learning Standards and Common Core are aligned for literacy and math

[12] School districts that are federal Head Start grantees may require lead teachers to have a BA and appropriate licensure. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; 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.

[13] Per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.

[14] Programs receive federal funding directly from the US Administration on Children, Youth, and Families.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START	
	State funding (Fiscal Year 2013)	State enrollment:additional funded slots for 3- and 4-year-olds (Program Year 2012-2013)[1]
Alabama		
Alaska	$7,300,000[4]	0[4]
Arizona		
Arkansas		
California		
Colorado		
Connecticut	$5,585,093[5]	375[1]
Delaware	$6,149,300	635
District of Columbia		
Florida		
Georgia		
Hawaii		
Idaho	$1,500,000[6]	198[1]
Illinois		
Indiana		
Iowa		
Kansas		
Kentucky		
Louisiana		
Maine	$2,512,731[7]	131[1]
Maryland	$1,800,000[8]	2,786[1,8]
Massachusetts	$8,000,000[9]	211[1]
Michigan		
Minnesota	$14,048,309	1,601[1]
Mississippi		
Missouri		
Montana		
Nebraska		
Nevada		
New Hampshire		
New Jersey		
New Mexico		
New York		
North Carolina		
North Dakota		
Ohio		
Oklahoma	$2,191,700[8]	0
Oregon	$61,069,891	7,209[1]
Pennsylvania	$38,919,024	5,458[1]
Rhode Island	$800,000	78[1, 10]
South Carolina		
South Dakota		
Tennessee		
Texas		
Utah		
Vermont		
Virginia		
Washington		
West Virginia		
Wisconsin	$6,264,100	1,097[1]
Wyoming		
50 States + DC[11]	**$156,140,148**	**53,393**
Data sources	a	a

APPENDIX B: HEAD START DATA (continued)

STATE	FEDERAL HEAD START							
	Federal actual spending (Fiscal year 2014)[2]	Funded enrollment (Program year 2013-2014)[3]		Native enrollment (Program year 2013-2014)		Migrant enrollment (Program year 2013-2014)		Percent of children enrolled full-day, 5 days per week, all ages (Program yr 2013-2014)
		3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds	
Alabama	$108,710,296	5,493	9,313	-	-	66	86	85%
Alaska	$27,935,036	483	707	496	751	-	-	2%
Arizona	$142,751,280	3,456	8,310	1,399	2,190	238	257	2%
Arkansas	$61,047,920	3,971	4,184	-	-	96	104	84%
California	$870,646,661	34,659	49,323	284	292	1,490	1,521	19%
Colorado	$74,328,284	3,894	5,139	70	72	108	110	12%
Connecticut	$52,787,866	2,506	2,926	-	-	-	-	49%
Delaware	$11,515,775	617	923	-	-	-	-	6%
District of Columbia	$17,854,685	1,174	1,161	-	-	-	-	98%
Florida	$292,281,964	12,696	19,192	-	-	777	657	82%
Georgia	$168,359,077	11,536	9,702	-	-	32	26	94%
Hawaii	$20,368,872	852	1,801	-	-	-	-	20%
Idaho	$30,642,472	632	1,768	82	121	168	155	1%
Illinois	$274,538,095	14,914	19,149	-	-	70	94	30%
Indiana	$92,177,272	5,000	7,400	-	-	-	-	5%
Iowa	$46,243,468	2,666	3,477	-	-	-	-	39%
Kansas	$47,128,449	3,080	3,254	27	35	-	-	12%
Kentucky	$106,673,783	5,300	8,501	-	-	61	52	22%
Louisiana	$141,267,967	11,319	8,294	-	-	-	-	74%
Maine	$23,905,139	898	1,499	27	33	-	-	12%
Maryland	$73,542,585	4,480	4,327	-	-	-	-	36%
Massachusetts	$106,960,305	4,156	5,564	-	-	32	35	27%
Michigan	$223,367,932	11,670	15,300	162	188	14	9	9%
Minnesota	$84,737,945	3,540	4,963	-	-	138	147	5%
Mississippi	$162,486,313	10,290	14,462	149	59	-	-	76%
Missouri	$116,417,953	6,196	7,975	-	-	-	-	26%
Montana	$32,791,347	1,054	1,584	566	805	-	-	5%
Nebraska	$31,248,127	1,608	2,297	90	115	9	7	24%
Nevada	$16,937,361	953	1,195	181	177	-	-	13%
New Hampshire	$11,828,711	555	734	-	-	-	-	6%
New Jersey	$132,075,471	5,686	6,827	-	-	27	20	85%
New Mexico	$58,638,843	2,468	3,603	472	715	-	-	25%
New York	$438,002,156	18,580	23,045	84	49	118	126	69%
North Carolina	$165,212,321	6,405	10,142	76	49	515	527	80%
North Dakota	$22,739,221	734	1,121	359	448	-	-	7%
Ohio	$250,518,047	13,528	18,705	-	-	-	-	17%
Oklahoma	$98,083,779	6,153	5,791	1,194	1,226	-	-	56%
Oregon	$88,395,846	1,798	3,357	136	167	568	620	12%
Pennsylvania	$229,905,958	10,550	16,191	-	-	102	97	35%
Rhode Island	$19,077,984	776	1,309	-	-	-	-	6%
South Carolina	$88,129,807	5,820	5,335	35	45	81	77	87%
South Dakota	$29,053,460	937	1,347	653	725	-	-	4%
Tennessee	$117,256,662	6,102	9,027	-	-	-	-	49%
Texas	$533,630,303	27,474	35,126	16	17	1,473	1,104	69%
Utah	$45,223,139	1,745	3,506	93	120	77	84	2%
Vermont	$10,677,079	441	531	-	-	-	-	27%
Virginia	$96,242,341	4,808	7,675	-	-	21	22	63%
Washington	$131,857,193	2,996	5,824	462	580	518	581	9%
West Virginia	$50,179,745	1,853	5,199	-	-	-	-	3%
Wisconsin	$97,992,213	5,992	5,401	339	307	86	91	10%
Wyoming	$12,231,441	531	798	113	73	-	-	1%
50 States + DC[11]	**$5,678,329,328**	**295,026**	**394,285**	**7,566**	**9,359**	**6,887**	**6,609**	**44%**
Data sources	b	b	b	c	c	c	c	c

STATE	AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2013-2014)					
	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	$23,160	$17,016	$20,064	$24,222	$25,897	$15,753
Alaska	$27,615	$23,690	$26,306	$30,441	$32,079	$19,138
Arizona	$29,686	$19,118	$25,271	$30,433	$35,722	$17,123
Arkansas	$26,473	$21,691	$23,837	$28,604	$32,873	$16,709
California	$34,057	$31,480	$31,899	$36,249	$39,655	$23,205
Colorado	$32,010	$20,445	$24,355	$31,255	$45,734	$18,526
Connecticut	$36,367	$26,506	$28,259	$29,966	$54,965	$22,262
Delaware	$24,603	N/A	$23,523	$28,870	$22,442	$13,191
District of Columbia	$82,320	N/A	$32,649	$84,056	$83,270	$29,193
Florida	$33,628	$21,163	$24,824	$35,601	$42,601	$19,960
Georgia	$27,270	$18,149	$22,297	$28,261	$32,855	$17,680
Hawaii	$37,415	$36,800	$31,586	$38,522	$38,373	$27,045
Idaho	$22,618	N/A	$21,058	$24,304	$25,965	$14,062
Illinois	$38,894	$18,700	$23,675	$35,947	$52,753	$23,827
Indiana	$24,835	$14,078	$21,889	$25,554	$34,212	$16,136
Iowa	$28,024	N/A	$22,834	$28,385	$39,739	$17,937
Kansas	$31,861	$22,256	$25,627	$34,035	$43,177	$15,591
Kentucky	$29,225	$22,467	$21,976	$27,220	$41,744	$15,124
Louisiana	$27,307	$21,604	$24,740	$28,700	$32,457	$16,500
Maine	$26,020	$32,177	$26,748	$28,773	$26,958	$17,971
Maryland	$37,273	$16,442	$23,073	$33,935	$60,599	$19,410
Massachusetts	$27,796	$21,813	$26,450	$28,971	$32,086	$21,513
Michigan	$30,731	$23,186	$25,848	$30,130	$44,313	$18,700
Minnesota	$30,717	$23,955	$29,954	$30,350	$38,628	$20,622
Mississippi	$19,403	$15,283	$15,942	$20,518	$20,901	$13,201
Missouri	$25,331	$18,888	$22,112	$27,610	$34,456	$17,451
Montana	$17,945	$18,818	$18,316	$22,656	$19,247	$14,599
Nebraska	$34,740	N/A	$21,871	$32,004	$44,074	$14,722
Nevada	$32,553	N/A	$31,947	$32,626	$32,150	$21,570
New Hampshire	$25,180	N/A	$25,928	$24,857	$25,406	$16,572
New Jersey	$41,102	$24,046	$24,027	$41,544	$53,064	$21,291
New Mexico	$24,978	$19,958	$22,901	$29,445	$28,638	$15,019
New York	$34,608	$23,551	$26,187	$32,191	$38,573	$21,468
North Carolina	$11,848	N/A	$11,621	$12,486	$17,615	$11,789
North Dakota	$32,225	$36,476	$34,198	$30,536	$44,502	$15,301
Ohio	$27,182	$31,566	$25,384	$27,664	$34,340	$18,348
Oklahoma	$29,837	$27,779	$26,571	$32,846	$36,607	$20,660
Oregon	$24,398	$25,238	$23,206	$25,335	$27,109	$16,622
Pennsylvania	$37,885	N/A	$30,133	$40,179	$43,343	$23,860
Rhode Island	$31,384	$16,103	$26,964	$34,176	$25,392	$20,921
South Carolina	$22,214	$9,500	$20,493	$23,461	$26,740	$15,934
South Dakota	$24,131	$20,338	$24,121	$29,027	N/A	$17,042
Tennessee	$29,222	$16,801	$21,885	$31,557	$35,567	$17,072
Texas	$33,776	$22,350	$24,001	$36,539	$43,524	$17,948
Utah	$20,350	$18,559	$20,546	$24,245	$31,057	$15,309
Vermont	$29,265	$28,340	$25,485	$29,073	$37,053	$22,362
Virginia	$31,922	$27,745	$26,475	$33,235	$41,678	$18,737
Washington	$28,385	$16,548	$28,234	$28,693	$30,703	$19,376
West Virginia	$32,518	$17,057	$21,068	$31,691	$44,204	$19,121
Wisconsin	$28,673	$48,849	$24,784	$29,429	$58,217	$19,854
Wyoming	$27,387	$21,230	$23,443	$27,023	$39,708	$15,281
50 States + DC[11]	**$29,968**	**$22,804**	**$24,639**	**$30,852**	**$37,459**	**$18,404**
Data sources	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 2013-2014.

NOTES

Several state's Head Start state supplements also meet the requirements for inclusion as state-funded pre-K programs in this report. The enrollment and spending numbers reflect here match those in the state pre-K section of the report for these states: Delaware, Minnesota, Oregon, Pennsylvania Head Start program, Wisconsin Head Start.

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 enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2013-2014 Head Start PIR.

2 Funded enrollment was not available by single age of year. Data shown here are estimated based on the percentage of all 3- and 4-year-olds enrolled, as resported in the 2013-2014 Head Start PIR, and the enrollmeby by state as reported by ACF. These numbers do not include children funded by state match. Migrant/Seasonal and AIAN enrollment and funding are attributed to the state where the program is headquartered, although many programs serve children across state lines throughout the year. 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 $6,441,212,374 in FY 2012.

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 2013-2014 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. Some additional slots may be funded by the supplement, but the state does not break down enrollment by federally and state-funded slots.

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 Funds reported by the Head Start State Collaboration Office were used to fund slots, provide additional services, and extend the program day and year. Maine was not able to report the number of slots funded for 3- and 4-year-olds.

8 Maryland and Oklahoma did not provide updated informaiton for the 2013-2014 year. Their enrollment and spending information from the 2012-2013 year is used here.

9 In addition to funding slots, Massachussetts's state Head Start funds are used for wrap-around services, professional development enhancements, and other quality improvements.

10 Rhode Island's state Head Start funds provide services to 4- and 5-year-olds. Only 4-year-olds are included in this enrollment count.

11 National salary averages include data from programs in the U.S. territories, including Puerto Rico, as well.

APPENDIX C: U.S. CENSUS POPULATION ESTIMATES

STATE | NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2013

	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	60,254	59,987	120,241
Alaska	10,499	10,721	21,220
Arizona	88,171	88,949	177,120
Arkansas	38,307	38,762	77,069
California	501,235	497,615	998,850
Colorado	67,795	68,489	136,284
Connecticut	38,700	39,529	78,229
Delaware	11,199	11,001	22,200
District of Columbia	7,739	6,711	14,450
Florida	215,320	214,100	429,420
Georgia	135,428	135,236	270,664
Hawaii	17,620	17,513	35,133
Idaho	23,100	23,817	46,917
Illinois	161,305	161,558	322,863
Indiana	84,867	85,499	170,366
Iowa	39,575	39,959	79,534
Kansas	40,721	40,375	81,096
Kentucky	55,321	54,917	110,238
Louisiana	61,938	62,176	124,114
Maine	13,181	13,450	26,631
Maryland	73,099	72,915	146,014
Massachusetts	72,401	72,267	144,668
Michigan	115,556	116,349	231,905
Minnesota	70,055	70,127	140,182
Mississippi	39,963	40,733	80,696
Missouri	75,785	76,131	151,916
Montana	12,321	12,553	24,874
Nebraska	26,258	26,361	52,619
Nevada	36,198	36,629	72,827
New Hampshire	12,996	13,474	26,470
New Jersey	106,942	106,161	213,103
New Mexico	28,101	28,025	56,126
New York	231,058	225,572	456,630
North Carolina	124,560	125,627	250,187
North Dakota	9,465	9,628	19,093
Ohio	139,113	141,335	280,448
Oklahoma	53,420	53,425	106,845
Oregon	46,274	47,067	93,341
Pennsylvania	142,606	143,765	286,371
Rhode Island	10,891	10,926	21,817
South Carolina	59,384	60,216	119,600
South Dakota	11,906	11,925	23,831
Tennessee	80,449	81,042	161,491
Texas	392,638	391,300	783,938
Utah	51,269	52,333	103,602
Vermont	6,000	6,173	12,173
Virginia	102,009	101,122	203,131
Washington	88,858	89,329	178,187
West Virginia	20,352	20,437	40,789
Wisconsin	69,531	70,406	139,937
Wyoming	7,805	7,973	15,778
50 states + DC	**3,989,538**	**3,991,690**	**7,981,228**

Source: U.S. Census Population Estimates, Single Year of Age and Sex Population Estimates: April 1, 2010 to July 1, 2013 - Civilian. 6 race groups. Downloaded from: https://www.census.gov/popest/data/state/asrh/2013/index.html.

APPENDIX D: PRE-K SPECIAL EDUCATION ENROLLMENT

NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2013-2014

STATE	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	1,366	2%	2,365	4%	3,731	3%
Alaska	415	4%	717	7%	1,132	5%
Arizona	3,482	4%	5,482	6%	8,964	5%
Arkansas	3,005	8%	5,143	13%	8,148	11%
California	18,458	4%	26,448	5%	44,906	4%
Colorado	3,031	4%	4,450	6%	7,481	5%
Connecticut	2,183	6%	2,821	7%	5,004	6%
Delaware	419	4%	726	7%	1,145	5%
District of Columbia	247	3%	529	8%	776	5%
Florida	7,219	3%	12,738	6%	19,957	5%
Georgia	3,373	2%	5,459	4%	8,832	3%
Hawaii	653	4%	874	5%	1,527	4%
Idaho	719	3%	1,127	5%	1,846	4%
Illinois	9,084	6%	13,033	8%	22,117	7%
Indiana	4,265	5%	5,976	7%	10,241	6%
Iowa	1,378	3%	2,151	5%	3,529	4%
Kansas	2,831	7%	3,959	10%	6,790	8%
Kentucky	3,702	7%	6,169	11%	9,871	9%
Louisiana	1,716	3%	3,249	5%	4,965	4%
Maine	804	6%	1,325	10%	2,129	8%
Maryland	3,341	5%	4,473	6%	7,814	5%
Massachusetts	4,207	6%	5,743	8%	9,950	7%
Michigan	4,905	4%	6,766	6%	11,671	5%
Minnesota	3,329	5%	5,234	7%	8,563	6%
Mississippi	1,689	4%	3,222	8%	4,911	6%
Missouri	3,431	5%	5,713	8%	9,144	6%
Montana	284	2%	543	4%	827	3%
Nebraska	1,241	5%	1,887	7%	3,128	6%
Nevada	1,838	5%	2,855	8%	4,693	6%
New Hampshire	865	7%	1,186	9%	2,051	8%
New Jersey	4,853	5%	6,307	6%	11,160	5%
New Mexico	1,597	6%	2,261	8%	3,858	7%
New York	18,418	8%	25,150	11%	43,568	10%
North Carolina	4,236	3%	6,318	5%	10,554	4%
North Dakota	393	4%	602	6%	995	5%
Ohio	5,409	4%	8,944	6%	14,353	5%
Oklahoma	1,535	3%	2,721	5%	4,256	4%
Oregon	2,668	6%	3,716	8%	6,384	7%
Pennsylvania	8,604	6%	12,422	9%	21,026	7%
Rhode Island	729	7%	1,018	9%	1,747	8%
South Carolina	1,831	3%	3,137	5%	4,968	4%
South Dakota	592	5%	860	7%	1,452	6%
Tennessee	2,214	3%	4,064	5%	6,278	4%
Texas	8,748	2%	14,369	4%	23,117	3%
Utah	2,384	5%	3,341	6%	5,725	6%
Vermont	491	8%	611	10%	1,102	9%
Virginia	3,774	4%	5,559	5%	9,333	5%
Washington	3,249	4%	4,967	6%	8,216	5%
West Virginia	968	5%	1,752	9%	2,720	7%
Wisconsin	3,392	5%	5,398	8%	8,790	6%
Wyoming	0	0%	0	0%	0	0%
50 states + DC	169,565	4%	255,880	6%	425,445	5%

Source: Enrollment information provided by U.S. Department of Education, Office of Special Education Programs. Number of Children with Disabilities (IDEA) Receiving Special Education and Related Services by Discrete Age: Fall 2013. Table generated from 2013 Part B Child Count and Educational Environments (C089 and DG 613) data in the EDFacts Reporting System retrieved on 6/12/14.