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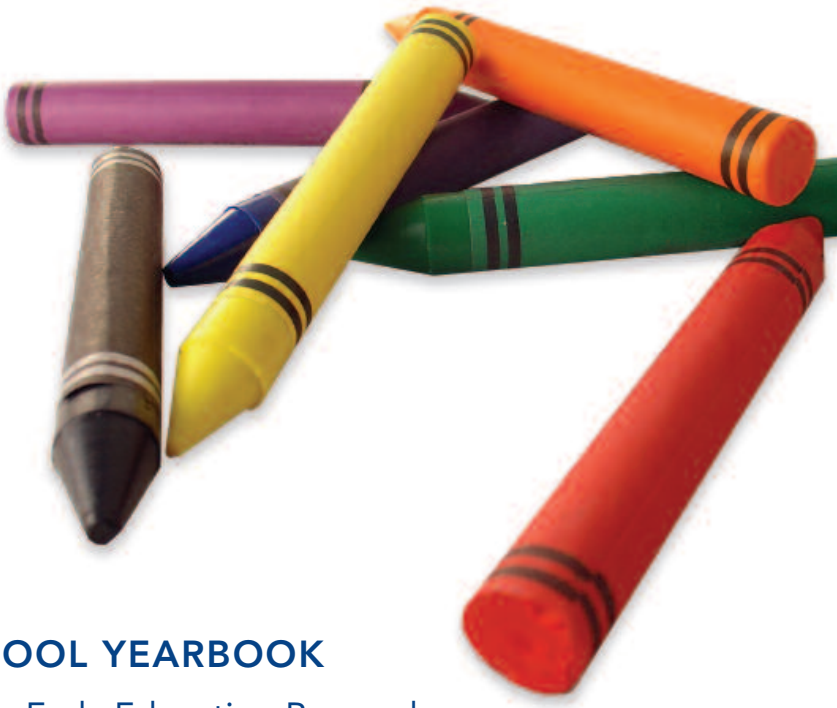
The State of Preschool 2013



STATE PRESCHOOL YEARBOOK

The National Institute for Early Education Research

RUTGERS
Graduate School of Education

THE STATE OF PRESCHOOL 2013

STATE PRESCHOOL YEARBOOK

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Executive Summary

STATE PRE-K AFTER THE RECESSION: STALLED OR TURNING UP?

The 2012-2013 school year capped a dismal half-decade, with more bad news as well as a glimmer of hope. After the 2011-2012 downturn in spending and quality, many state pre-K program budgets leveled off and even regained some ground. This offers hope that as state budgets emerge from the recession, policymakers will prioritize early learning programs. However, this was also the first year since we began reporting (2001-2002), that states failed to increase the number of children they serve in pre-K.

The loss of 9,160 children from enrollment at age 4 and 42 children at age 3 are modest changes, but this is the first decrease we have observed. At the same time, this represents a reversal—or at least a pause—of the trend toward spreading too little funding over ever more children, which led to expanded access while jeopardizing program quality. What remains to be seen is whether the small enrollment decrease of 2012-2013, coupled with a small increase in spending, represents a turning point after which both access and quality will be increased, or simply a new stasis in which neither advances significantly.

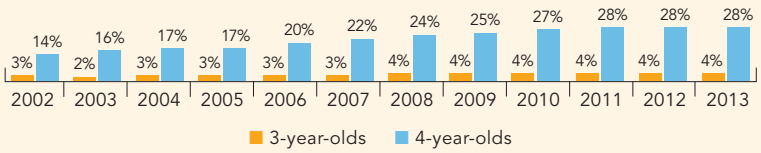
State funding for pre-K increased by $30.6 million in 2012-2013, adjusted for inflation. This is just a small step towards reversing nearly a half a billion dollars in cuts in the previous school year, but it is a step in the right direction. Combined with the decrease in enrollment, the increased funding yielded a $36 increase in state spending per child, bringing that amount to $4,026. In many states, local governments, primarily local education agencies, also contribute substantively to funding for pre-K. Only some states systematically collect information on local funding, but what is documented adds another $600 per child.

Progress on quality standards also appears to be in a holding pattern. Ohio met a new benchmark for adopting comprehensive early learning standards, making this the first item in NIEER's quality standards checklist to be met by all programs. On the other hand, Missouri lost a benchmark for reducing its professional development requirement below 15 hours per year, while Arizona lost its benchmark for lead teacher credential, as its merger of two programs resulted in a lowered requirement.

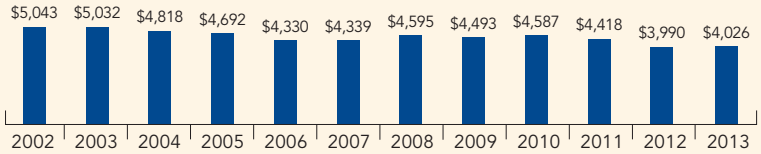
WHAT'S NEW?

- In 2012-2013, enrollment decreased—by more than 9,000 children at age 4—from the prior year across the 40 states plus D.C.[1] that offer pre-K. This is the first enrollment decrease, nationally, NIEER has observed.
- Slightly more than 1.3 million children attended state-funded pre-K, 1.1 million of them at age 4. They account for four percent of 3-year-olds and 28 percent of 4-year-olds.
- Twenty states increased enrollment. Eleven states reduced enrollment.
- One program improved against NIEER's Quality Standards Benchmarks, while two fell back. For the first time, every state-funded pre-K program had comprehensive early learning standards.

PERCENT OF NATIONAL POPULATION ENROLLED



AVERAGE STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



- Four states, plus one of Louisiana's three programs, met all 10 of NIEER's benchmarks for state pre-K quality standards, the same as in the previous year. This remains down from the peak of five states in 2010-2011. Another 16 states met eight or more benchmarks.
- More than half a million children, or 41 percent of nationwide enrollment, were served in programs that met fewer than half of the quality standards benchmarks.
- Total state funding for pre-K programs increased by $30 million in real dollars, about a 1 percent increase.
- State pre-K funding per child increased by $36 (inflation-adjusted) from the previous year, to $4,026. However, that regains less than 10 percent of the prior year's cut of $442 per child.
- State funding per child for pre-K increased by at least one percent in 18 of the 41 states with programs, when adjusted for inflation. Twenty states decreased per-child funding by at least 1 percent. In 5 states, per-child spending fell by 10 percent or more from the previous year; in 7 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 19 percent of the children enrolled in state-funded pre-K attend those programs, it is possible that most children served by state pre-K attend programs where funding per child is inadequate to provide a quality early education.

* For the sake of comparison, the District of Columbia will be referred to as a "state" throughout this report. Hence, a total of 41 states provide state-funded pre-K.

NATIONAL ACCESS

Total state preschool enrollment, all ages 1,338,737

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

Income requirement .....31 state programs have an income requirement

Minimum hours of operation .....23 part-day; 11 school-day; 1 extended-day; 18 determined locally[2]

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

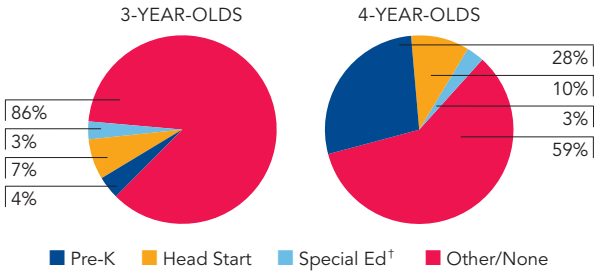
Special education enrollment, ages 3 & 4 435,788

Federal Head Start enrollment, ages 3 & 4.....710,978[3]

Total federal Head Start enrollment, all ages .....777,194[3]

State-funded Head Start enrollment, ages 3 & 4 .....19,308[4]

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



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

NATIONAL QUALITY STANDARDS CHECKLIST SUMMARY

POLICY	BENCHMARK	OF THE 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	15
Teacher in-service	At least 15 hours/year	42
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	36
Meals	At least 1/day	25
Monitoring	Site visits at least every five years	32

NATIONAL RESOURCES

Total state preschool spending $5,390,261,787

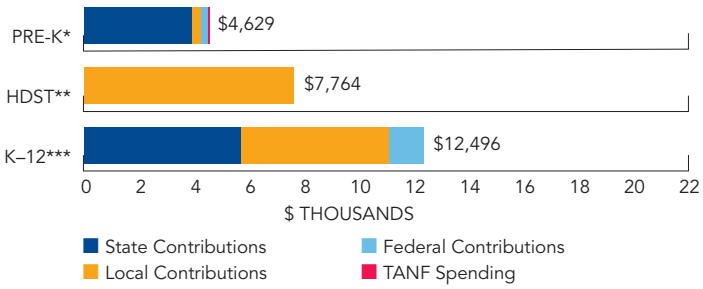
Local match required?.....13 state programs require a local match

State Head Start spending $144,664,464

State spending per child enrolled.....$4,026[5]

All reported spending per child enrolled* $4,629

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.

[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.

[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 15,552 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] This figure includes federal TANF funds directed toward preschool at states' discretion.

TABLE 1: STATE RANKINGS AND QUALITY CHECKLIST SUMS*

STATE	Access for 4-Year-Olds Rank	Access for 3-Year-Olds Rank	Resource Rank Based on State Spending	Resource Rank Based on All Reported Spending	Quality Standards Checklist Sum (Maximum of 10)
Alabama	34	None Served	14	9	**10**
Alaska	37	None Served	7	10	**10**
Arizona	38	19	39	40	**5**
Arkansas	14	5	12	18	**9**
California	27	7	17	19	**4**
Colorado	22	10	37	32	**6**
Connecticut	29	11	3	2	**6**
Delaware	33	None Served	8	14	**8**
District of Columbia	1	1	1	1	**8**
Florida	2	None Served	35	37	**3**
Georgia	8	None Served	28	29	**8**
Illinois	18	4	31	28	**8**
Iowa	7	18	32	35	**6.9**
Kansas	23	None Served	36	38	**6**
Kentucky	16	9	24	12	**9**
Louisiana	15	None Served	15	22	**8.0**
Maine	13	None Served	34	21	**6**
Maryland	12	16	19	24	**8**
Massachusetts	28	17	20	25	**6**
Michigan	24	None Served	18	23	**7**
Minnesota	40	23	6	8	**9**
Missouri	35	21	38	39	**7**
Nebraska	19	6	41	36	**6**
Nevada	36	26	33	34	**7**
New Jersey	17	3	2	3	**8.8**
New Mexico	25	None Served	27	31	**8**
New York	10	27	26	30	**7**
North Carolina	20	None Served	13	11	**10**
Ohio	39	24	21	26	**4**
Oklahoma	3	None Served	25	7	**9**
Oregon	31	13	5	6	**8**
Pennsylvania	30	14	11	17	**5.6**
Rhode Island	41	None Served	4	5	**10**
South Carolina	11	15	40	41	**6.2**
Tennessee	21	25	16	15	**9**
Texas	9	12	30	33	**2**
Vermont	4	2	22	27	**4**
Virginia	26	None Served	23	16	**6**
Washington	32	20	9	13	**9**
West Virginia	6	8	10	4	**8**
Wisconsin	5	22	29	20	**5.0**
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

* For the first time in this report, the District of Columbia is considered as a state in terms of rankings. Thus, rankings range from 1 to 41.

Executive Summary *(continued)*

ENROLLMENT BACKSLIDES

State-funded pre-K served 1,338,737 children in 2012-2013 across all ages. State pre-K continues to be primarily a program for 4-year-olds in the vast majority of states, with more than 1.1 million served at age 4, which is about 85 percent of the total.

Across the nation, 28 percent of 4-year-olds were enrolled in state-funded pre-K programs; only 4 percent of 3-year-olds were similarly enrolled, percentages that are unchanged since 2010-2011. Total enrollment decreased by 4,301 children from the prior year. While this is a small number relative to the total, it marks the first time since NIEER began tracking state-funded pre-K that total enrollment has decreased. Table 2 reports both numbers: enrolled, and enrollment as a percentage of total population by state. Table 3 reports enrollment changes for 3- and 4-year-olds from the prior year and over the past decade.

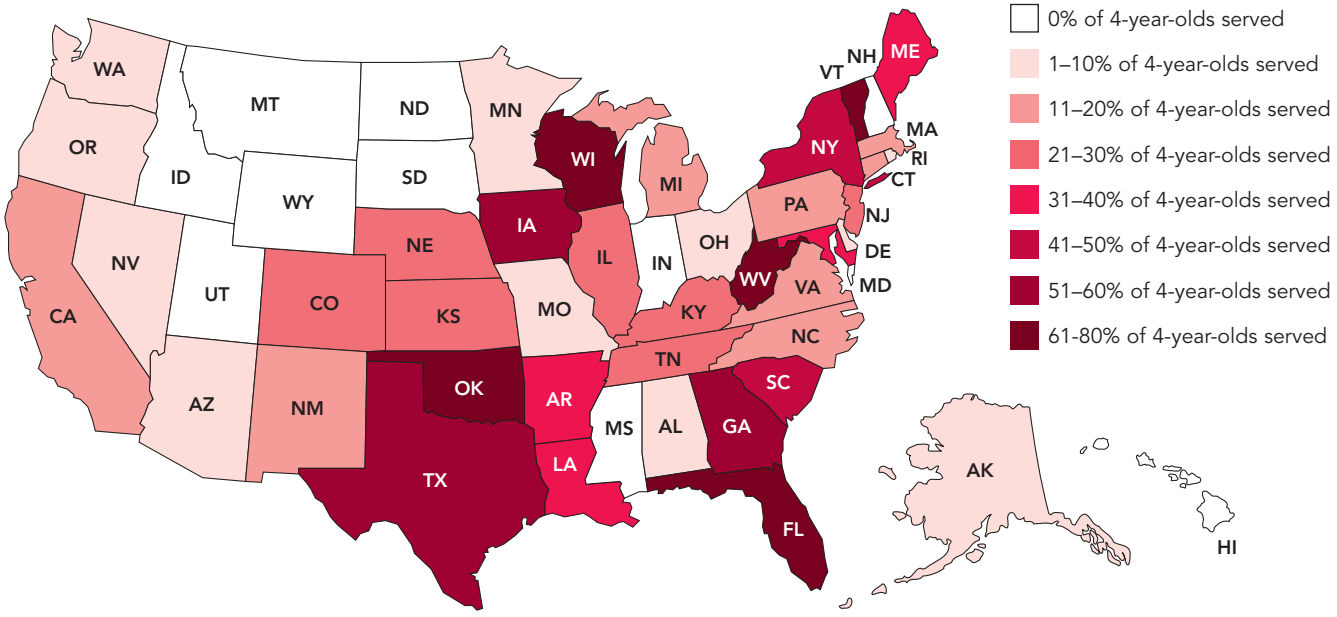
Enrollment in state-funded pre-K programs varies widely from state to state. Figure 1 displays state pre-K enrollment at age 4 by state, based on the detailed figures in Table 2. The District of Columbia served the highest percentage of children at ages 3 and 4, followed by Florida, Oklahoma, and Vermont all of which served more than 70 percent of their state's 4-year-olds. Vermont ranks second to D.C. for the percentage of 3-year-olds served, but enrolled a much lower 21 percent of 3-year-olds in state-funded pre-K.

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, 10 states offered no program at all and 10 more had programs that served less than 10 percent of 4-year-olds. Enrollment, of course, only tells part of the story. Program quality is essential if pre-K is to make a real contribution to children's learning and development. Not all the states that top the charts for enrollment adequately invest in quality, as we discuss in the next section.

On enrollment, most states provide pre-K primarily to children in the year immediately before kindergarten, except for children served by special education programs. However, there are several notable exceptions. The District of Columbia serves more than 75 percent of 3-year-old residents. New Jersey and Vermont serve about 1 in 5 3-year-olds, and Arkansas, California, Illinois, and Nebraska all serve 10 percent or more at age 3. Of the 27 states that enroll 3-year-olds in state-funded pre-K, 15 states increased their enrollment of 3-year-olds from the previous year.

The decrease in enrollment totals is unprecedented and, though small, requires further examination. California decreased enrollment by almost 15,000 pre-K spots, a change large enough to have an impact on national trends, compounded by the fact that an additional four states had decreases of more than 1,000 students. While more states increased enrollment than decreased it, the size of the decrease in large states such as California and Pennsylvania pulled the national total down.

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



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: PERCENT OF STATE PRE-K PROGRAMS MEETING BENCHMARKS 2002-2013

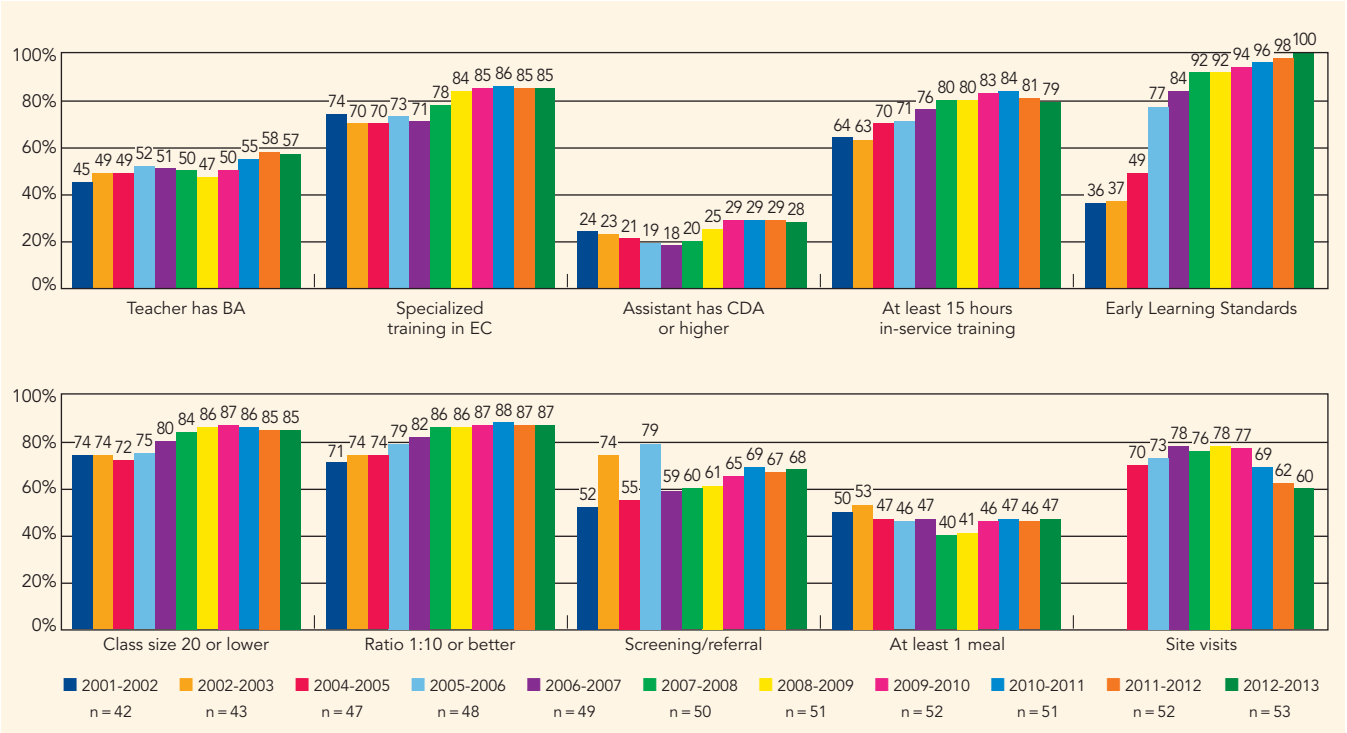


Figure 2 displays the percentage of programs meeting each of the quality standards from 2001-2002 through 2012-2013. Only one state had a policy change that met an additional benchmark in 2012-2013, as Ohio adopted comprehensive early learning standards. With this change, early learning standards became the first benchmark to have a 100 percent accomplishment rate among state programs. Two states had policy changes that reduced the number of benchmarks met: Arizona merged preschool programs and no longer requires lead teachers to have a BA, while Missouri reduced its required professional development below 15 hours per year.

As in 2011-2012, only five state programs met all 10 benchmarks: Alabama, Alaska, North Carolina, Rhode Island, and one Louisiana program (NSECD). Seven states had programs that met nine of 10 benchmarks—Arkansas, Kentucky, Minnesota, New Jersey (Abbott pre-K only), Oklahoma, Tennessee, and Washington. Another eight states met eight benchmarks.

At the other end of the spectrum, five states met fewer than half of the 10 benchmarks—California, Ohio, and Vermont met four; Florida met three; and Texas met only two benchmarks. In addition, two of Pennsylvania's programs, Pennsylvania's EABG and K4 programs, met four and two benchmarks respectively. The size of these programs makes their low quality standards particularly concerning. More than 500,000 children—41 percent of enrollment nationally—are served in programs meeting fewer than five benchmarks. As of 2012-2013, Ohio now meets the benchmark for having comprehensive early learning standards, though this only brings the state to four benchmarks. Particularly concerning, Texas and Pennsylvania's K4 program not only miss the class size and staff-child ratio benchmarks, but in fact do not set statewide limits on these at all.

RESOURCES: SMALL INCREASES MAY SIGNAL ONGOING RECOVERY

In 2012-2013, 40 states plus D.C. spent nearly $5.4 billion on pre-K, not including special education funds. The 10 remaining states had no pre-K initiative meeting our definition of state-funded prekindergarten in the 2012-2013 school year. (See page 21 for our explanation of what constitutes a state-funded pre-K program.) Among the states funding preschool education, spending ranged from $1.3 million in Rhode Island, to more than $750 million in Texas. Across the 40 states and D.C. with pre-K, total state spending increased by $30.6 million, a 1 percent increase in real (inflation-adjusted) spending from 2011-2012. Average real spending per child increased by $36 to $4,026. The District of Columbia spent the most per-child at $14,690, followed by New Jersey at $12,070. South Carolina and Nebraska report the lowest state spending per child, both less than $2,000 per-child.

Many state-funded pre-K programs rely on additional funds from local school districts, including locally directed federal funds, to fund pre-K programs. In some, state and local education agencies share the costs through a formula just as they do for K-12 education. In these and some other states, funding from all sources is a more complete indicator of the resources available to support pre-K (though not a better indicator of state financial commitment). States often have difficulty fully reporting local spending, especially where a local match is common but not required. As a result the figures we can report for this are often underestimates. Nevertheless, the figures reported in Table 7 indicate that local schools and other sources added over $806 million to state pre-K funds in 2012-2013, or $602 per child. Most non-state funds were local, with $315 million in required, and another $128 million in non-required, local spending reported in 2012-2013. This is less than was reported in 2011-2012, which could indicate a change in the availability of reported information. Non-required local funds are the most difficult to track as these need not be reported to states. Another difficulty is presented when states allow for an in-kind match, which makes it difficult to put an accurate dollar figure on the actual support provided. Reported spending from all sources amounted to $4,629 per child nationwide.

There are serious concerns that the level of funding provided for pre-K is, in too many instances, inadequate to support good quality, and that effectiveness suffers as a result. As shown in Table 7, we estimate that reported funding per child is sufficient to meet all 10 benchmarks in only 15 states, taking into account the current operating schedules of those programs. Local funding that is not reported certainly accounts for some of the shortfall, so the situation is less dire than these figures alone suggest. However, in some of the states with low funding levels, many providers are private organizations without the revenue-generating capacity of a local school district.

RECOMMENDATIONS:

- State pre-K programs appear to be at an important crossroads. Following a disastrous year in which the recession intensified the negative effects of a longer-term trend, toward lower funding undermining educational effectiveness, funding increased slightly while enrollment declined. As state revenues return to normal growth, they need to move beyond modest one or two percent increases just to make up for lost ground during the recession. If pre-K is to be made available to even all children under 200 percent of the poverty level within the next 20 years, even larger increases will be required.
- Major state policy changes will be required if states are to offer quality pre-K to all children, even in several states that made commitments to pre-K for all.
- States should set goals to increase enrollment substantially, while raising standards (or in fewer cases, maintaining high standards) and providing stable funding at a level that can reasonably be expected to support those standards.
- States without limits on class size and ratio should collect data on actual class sizes to determine the distribution of these within the state, particularly the extent to which there are very large classes. This is as simple as taking attendance and reporting average daily attendance, hardly a large reporting burden.
- States should collect data on the quality of teaching practices in their pre-K classrooms, from a sufficient sample to assess how frequently good quality is provided, and to assess the strengths and weaknesses of current services.
- States should develop data systems that will provide demographic descriptions of who they serve in preschool and how well they serve them. States should also identify where children are served (e.g., private programs or public schools) and all of the revenues supporting state pre-K, including those from local government, so that they know the true level of funding received by programs to support quality.
- The federal government should offer financial incentives for states to set and achieve ambitious goals for enrollment, quality standards, and state funding.
- Regardless of federal policy developments, every state should support high-quality pre-K, at least for children from low-income families.
- When states do not adequately support high-quality pre-K, counties, municipalities, and school districts can act on their own. Across the nation, local initiatives are moving forward where states have lagged behind. In the 10 states that do not provide state-funded pre-K, at least 43,000 children receive preschool provided by their districts, according to data collected by the Office of Civil Rights.
- Cities can follow the lead of a number of municipalities with notable efforts that exceed those of their states, including Boston, Cleveland, Los Angeles, San Antonio, and San Francisco. Most recently, New York City's commitment to Preschool for All paved the way for a remarkable renewed commitment by the state that could produce historic change beginning with the 2014-2015 school year.
- Citizens can use the information provided here to compare their own state's progress with that in other states and promises made by the Governor and state legislature, and to hold them accountable for results.

TABLE 2: PRE-K ACCESS BY STATE

ACCESS FOR 4-YEAR-OLDS RANK	STATE	PERCENT OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)			NUMBER OF CHILDREN ENROLLED IN STATE PREKINDERGARTEN (2012-2013)		
		4-year-olds	3-year-olds	Total (3s and 4s)	4-year-olds	3-year-olds	Total (3s and 4s)
1	DC	94%	80%	87%	6,518	5,401	11,919
2	Florida	78%	0%	40%	174,145	—	174,145
3	Oklahoma	74%	0%	37%	40,114	—	40,114
4	Vermont	71%	21%	46%	4,601	1,267	5,868
5	Wisconsin	64%	1%	33%	46,321	738	47,059
6	West Virginia	62%	9%	36%	13,394	1,912	15,306
7	Iowa	60%	4%	32%	24,710	1,462	26,172
8	Georgia	58%	0%	30%	81,683	—	81,683
9	Texas	52%	6%	29%	205,056	22,120	227,176
10	New York	45%	0%	23%	103,132	215	103,347
11	South Carolina	40%	4%	23%	24,929	2,548	27,477
12	Maryland	35%	4%	20%	26,402	3,005	29,407
13	Maine	34%	0%	18%	4,850	—	4,850
14	Arkansas	33%	14%	24%	13,240	5,503	18,743
15	Louisiana	31%	0%	16%	19,871	—	19,871
16	Kentucky	29%	8%	19%	16,639	4,178	20,817
17	New Jersey	28%	20%	24%	31,020	20,706	51,726
18	Illinois	27%	18%	23%	45,324	29,981	75,305
19	Nebraska	26%	11%	19%	6,914	2,979	9,893
20	North Carolina	23%	0%	12%	29,572	—	29,572
21	Tennessee	21%	1%	11%	17,893	601	18,494
22	Colorado	21%	7%	14%	14,789	4,481	19,270
23	Kansas	21%	0%	10%	8,514	—	8,514
24	Michigan	21%	0%	10%	24,547	—	24,547
25	New Mexico	18%	0%	9%	5,331	—	5,331
26	Virginia	17%	0%	8%	17,313	—	17,313
27	California	15%	10%	13%	79,474	47,463	126,937
28	Massachusetts	14%	4%	9%	10,499	2,665	13,165
29	Connecticut	13%	6%	10%	5,302	2,517	7,819
30	Pennsylvania	12%	5%	9%	17,910	7,442	25,353
31	Oregon	10%	5%	8%	4,716	2,449	7,165
32	Washington	8%	1%	5%	7,241	1,150	8,391
33	Delaware	7%	0%	4%	843	—	843
34	Alabama	6%	0%	3%	3,897	—	3,897
35	Missouri	3%	1%	2%	2,698	977	3,675
36	Nevada	3%	0%	2%	1,272	107	1,379
37	Alaska	3%	0%	2%	345	—	345
38	Arizona	3%	2%	3%	2,932	2,085	5,017
39	Ohio	2%	1%	2%	3,457	1,360	4,817
40	Minnesota	1%	1%	1%	1,044	687	1,731
41	Rhode Island	1%	0%	1%	144	—	144
No Program	Hawaii	0.0%	0.0%	0.0%	0	0	0
No Program	Idaho	0.0%	0.0%	0.0%	0	0	0
No Program	Indiana	0.0%	0.0%	0.0%	0	0	0
No Program	Mississippi	0.0%	0.0%	0.0%	0	0	0
No Program	Montana	0.0%	0.0%	0.0%	0	0	0
No Program	New Hampshire	0.0%	0.0%	0.0%	0	0	0
No Program	North Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	South Dakota	0.0%	0.0%	0.0%	0	0	0
No Program	Utah	0.0%	0.0%	0.0%	0	0	0
No Program	Wyoming	0.0%	0.0%	0.0%	0	0	0
	United States	**27.9%**	**4.4%**	**16.4%**	**1,148,597**	**175,999**	**1,324,596**

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

[1] Nationwide, an additional 14,141 children of other ages were enrolled in state prekindergarten, for a total enrollment of 1,338,737.

TABLE 3: CHANGE IN PRESCHOOL ENROLLMENT OVER TIME

	ENROLLMENT CHANGES FROM 2001-2002 TO 2012-2013				ENROLLMENT CHANGES FROM 2011-2012 TO 2012-2013			
	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%	3,141	5%	0	0%	-9	0%
Alaska	0	0%	345	3%	0	0%	134	1%
Arizona*	2,085	2%	-1,345	-2%	1,800	2%	51	1%
Arkansas	4,561	12%	11,016	27%	1,019	3%	-2,044	-1%
California	36,539	7%	34,940	7%	-712	0%	-14,392	-1%
Colorado	3,751	5%	6,469	7%	189	0%	-119	0%
Connecticut	982	3%	885	3%	-540	-1%	-94	-1%
Delaware	0	0%	0	-1%	0	0%	0	0%
D.C.	4,276	60%	3,507	50%	679	11%	-427	0%
Florida	0	0%	174,145	78%	0	0%	-977	0%
Georgia	0	0%	18,070	5%	0	0%	-1,185	0%
Hawaii	0	0%	0	0%	0	0%	0	0%
Idaho	0	0%	0	0%	0	0%	0	0%
Illinois	15,883	10%	6,422	6%	-3,721	-2%	-1,573	-1%
Indiana	0	0%	0	0%	0	0%	0	0%
Iowa	951	2%	23,154	56%	400	1%	3,045	5%
Kansas	0	0%	6,284	15%	0	0%	-79	0%
Kentucky	-694	-2%	3,822	5%	495	1%	-838	0%
Louisiana	0	0%	12,352	19%	0	0%	-550	0%
Maine	0	0%	3,410	25%	0	0%	345	2%
Maryland	1,597	2%	8,028	10%	80	0%	724	1%
Massachusetts*	-6,767	-8%	1,067	2%	240	0%	-214	0%
Michigan	0	0%	-1,930	1%	0	0%	968	1%
Minnesota*	-128	0%	-226	0%	0	0%	0	0%
Mississippi	0	0%	0	0%	0	0%	0	0%
Missouri	-1,569	-2%	-988	-1%	-68	0%	-360	0%
Montana	0	0%	0	0%	0	0%	0	0%
Nebraska	2,855	11%	6,558	24%	-593	-2%	1,007	1%
Nevada	-4	0%	951	2%	-133	0%	245	0%
New Hampshire	0	0%	0	0%	0	0%	0	0%
New Jersey	7,921	8%	7,139	8%	400	1%	-214	1%
New Mexico	-470	-2%	4,961	17%	0	0%	740	1%
New York	-5,620	-2%	39,633	20%	14	0%	765	1%
North Carolina	0	0%	28,332	22%	0	0%	4,736	2%
North Dakota	0	0%	0	0%	0	0%	0	0%
Ohio	-8,354	-5%	-10,428	-7%	-249	0%	-107	0%
Oklahoma	0	0%	14,235	19%	0	0%	25	0%
Oregon	1,340	3%	2,127	4%	9	0%	-13	0%
Pennsylvania*	7,442	5%	15,360	10%	-373	0%	-2,801	-1%
Rhode Island	0	0%	144	1%	0	0%	36	0%
South Carolina	2,198	4%	9,279	11%	37	0%	-1,681	-1%
South Dakota	0	0%	0	0%	0	0%	0	0%
Tennessee	-241	0%	16,135	19%	0	0%	0	0%
Texas	2,379	0%	77,473	12%	615	0%	1,913	0%
Utah	0	0%	0	0%	0	0%	0	0%
Vermont*	898	15%	3,981	63%	229	4%	249	5%
Virginia	0	0%	11,417	10%	0	0%	695	0%
Washington	1	0%	2,456	2%	126	0%	-126	0%
West Virginia	144	1%	8,309	38%	5	0%	561	2%
Wisconsin*	50	0%	32,817	45%	10	0%	2,404	2%
Wyoming	0	0%	0	0%	0	0%	0	0%
U.S.	**72,006**	**2%**	**583,448**	**14%**	**-42**	**0%**	**-9,160**	**-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: 2012-2013 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	961	1.6%	5,202	8.3%	6,304	10.5%	14,338	22.9%
Alaska*	401	3.7%	975	9.1%	1,442	13.5%	2,340	21.7%
Arizona	4,821	5.4%	7,548	8.1%	9,850	11.0%	17,660	19.0%
Arkansas	7,320	18.8%	15,194	37.8%	11,911	30.6%	20,311	50.6%
California*	54,037	10.9%	93,775	18.2%	86,958	17.5%	148,254	28.7%
Colorado	7,175	10.5%	18,656	26.7%	11,070	16.5%	23,853	34.1%
Connecticut	4,277	10.9%	7,427	18.1%	6,836	17.4%	10,615	25.9%
Delaware†	463	4.2%	1,520	13.4%	1,273	11.6%	2,149	18.9%
D.C.	5,401	79.8%	6,518	93.9%	6,457	95.5%	6,945	100.0%
Florida	5,880	2.8%	176,361	79.5%	18,977	8.9%	196,576	88.6%
Georgia	2,331	1.7%	83,113	59.0%	13,638	10.1%	92,913	65.9%
Hawaii	632	3.6%	702	4.0%	1,601	9.1%	2,360	13.4%
Idaho	658	2.8%	1,002	4.1%	1,545	6.5%	3,129	12.8%
Illinois	32,320	19.9%	50,733	30.3%	47,392	29.2%	69,541	41.4%
Indiana	3,850	4.5%	5,131	5.8%	8,536	10.0%	12,728	14.5%
Iowa	2,326	5.8%	25,516	62.2%	4,911	12.3%	28,875	70.4%
Kansas	2,228	5.5%	11,822	28.5%	5,268	13.0%	14,988	36.2%
Kentucky	4,178	7.6%	16,639	29.0%	9,627	17.5%	25,434	44.3%
Louisiana*	1,197	1.9%	21,336	33.2%	11,407	18.4%	29,306	45.0%
Maine*	712	5.3%	5,903	42.0%	1,601	11.9%	7,284	51.8%
Maryland	5,867	8.1%	30,405	40.4%	12,120	16.7%	36,079	48.3%
Massachusetts	5,989	8.3%	13,801	18.4%	10,100	14.0%	18,969	25.3%
Michigan	3,751	3.2%	24,547	20.5%	16,164	14.0%	42,459	35.5%
Minnesota†	3,531	5.1%	5,506	7.4%	7,424	10.6%	11,034	15.2%
Mississippi	719	1.7%	1,770	4.1%	11,038	26.7%	16,024	37.0%
Missouri	3,445	4.4%	7,225	9.2%	9,302	12.2%	14,958	19.0%
Montana	187	1.4%	395	3.1%	1,765	14.1%	2,735	21.8%
Nebraska	2,979	11.3%	6,914	25.8%	4,703	17.9%	9,256	34.6%
Nevada	1,720	4.7%	3,868	10.1%	2,806	7.7%	5,342	13.9%
New Hampshire	867	6.4%	950	6.9%	1,392	10.3%	1,709	12.3%
New Jersey	25,165	23.8%	36,906	33.7%	31,119	29.5%	43,653	39.8%
New Mexico	1,264	4.4%	7,285	24.6%	4,377	15.4%	11,578	39.1%
New York*	16,304	7.2%	116,943	50.6%	34,329	15.2%	139,893	60.5%
North Carolina	3,527	2.8%	33,025	25.6%	10,440	8.3%	44,149	34.2%
North Dakota	282	3.0%	460	5.0%	1,371	14.7%	2,073	22.4%
Ohio	5,624	4.0%	10,434	7.2%	18,486	13.1%	27,597	19.1%
Oklahoma	802	1.5%	40,114	74.1%	8,141	15.5%	47,145	87.1%
Oregon	4,362	9.3%	7,089	14.6%	6,876	14.6%	11,156	23.0%
Pennsylvania*†	14,315	10.0%	26,804	18.1%	24,436	17.0%	42,005	28.4%
Rhode Island	604	5.5%	977	8.4%	1,287	11.8%	2,152	18.4%
South Carolina*	3,612	6.0%	25,953	42.1%	9,699	16.1%	31,421	50.9%
South Dakota	428	3.6%	780	6.4%	1,949	16.4%	2,942	24.0%
Tennessee	2,206	2.7%	19,684	23.4%	7,831	9.7%	29,092	34.6%
Texas	27,957	7.5%	208,856	52.6%	55,523	14.5%	244,713	61.6%
Utah	2,194	4.2%	3,103	5.9%	4,203	8.0%	6,884	13.0%
Vermont	1,446	23.5%	4,601	71.2%	1,822	29.5%	5,142	79.6%
Virginia*	3,221	3.2%	20,868	19.9%	7,954	7.9%	27,804	26.5%
Washington	3,993	4.4%	11,096	12.3%	7,916	8.9%	18,164	20.1%
West Virginia	1,912	9.3%	13,394	62.4%	3,790	18.4%	18,304	85.3%
Wisconsin†	3,410	4.9%	47,217	65.1%	9,393	13.4%	52,520	72.4%
Wyoming	610	7.7%	1,055	12.9%	1,244	15.7%	1,986	24.2%
50 States	**293,462**	**7.4%**	**1,287,677**	**31.3%**	**564,709**	**14.2%**	**1,649,607**	**40.1%**

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

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

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

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

TABLE 5: 2012-2013 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 2012-2013
Alabama	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Alaska	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Arizona	✔				✔	✔	✔			✔	6
Arkansas	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
California	✔		✔		✔		✔				4
Colorado	✔		✔		✔	✔	✔			✔	6
Connecticut	✔		✔			✔	✔	✔		✔	6
Delaware	✔		✔		✔	✔	✔	✔	✔	✔	8
D.C.	✔	✔	✔		✔	✔	✔	✔	✔		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
Louisiana 8(g)	✔	✔	✔		✔	✔	✔		✔		7
Louisiana LA4	✔	✔	✔		✔	✔	✔	✔	✔		8
Louisiana NSECD	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
Maine	✔	✔	✔	✔	✔			✔			6
Maryland	✔	✔	✔		✔		✔	✔	✔	✔	8
Massachusetts	✔				✔	✔	✔	✔		✔	6
Michigan	✔	✔	✔	✔		✔	✔	✔			7
Minnesota	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
Missouri	✔	✔	✔	✔		✔	✔	✔			8
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	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
Oregon	✔		✔		✔	✔	✔	✔	✔	✔	8
Pennsylvania EABG	✔		✔			✔	✔				4
Pennsylvania HSSAP	✔		✔		✔	✔	✔	✔	✔	✔	8
Pennsylvania K4	✔	✔									2
Pennsylvania Pre-K Counts	✔	✔	✔		✔	✔	✔			✔	7
Rhode Island	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	10
South Carolina 4K	✔	✔	✔		✔	✔	✔				6
South Carolina CDEPP	✔		✔		✔	✔	✔	✔	✔		7
Tennessee	✔	✔	✔		✔	✔	✔	✔	✔	✔	9
Texas	✔				✔						2
Vermont Act 62	✔				✔	✔	✔				4
Vermont EEI	✔		✔			✔	✔				4
Virginia	✔		✔		✔	✔	✔	✔			6
Washington	✔		✔	✔	✔	✔	✔	✔	✔	✔	9
West Virginia	✔		✔		✔	✔	✔	✔	✔	✔	8
Wisconsin 4K	✔	✔	✔		✔					✔	5
Wisconsin HdSt	✔		✔		✔	✔	✔	✔	✔		7
Totals	**53**	**30**	**45**	**15**	**42**	**45**	**46**	**36**	**25**	**32**	

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 2011-2012 to 2012-2013 Adjusted dollars	Total state preschool spending in 2012-2013	Change in total state spending from 2011-2012 to 2012-2013 Adjusted dollars
District of Columbia	1	$14,690	$497	$175,096,000	$15,182,177
New Jersey	2	$12,070	$228	$624,344,361	$14,008,769
Connecticut	3	$9,810	$1,290	$93,064,999	$16,448,214
Rhode Island	4	$9,278	$5,911	$1,336,000	$972,375
Oregon	5	$8,491	-$151	$61,000,000	-$958,481
Minnesota	6	$7,592	-$119	$13,764,296	-$216,276
Alaska	7	$7,246	-$937	$2,500,000	$773,288
Delaware	8	$6,795	-$107	$5,727,800	-$90,000
Washington	9	$6,672	-$98	$55,980,678	-$826,039
West Virginia	10	$5,894	-$203	$92,946,182	-$138,034
Pennsylvania	11	$5,680	$120	$145,529,413	-$14,538,694
Arkansas	12	$5,514	$20	$111,000,000	-$1,744,121
North Carolina	13	$4,960	-$281	$146,677,533	$16,516,619
Alabama	14	$4,898	-$65	$19,087,050	-$299,812
Louisiana	15	$4,620	$91	$91,803,989	-$692,615
Tennessee	16	$4,611	$12	$85,807,267	$228,622
California	17	$4,541	$340	$588,454,032	-$16,539,537
Michigan	18	$4,452	-$40	$109,275,000	$3,361,548
Maryland	19	$4,386	$721	$128,992,934	$24,107,939
Massachusetts	20	$3,966	-$156	$52,887,295	-$1,798,307
Ohio	21	$3,927	-$116	$22,385,387	-$659,558
Vermont	22	$3,778	-$25	$22,469,844	$1,775,261
Virginia	23	$3,752	-$86	$64,953,097	$1,186,463
Kentucky	24	$3,621	$32	$75,373,534	-$566,394
Oklahoma	25	$3,611	-$98	$144,859,409	-$3,847,604
New York	26	$3,609	-$155	$373,010,631	-$13,133,011
New Mexico	27	$3,604	$393	$19,214,600	$4,472,240
Georgia	28	$3,599	$54	$293,939,678	$172,523
Wisconsin	29	$3,366	$50	$167,264,100	$10,982,364
Texas	30	$3,311	$28	$753,338,055	$14,698,154
Illinois	31	$3,189	-$72	$241,161,135	-$22,691,485
Iowa	32	$2,674	-$803	$71,234,408	-$8,489,383
Nevada	33	$2,397	-$236	$3,338,875	-$52,463
Maine	34	$2,296	$48	$11,680,725	$927,358
Florida	35	$2,242	-$75	$390,360,150	-$15,380,093
Kansas	36	$2,163	$7	$18,417,032	-$113,005
Colorado	37	$2,159	$216	$42,181,888	$4,341,080
Missouri	38	$2,067	-$658	$7,595,493	-$3,582,359
Arizona	39	$2,028	-$932	$13,211,842	$3,843,026
South Carolina	40	$1,300	$54	$35,708,905	-$561,087
Nebraska	41	$1,273	$314	$13,288,170	$3,507,374
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		$4,026	$36	$5,390,261,787	$30,587,038

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

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	$16,853	$10,998	Yes	$0	8
2	Connecticut*	$12,184	$9,035	Yes	$0	6
3	New Jersey*	$12,070	$9,615	Yes	$0	8.8
4	West Virginia*	$9,380	$7,029	Yes	$0	8
5	Rhode Island	$9,278	$9,046	Yes	$0	10
6	Oregon*	$8,491	$7,792	Yes	$0	8
7	Oklahoma*	$7,597	$6,563	Yes	$0	9
8	Minnesota	$7,592	$4,726	Yes	$0	9
9	Alabama	$7,327	$7,844	No	$517	10
10	Alaska	$7,246	$4,641	Yes	$0	10
11	North Carolina	$7,086	$8,450	No	$1,364	10
12	Kentucky	$6,961	$4,319	Yes	$0	9
13	Washington*	$6,806	$5,877	Yes	$0	9
14	Delaware	$6,795	$4,973	Yes	$0	8
15	Tennessee	$5,895	$8,229	No	$2,334	9
16	Virginia*	$5,886	$9,524	No	$3,638	6
17	Pennsylvania*	$5,680	$5,519	Yes	$0	5.6
18	Arkansas	$5,514	$7,369	No	$1,854	9
19	California*	$5,411	$6,716	No	$1,305	4
20	Wisconsin	$5,359	$4,640	Yes	$0	5.0
21	Maine	$5,292	$4,082	Yes	$0	6
22	Louisiana	$4,721	$7,762	No	$3,042	8.0
23	Michigan*	$4,452	$6,131	No	$1,679	7
24	Maryland*	$4,386	$6,595	No	$2,208	8
25	Massachusetts*	$4,259	$9,680	No	$5,421	6
26	Ohio	$3,927	$4,683	No	$756	4
27	Vermont	$3,778	$4,135	No	$358	4
28	Illinois	$3,660	$5,047	No	$1,387	8
29	Georgia	$3,622	$8,790	No	$5,168	8
30	New York*	$3,609	$6,573	No	$2,963	7
31	New Mexico	$3,604	$4,288	No	$684	8
32	Colorado	$3,441	$4,690	No	$1,248	6
33	Texas	$3,366	$4,837	No	$1,471	2
34	Nevada	$3,280	$4,864	No	$1,584	7
35	Iowa*	$3,150	$4,310	No	$1,161	6.9
36	Nebraska	$2,943	$4,135	No	$1,192	6
37	Florida	$2,242	$4,527	No	$2,285	3
38	Kansas	$2,163	$4,137	No	$1,974	6
39	Missouri*	$2,067	$6,880	No	$4,813	7
40	Arizona	$2,028	$4,479	No	$2,451	5
41	South Carolina*	$1,300	$5,178	No	$3,878	6.2
No program	Hawaii	$0	$4,631	No	$4,631	NA
No program	Idaho	$0	$3,937	No	$3,937	NA
No program	Indiana	$0	$4,343	No	$4,343	NA
No program	Mississippi	$0	$4,061	No	$4,061	NA
No program	Montana	$0	$3,617	No	$3,617	NA
No program	New Hampshire	$0	$4,551	No	$4,551	NA
No program	North Dakota	$0	$3,920	No	$3,920	NA
No program	South Dakota	$0	$3,719	No	$3,719	NA
No program	Utah	$0	$4,479	No	$4,479	NA
No program	Wyoming	$0	$3,958	No	$3,958	NA
	United States	**$4,629**	**$8,387**	**No**	**$3,758**	

† For each state, a school-day, part-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. & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment.* Washington DC: IES, U.S. Department of Education.

* 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.
- 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 2012-2013 school year are those who are eligible to enter kindergarten two years later, during the 2014-2015 school year. Children considered to be 4 years old during the 2012-2013 school year were eligible to enter kindergarten one year later, during the 2013-2014 school year. Children considered to be 5 years old during 2012-2013 school year were already eligible for kindergarten at the beginning of the 2012-2013 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. One shows percentages of the state's 3- and 4-year-olds enrolled in the state prekindergarten program. The second 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 2012 (which corresponds to the 2011-2012 school year). Most of the data used for comparison purposes come from NIEER's previous *Yearbooks*, although spending figures are adjusted for inflation and represent 2012 dollars. In addition, there are some exceptions in cases where states revised data or reported data differently. Several states–California, Florida, Massachusetts, Nebraska, and North Carolina–reported spending from the American Recovery and Reinvestment Act (ARRA) in the 2009-2010 and 2010-2011 school years, which was included as state funding. However, these funds were no longer available in the 2011-2012 school year. 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 2011-2012 school year and expected changes for the 2012-2013 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 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 2011-2012 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 2011-2012 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 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 2012 *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.

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 way to ensure 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.

[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 8 hours per day; and "extended day" is eight or more hours per day.

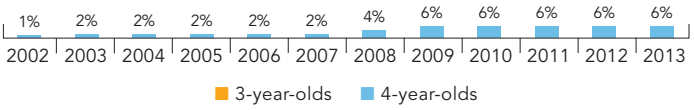
GLOSSARY OF ABBREVIATIONS

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

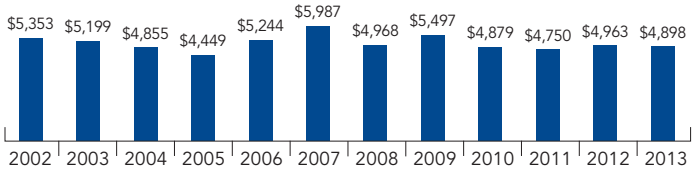
State Profiles

Alabama

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Alabama has provided state-funded preschool education programs to 4-year-olds through the Alabama Pre-Kindergarten program since 2000. All state residents meeting the age criteria are eligible for the program. Due to limited resources, enrollment has stayed relatively low. An increase in state funding for 2007-2008 meant increased access, along with technical support and scholarships for teachers working toward finishing their degrees. The following year, the program was renamed First Class: Alabama's Voluntary Pre-Kindergarten Program. Enrollment and appropriations grew slightly for the 2011-2012 school year, after flat funding and no growth in access for several years prior.

In 2012-2013, Alabama had at least one pre-K classroom in 97 percent of its counties, an improvement toward its goal of having at least one classroom per county. First Class classrooms are located in Head Start programs, private child care centers, community organizations, faith-based centers, colleges and universities, military agencies, and public schools. Program locales are determined by grant amounts through a competitive grant process, with amounts varying by location. Grantees must supply a local match of the grant award, and sliding scale parent fees can be included in the matching funds.

In 2005-2006, teacher certification standards were revised to ensure that newly employed pre-K educators have specialized training in early childhood education. This meant that all 10 NIEER quality benchmarks were met for the first time and the program has maintained all 10 Benchmarks since. The First Class program was assessed for program impact, child outcomes, and process quality in 2008-2009. The Office of School Readiness and the state Department of Education's Special Education Services instituted The Alabama Developmental Standards for Preschool Children, an aligned set of standards for pre-K children, in 2012.

Alabama has received significant support for preschool from the state's business community since 2009-2010, when business leaders recommended the state legislature increase funding for preschool education. The Alabama School Readiness Alliance and the Business Council of Alabama created a task force, which developed policy recommendations for increasing access to high-quality prekindergarten throughout the state. This fall the program was expanded in response to a state decision to increase pre-k funding from $19 million in 2012-2013 to $28 million in the 2013-2014 budget year.

A team of researchers is working with the Office of School Readiness in the Alabama Department of Children's Affairs to document the effects of the state's voluntary public pre-K program.

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

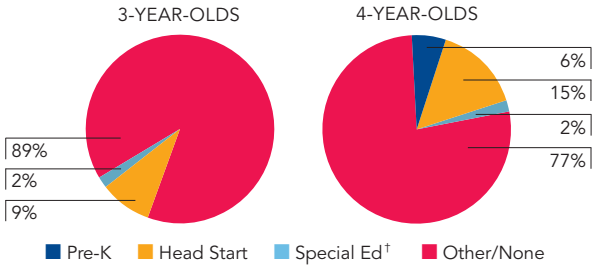
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
14	9

FIRST CLASS: ALABAMA'S VOLUNTARY PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	3,897
School districts that offer state program	97% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,764
Federally funded Head Start enrollment, ages 3 and 4	14,479
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
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/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	1:9[2]		
Screening/referral and support services	Vision, hearing, health, dental, psychological/behavioral; and support services[3]	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	☑

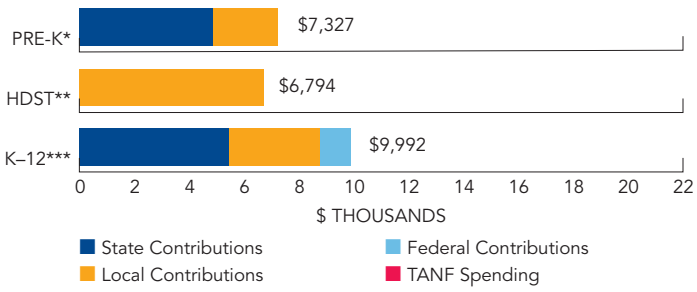
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	$19,087,050
Local match required?	Yes, 25%
State spending per child enrolled	$4,898
All reported spending per child enrolled*	$7,327

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 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.

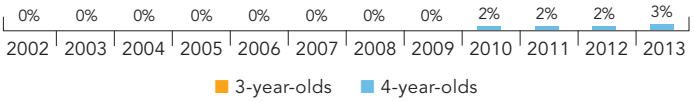
[1] Any preschool teachers with degrees in elementary education must obtain the P–3rd add-on or complete additional early childhood coursework within three years. Some public school settings choose to hire non-certified lead teachers if those teachers have a bachelor's degree in child development.

[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.

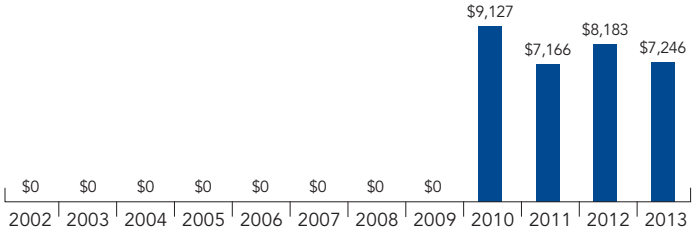
[3] Support services include parent conferences or home visits, parenting support or training, parent involvement activities, health services for children, and transition to kindergarten activities.

Alaska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since 2009-2010, six school districts in Alaska have offered the Alaska Pilot-Kindergarten Project (AP3) for 4-year-olds. Programs were funded through competitive grants. 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. Funded public schools may subcontract with faith-based settings, family child care centers, Head Start programs, and private child care centers.

The federal Head Start guidelines are similar to Alaska's pre-K program eligibility requirements, with eligibility based on family income at or below 100 percent of the federal poverty level. 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 Pre-Kindergarten 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 has a total budget of $2.5 million and serves children in eight districts for the 2012-2013 school year. An increase of $800,000 allowed for expansion to eight programs serving 345 in the 2012-2013 school year, this increase was removed as of FY 14. At this time, the future of program funding beyond the end of fiscal year 2014 is undecided.

Teaching Strategies Gold assessment was piloted as an assessment by the state three times per year, in two-thirds of the programs, during the 2011-2012 school year. It will be required for all grantees in the next competition. CLASS was also piloted in some classrooms in 2012-2013, and will be used in all classrooms next year. Alaska is currently in the process of having an independent alignment of the Early Learning Guidelines and the new state standards.

An evaluation of the AP3 program was completed in the 2010-2011 school year, examining 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 allow access to additional children whenever possible.

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

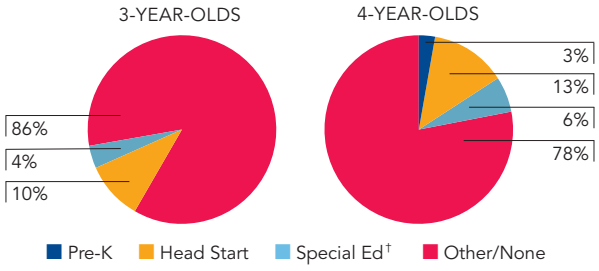
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
7	10

ALASKA PILOT PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	345
School districts that offer state program	15%
Income requirement	130% FPL[1]
Hours of operation	3 to 4 hours/day, 5 days/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,207
Federally funded Head Start enrollment, ages 3 and 4	2,406
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

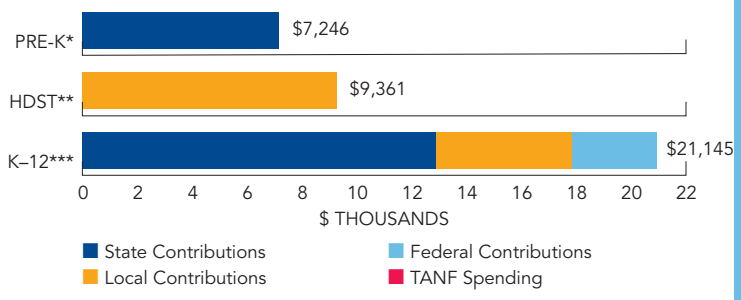
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[3]	BA	☑
Teacher specialized training	ECE endorsement	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	6 credit hours/5 years	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	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, 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	$2,500,000
Local match required?	No
State Head Start spending	$7,299,200[5]
State spending per child enrolled	$7,246
All reported spending per child enrolled*	$7,246

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.

[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 wrap-around care.

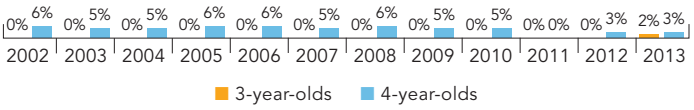
[3] Teachers must be state certified with a BA in ECE or a related field or specialized training in a related field, and assistant teachers must have a current CDA,12 ECE credits, or an AA in ECE or with specialized training in early education or a related field.

[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*
(2013 DOLLARS)

Arizona began funding preschool education programs in 1991. Supplemental services for preschool, first- through third-grade education, and full-day kindergarten were supported by The Early Childhood Block Grant (ECBG) from1996 to 2010. Children from families with an income less than or at 185 percent of the federal poverty level were qualified for ECBG-funded programs.

With the requirement that some of the funding was passed through to either private child care centers or faith-based programs, the ECBG prekindergarten funds were distributed to school districts. Preschool programs that received ECBG funding had to be approved by an organization permitted by the state, such as the National Association of the Education of Young Children (NAEYC). ECBG funds were frozen in fiscal year 2010, due to budget restraints, and then revoked. No financial support was offered for this program in the 2010-2011 or 2011-2012 school years.

The Early Childhood Development and Health Board, known as First Things First (FTF), was established by the voters of the state of Arizona in 2006. FTF oversees two scholarship programs which were merged in the 2012-2013 school year. Quality First Scholarships are part of the incentive package for programs participating in the QRIS, Quality First. Pre-Kindergarten Scholarship Participants were required to participate in Quality First during this school year. As a result, the two scholarship programs merged and more pre-kindergarten children are being funded in programs that meet the quality tier levels. The current standard is a minimum quality rating as assessed by Quality First.

An agreement between FTF and the local United Way provides services related to scholarship processing and payment. FTF is administered through Regional Partnership Councils, including 21 geographically defined Councils and 10 tribal Councils that span the entire state. Private child care, public schools, Head Start settings, tribal governments, and faith-based centers are qualified to collect grant funds. Each program supported through FTF Prekindergarten Scholarships must attain a 3-star or higher rating on the FTF Quality First Rating Scale, beginning in the 2013-2014 program years.

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.

* The 2011-2012 school year was the first year data were collected on the First Things First initiative. Previous years' data are for the Early Childhood Block Grant initiative.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
38	19

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
39	40

FIRST THINGS FIRST PRE-KINDERGARTEN AND QUALITY FIRST SCHOLARSHIPS

ACCESS

Total state program enrollment 6,516

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

Income requirement .....200% FPL

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

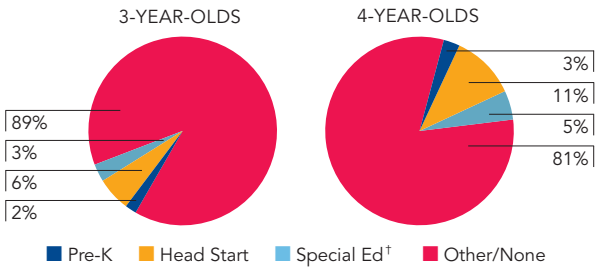
Operating schedule .....Determined locally[2]

Special education enrollment, ages 3 and 4 9,186

Federally funded Head Start enrollment, ages 3 and 4 15,141

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

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	12 credits in ECE or CDA for 25% of teachers[3]	BA	☐
Teacher specialized training	12 credits in ECE or CDA for 25% of teachers[3]	Specializing in pre-K	☐
Assistant teacher degree	None	CDA or equivalent	☐
Teacher in-service	18 clock hours/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	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

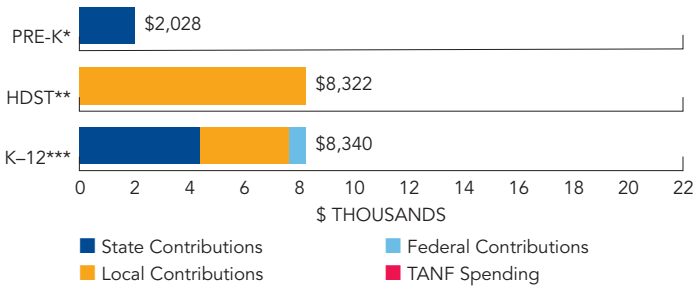
Total state pre-K spending $13,211,842

Local match required? .....No

State spending per child enrolled $2,028

All reported spending per child enrolled* $2,028

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.

[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 22 also includes three of 10 tribal Regional Partnerships Councils, defined by tribal land (reservation) boundaries, and include 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.

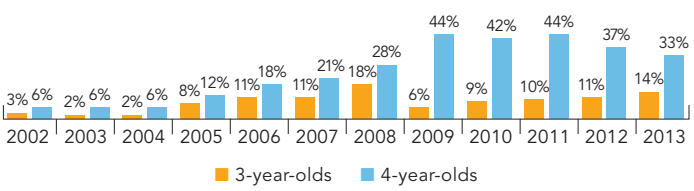
[3] In the early care and education program, both public and nonpublic settings must meet minimum standards for the program as a whole: for particpants in Pre-Kindergarten and Quality First scholarship programs, 25% of Lead Teachers must have at least 12 college credit hours in early childhood or related fields OR a certificate of completion in ECE or child development from a community college OR a CDA. Certification was not required in the 2012-2013 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. The merge of the two different pre-kindergarten funding opportunities incorporated one set of standards for both. As a result, this no longer meets NIEER's requirement for this benchmark.

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

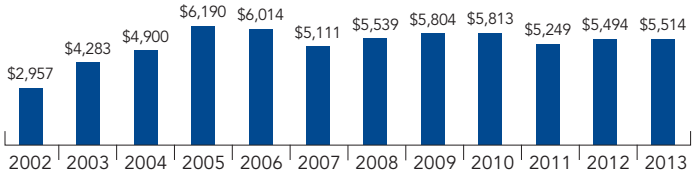
[5] Programs are required to follow state child care licensing regulations. Children enrolled two to four hours receive one or more snacks; children enrolled four to eight hours receive one or more snacks and a meal; children enrolled nine or more hours receive two snacks and at least one meal.

Arkansas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Arkansas Better Chance (ABC) program was founded in 1991, and was initially funded only through a dedicated sales tax, as part of a statewide education reform initiative. Between 2001 and 2007, an excise tax on packaged beer provided additional funding. The program operates with some federal funding as well, but 40 percent of the program's overall financial support must be local contributions.

ABC offers early childhood education services to children from low-income families from birth to age 5. Other risk issues can contribute to eligibility, 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. The program uses a diverse delivery system to provide pre-K access through Head Start, service cooperatives, public schools, private businesses, and nonprofit organizations.

The Arkansas Better Chance program offers funding for professional development (such as pursuing college degrees) to its pre-K teachers. Effective January 2011, Act 187 of 2009 established the Birth through Prekindergarten Teaching Credential. This credential provides an additional professional path for preschool teachers in the ABC program, and five institutions have been permitted to offer the credential. ABC also participates in an ongoing study that began in the 2005-2006 year, to assess both quality outcomes and impact on child outcomes.

In the 2004-2005 program years Arkansas Better Chance for School Success (ABCSS) was launched, as additional funds had become available. ABCSS is available to 3- and 4-year-olds from families with an income below 200 percent of the federal poverty level. ABCSS funding was initially available only to school districts where at least 75 percent of fourth grade children achieved below "proficient" on state benchmarks exams in math and English, or to districts classified as being in academic distress or school improvement status. The program has now been expanded to offer services to qualified children in other districts as well.

This report outlines the ABC and ABCSS programs together as they have related requirements and standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
14	5

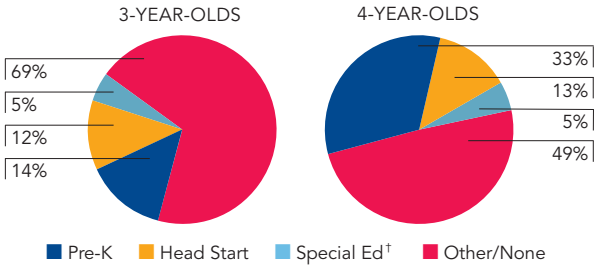
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
12	18

ARKANSAS BETTER CHANCE/ARKANSAS BETTER CHANCE FOR SCHOOL SUCCESS

ACCESS

Total state program enrollment	20,129[1]
School districts that offer state program	98%
Income requirement	200% FPL
Hours of operation	7 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	8,269
Federally funded Head Start enrollment, ages 3 and 4	9,708
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA per every 3 classrooms; AA otherwise[2]	BA	☐
Teacher specialized training	Degree in ECE or CD[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA	CDA or equivalent	☑
Teacher in-service	60 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, health, psychological/behavioral, 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	☑

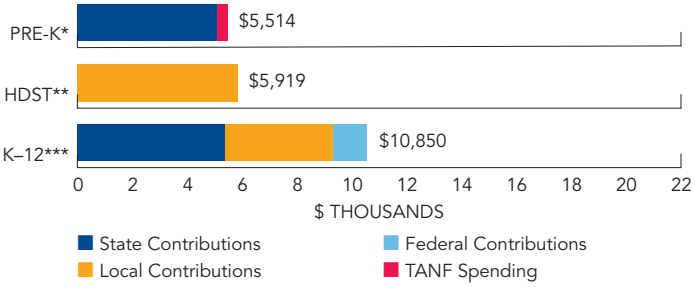
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$111,000,000[4]
Local match required?	Yes, 40%[5]
State spending per child enrolled	$5,514[4]
All reported spending per child enrolled*	$5,514

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.

[1] Agencies with ABC funding can serve children from birth to 5 who meet special needs criteria.

[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.

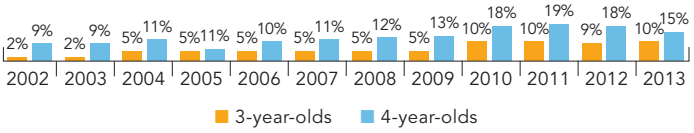
[3] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

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

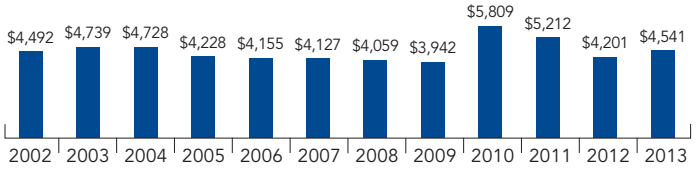
[5] Programs must provide the 40 percent match in cash or through in-kind services. Funding sources are determined locally.

California

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



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

Enacted in 2008, California State Preschool Program Act streamlined the state's multiple early childhood education programs into one funding stream. As of July 2009, all part-day and full-day programs in SPP, PKFLP, and the General Child Care programs that served preschool age children were merged in the California State Preschool Program (CSPP). The CSPP provides services to 3- and 4-year-olds through local education agencies, community agencies, private college, and nonprofit agencies. To be qualified, families must have an income at or below 70 percent of the SMI, though this may be waived for children receiving protective services or those who are at risk of exploitation, neglect, or abuse. The streamlined CSPP served students for the first time during the 2009-2010 school year.

Head Start agencies, school districts, faith-based and private child care centers, and other public agencies are qualified to apply for state grants through a competitive application process. The CSPP provides both full-day and part-day services based on families' eligibility and needs. Children whose families lose their eligibility for full-day services may stay in the part-day program through the end of the program year. CSPP works with Head Start as well as other state and federal assistance programs to provide comprehensive services to children and families. Starting in the 2012-2013 year, a family fee was introduced for part-day preschool.

California has gradually moved the kindergarten cutoff age from December to September to so that all children are 5 years old at the beginning of kindergarten, under the Kindergarten Readiness Act of 2010. The Act also created Transitional Kindergarten (TK), which offers two-year kindergarten to those 4-year-olds no longer age-eligible for the one-year kindergarten program. TK was first offered in the 2012-2013 school year and 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 considered by the state as in the first year of a two-year kindergarten program rather than in pre-K.

Funding received through the Race to the Top–Early Learning Challenge (RTT-ELC) is being used to implement a Quality Rating and Improvement System (QRIS) to sustain quality improvement efforts in areas of teachers and teaching, child development and school readiness, and program and environment quality. The funding is not limited to the pre-K program but rather is for early learning broadly in the state.

Early learning standards focusing on social emotional development, language and literacy, mathematics, and English language development, called The California Preschool Learning Foundations, were developed in 2008. Released in December 2011, Volume 2 focused on visual and performing arts as well as health and physical development. The third and final volume, addressing science and history/social science, was released in September 2013. The Learning Foundations are intended to help track children's development and guide the choice of curricula.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
27	7

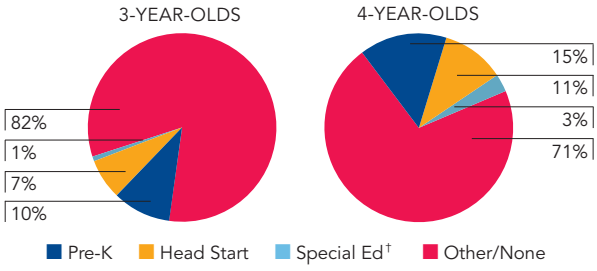
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
17	19

CALIFORNIA STATE PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 129,577
School districts that offer state program .....97% (counties)
Income requirement .....75% FPL[1]
Hours of operation .....3 to 6 hours/day, 5 days/week[2]
Operating schedule .....Determined locally[2]
Special education enrollment, ages 3 and 4 44,867
Federally funded Head Start enrollment, ages 3 and 4 87,400
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

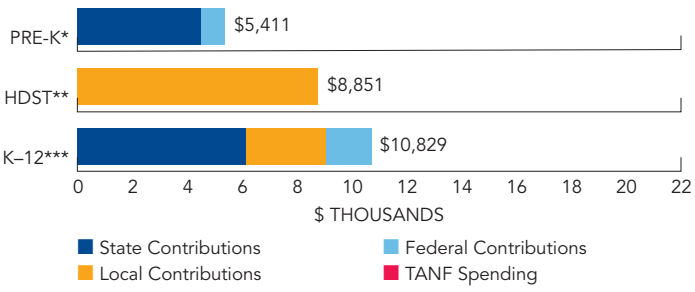
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive[3]	Comprehensive	☑
Teacher degree	California Child Development Associate Teacher Permit[4]	BA	☐
Teacher specialized training	Child Development Associate Teacher Permit[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD[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[6]		
4-year-olds	No limit		
Staff-child ratio		1:10 or better	☑
3-year-olds	1:8[6]		
4-year-olds	1:8		
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	Other monitoring[9]	Site visits	☐

TOTAL BENCHMARKS MET: 4

RESOURCES

Total state pre-K spending $588,454,032
Local match required? .....No
State spending per child enrolled $4,541
All reported spending per child enrolled* $5,411

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.

[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 subject to the income requirement.

[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 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.

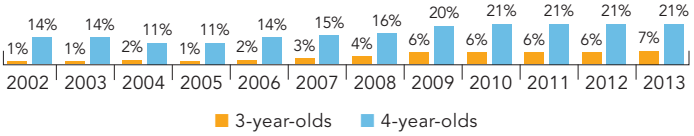
[7] Immunizations and physical and developmental assessments are required by Title 22. If screenings are not provided by the parents, local programs must address them. Support services include annual parent conferences or home visits, parent education or job training, parenting support or training, parent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

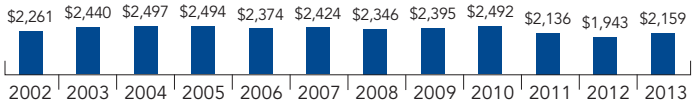
[9] As of the 2010-2011 school year. California has moved from a regularly scheduled visit policy, to a new monitoring schedule determined based upon program information (consultant communication with agency staff, audit information, fiscal information, other concerns), which result in only 'as-needed'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

Colorado

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Colorado Preschool Program (CPP) was launched in 1988 to finance preschool services for at-risk 3- and 4-year-olds in an effort to control dropout rates, reduce dependence on public assistance, and help children achieve their full potential. Risk factors for determining eligibility are defined in state statute, including qualifications for free or reduced-price meals, being in foster care, a family history of abuse or neglect, low parental education levels, homelessness, having a teen parent, or parental substance abuse, as well as locally determined risk factors. Three-year-olds must have at minimum three risk factors to enroll in CPP, while 4-year-olds must have at least one.

A small number of CPP openings were authorized by the Legislature in 1995 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 allowed to use 15 percent of these openings for kindergarten. The program was once again named the Colorado Preschool Program during the 2008 legislative session, when it was decided that the kindergarten slots would be eliminated. The last noteworthy expansion occurred in 2008.

Funding for CPP is determined through the Colorado school finance formula, with preschoolers generating half the amount of grants as students in grades 1 through 12. These funds are distributed directly to local school districts, though they may subcontract with Head Start, private child care centers, or other non-faith-based community partners 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. Additional funding for CPP, such as federal Head Start monies, may be used to extend the program day, supplement services, or provide wrap-around care. State funding for CPP increased by approximately $5M in 2012-2013; however, overall funding for CPP remained static compared to the previous year and significantly below its 2009-2010 level.

All Colorado preschool programs may participate in Results Matter, the state's system for collecting and reporting child outcomes and family information from birth to age 5, which is open to all in early childhood programs. Results Matter serves as an ongoing evaluation that allows stakeholders to compare the progress of children in CPP with other assessed populations. During the 2012-2013 school year approximately 47,000 children were included in Results Matter, 19,538 of whom participated in CPP. CPP was evaluated for program impact/child outcomes in the 2011-2012 school year using data from Results Matter and analysis of additional longitudinal data collected by the Colorado Department of Education.

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. In January 2013, Building Blocks was replaced by the Colorado Early Learning & Development Guidelines. 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.

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

In 2012, Colorado 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
22	10

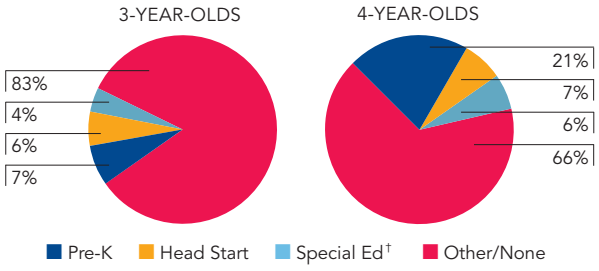
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
37	32

COLORADO PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	19,538[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	7,685
Federally funded Head Start enrollment, ages 3 and 4	9,093
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

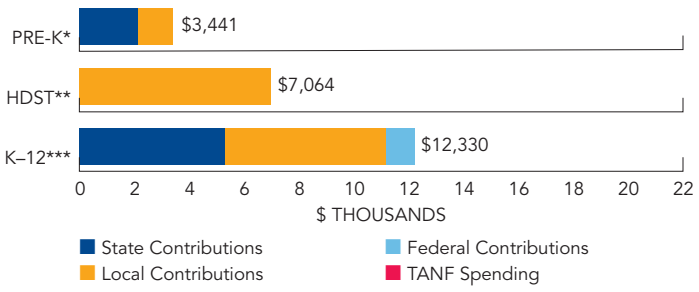
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	CDA[4]	BA	☐
Teacher specialized training	Meets CDA requirements	Specializing in pre-K	☑
Assistant teacher degree	None[5]	CDA or equivalent	☐
Teacher in-service	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 and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending	$42,181,888[8]
Local match required?	Yes
State spending per child enrolled	$2,159
All reported spending per child enrolled*	$3,441

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 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.

[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.

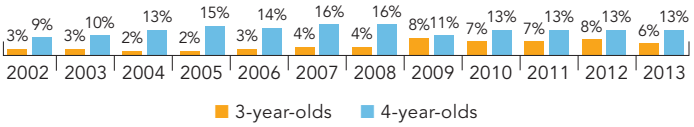
[6] Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, parent conferences and/or home visits, information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

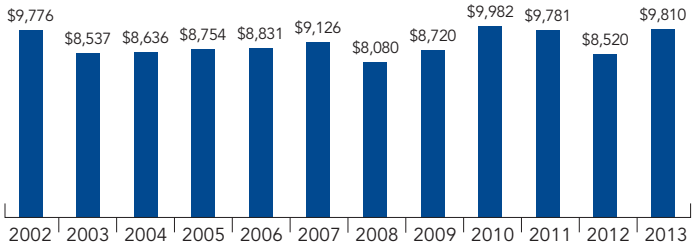
[8] This figure does not include contributions from local sources, which are required by the school finance formula.

Connecticut

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



The Connecticut School Readiness Program was founded in 1997, in an effort to increase access to early education programs for 3- and 4-year-olds. Financial support is available to 19 priority districts, though their participation is voluntary. Townships among the 50 lowest wealth towns in the state, or towns with a priority school that are not designated as priority districts, can apply for competitive grants. In each town, a minimum of 60 percent of registered students must have a family income at or below 75 percent of the state median income. Each town's School Readiness Council, composed of membership outlined in legislation, is led by the district school superintendent and the primary elected official. The Councils encourage networking among community and school-based preschool programs to carry out the objectives of the School Readiness program. The Connecticut State Department of Education administered the state prekindergarten initiative in the 2012-2013 school year, but, as of July 2013, the new Connecticut Office of Early Childhood (OEC) will exercise administrative authority over the program.

Municipalities, towns, and Regional Education Service Centers may contract with public schools, Head Start agencies, and private child care, including faith-based settings, to offer the School Readiness Program. In order to accommodate both working and non-working families, the program provides extended-day slots, available for 7 to 10 hours per day, for 50 weeks per year, as well as school- and part-day slots, offered 6 and 2½ hours per day, respectively, for 180 days per year. All spaces are available 5 days per week.

Funds are also used to support a professional development efforts to support the use of state early learning standards. called "Training Wheels," which offers on-site training and coaching sessions on the Connecticut learning standards and assessment framework. As the state gradually increases degree requirements for lead teachers by 2015, to a bachelor's degree by 2020, scholarship money is offered to individuals to attain early childhood degrees for degree programs, and institutes of higher education are forming or reviewing early childhood degree programs. The recently developed Early Childhood Teacher Credential will satisfy the degree requirements to teach the including School Readiness, Child Day Care Contract Program and State Supplemental Head Start programs.

The State Department of Education administers child care agreements for children birth to age 12 with household incomes below 75 percent of the state median income. Families experience a redetermination of fee every six months. Though this program does serve some preschool-aged children, it does not meet the NIEER definition of a state-funded preschool program, due to the redetermination process, and consequently is not profiled in this publication.

Connecticut also supported the federal Head Start program with state funding of $5,303,468 during the 2012-2013 program year. Funds are provided through three grants: Services, Enhancements, and Links. These funds helped provide 382 supplementary spaces to 3- and 4-year-olds, as well as serving to expand the program day and year and support other quality improvements, including collaborative learning opportunities for early childhood education and care providers from other agencies; collaborating with kindergarten to focus on executive function; purchase of additional literacy and numeracy materials, as well as a focus on these areas with families; increased outreach to homeless students; and multi-generational programming.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
29	11

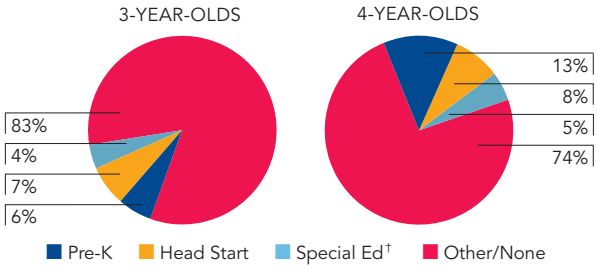
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
3	2

CONNECTICUT SCHOOL READINESS

ACCESS

Total state program enrollment	9,487
School districts that offer state program	40% (towns)
Income requirement	75% SMI
Hours of operation	Determined locally, 5 days/week[1]
Operating schedule	Determined locally[1]
Special education enrollment, ages 3 and 4	4,969
Federally funded Head Start enrollment, ages 3 and 4	5,364
State-funded Head Start enrollment, ages 3 and 4	383[2]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	CDA + 12 credits in EC	BA	☐
Teacher specialized training	Meets CDA requirements + 12 credits in ECE	Specializing in pre-K	☑
Assistant teacher degree	None	CDA or equivalent	☐
Teacher in-service	6 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, health, psychological/ behavioral, 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	☑

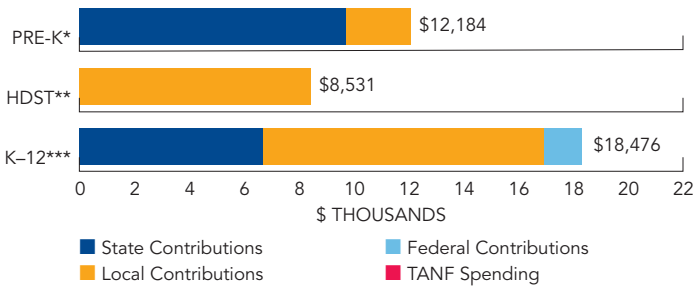
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	$93,064,999
Local match required?	No
State Head Start spending	$5,303,468[2]
State spending per child enrolled	$9,810
All reported spending per child enrolled*	$12,184

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.

[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.

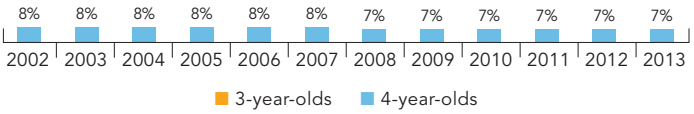
[3] All School Readiness staff must complete two 2-hour annual trainings in early childhood education and one 2-or-more hour annual training in serving children with disabilities. They must also document training in emerging literacy and in diversity in the classroom. Most centers are licensed by the 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.

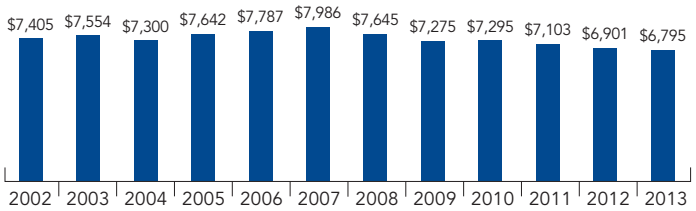
[5] Programs are required to serve one snack to children who attend fewer than 5 hours per day and one snack plus one meal to children in class for 5 to 8 hours per day. Children attending more than 8 hours per day must be provided one snack and two meals or two snacks and one meal. Either the program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

Delaware

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Founded in 1994, Delaware's Early Childhood Assistance Program (ECAP)is designed to provide comprehensive early childhood services for 4-year-olds who are income-eligible for Head Start. ECAP is modeled on the federal Head Start program and requires participating programs to follow Head Start Performance Standards. Ninety percent of enrolled children must live in families whose income is at or below 100 percent FPL, though 10 percent of available slots are reserved for children with disabilities. According to the Head Start Reauthorization Act of 2007, up to 35 percent of programs' funded enrollment may be children living in households with incomes at 100 to 130 percent FPL.

ECAP grantees are determined based on Community Needs Assessment Data. Program funding is available to for-profit child care, Head Start agencies, public schools, and private and faith-based centers. State funding is set to increase for the 2013-2014 school year. Program funding has been stable for several years, but per-child funding has declined due to inflation.

The state's early learning standards, Delaware Early Learning Foundations: Preschool, were established in 2003 and reviewed in 2010, for alignment with K-12 performance indicators and the Common Core standards. ECAP uses Teaching Strategies GOLD, a web-based assessment, to follow the progress of enrolled children. ECAP was evaluated for program impact/child outcomes in the 2008 Child Outcomes Study.

Delaware has a quality rating improvement system for early childhood programs, known as Delaware Stars. The Delaware Stars quality rating indicators have been aligned with the Head Start Performance Standards. As of December 2012, all ECAP programs must participate in the Delaware Stars QRIS, with a rating of 5. Programs that are ECAP only, without mixed funding, participate in an alternate pathway to QRIS, with evidence of successful monitoring, and enter at Star 4. ECAP programs with varied funding sources enter the QRIS with a rating of 1. Delaware was awarded a Race to the Top-Early Learning Challenge grant, which includes the goal of all ECAP programs attaining 5 stars.

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

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

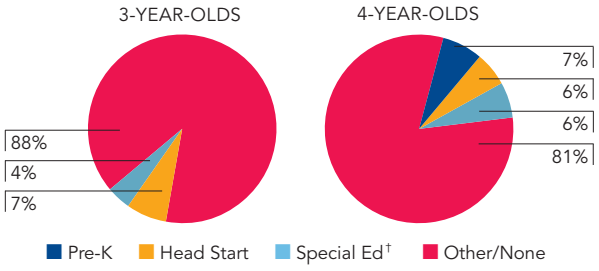
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
8	14

DELAWARE EARLY CHILDHOOD ASSISTANCE PROGRAM (ECAP)

ACCESS

Total state program enrollment 843
School districts that offer state program .....100% (counties)
Income requirement .....100% FPL[1]
Hours of operation .....3.5 or more hours/day, 5 days/week[2]
Operating schedule .....Determined locally
Special education enrollment, ages 3 and 4 1,438
Federally funded Head Start enrollment, ages 3 and 4 1,438
State-funded Head Start enrollment, ages 3 and 4 .....843[3]

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



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

QUALITY STANDARDS CHECKLIST

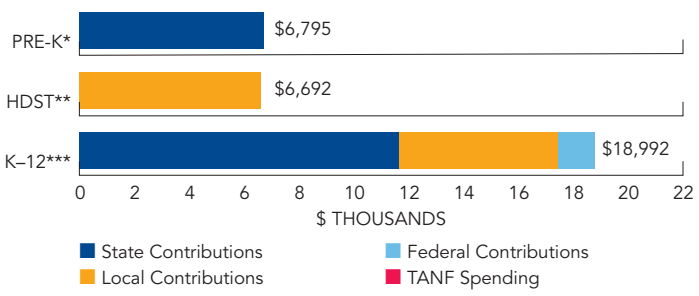
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[4]	BA	☐
Teacher specialized training	AA in ECE or a related field[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD[4]	CDA or equivalent	☐
Teacher in-service	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, psychological/behavioral, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	At least one meal and snack	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 8

RESOURCES

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

SPENDING PER CHILD ENROLLED



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

** 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.

[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.

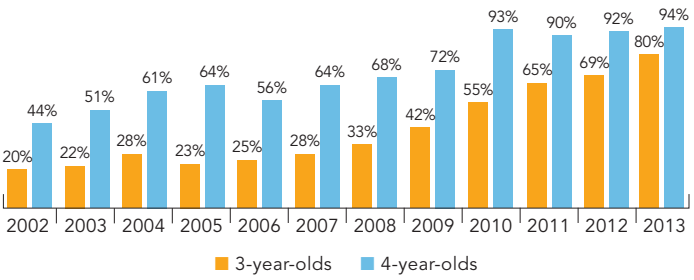
[4] ECAP follows the Head Start Performance Standards. Under the Head Start Reauthorization Act of 2007, all lead teachers were required to have at least an AA by October 2011; by September 30, 2013, 50 percent must have earned at least a BA. By September 30, 2013, all assistant teachers must have earned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

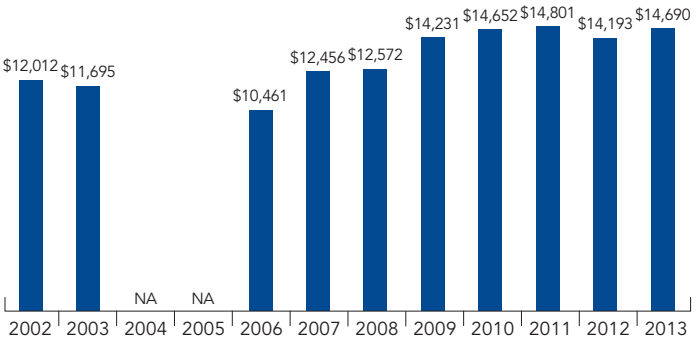
[6] ECAP is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

District of Columbia

PERCENT OF DISTRICT POPULATION ENROLLED



DISTRICT SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Since the 1960s, the District of Columbia has offered funding for prekindergarten programs. The DC Public Pre-Kindergarten program serves students in schools run through community-based organizations (CBOs), DC Public Schools (DCPS), and public charter schools (PCS) authorized by the DC Public Charter School Board (PCSB). The program seeks to provide high-quality, universally accessible, prekindergarten education services through a diverse delivery system across all education sectors, as stated in the Pre-Kindergarten Enhancement and Expansion Amendment Act of 2008. Funds are allocated by the DC Office of the State Superintendent of Education (OSSE), according to a per-pupil funding formula, with additional funds for serving children who obtain special education services or are English Language Learners. Per-pupil rates are different for 3- and 4-year-olds, and the rates were increased for the 2012-2013 school year. In addition to this per-pupil amount, charter schools receive a facilities allowance per child. When DC is compared to states, it has the highest percentage of children enrolled at both ages 3 and 4 as well as the highest per-child spending.

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) have some responsibility in administering the programs in their respective settings. Charter schools participating in the program must meet the guidelines set by the Pre-Kindergarten Enhancement and Expansion Amendment Act, though they have some degree of flexibility as per the School Reform Act.

In the 2012-2013 school year, PCSB piloted the Early Childhood Performance Management Framework (EC PMF) for improved accountability. Through the PMF, all early childhood programs are scored annually on their student outcomes, teacher interaction (measured through CLASS), and attendance. This framework also provides information on program quality to parents and the community. The District plans to implement an enhanced QRIS in the 2013-2014 school year. The District is also part of a Kindergarten Entry Assessment Consortium with 10 other states, to develop an assessment that will be useful for multiple purposes: informing policy and program improvements to the birth to five system over time; informing instruction for every child; and helping teachers communicate with families about their child's progress. The KEA will begin pilots in 2015, and the assessment will be available for full implementation in the 2016-2017 school year. OSSE will form an advisory committee with diverse stakeholders to assist in preparing the assessment and implementation plan.

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

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

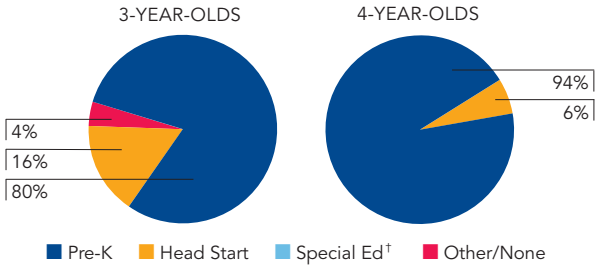
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
1	1

D.C. PUBLIC PRE-KINDERGARTEN (DCPS, PCS & CBOs)

ACCESS

Total district program enrollment	11,919
School districts that offer state program	100%[1]
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment	872
Federal Head Start enrollment, ages 3 & 4	2,516
District-funded Head Start enrollment	0

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



† All special education children are in district-funded pre-K.

QUALITY STANDARDS CHECKLIST

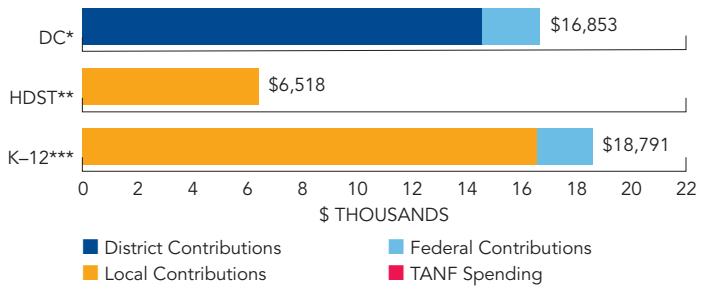
POLICY	DISTRICT PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE or CD	Specializing in pre-K	☑
Assistant teacher degree	CDA or ParaPro exam[2]	CDA or equivalent	☐
Teacher in-service	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, health, 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

RESOURCES

Total district pre-K spending	$175,096,000
Local match required?	No
District spending per child enrolled	$14,690[5]
All reported spending per child enrolled*	$16,853[5]

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 2011-2012 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 '11-'12 school year, unless otherwise noted.

[1] All elementary schools in DCPS offer pre-K for age eligible students. Public Charter Schools are approved by the charter authorizer (PCSB) to serve pre-K students. 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.

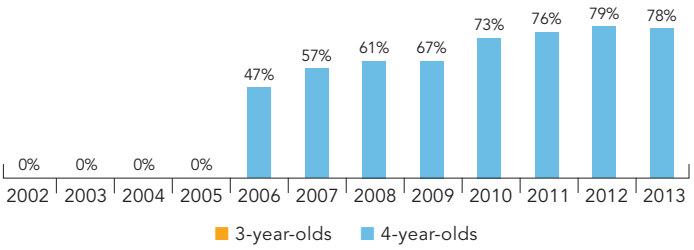
[3] For mixed-age groups, the maximum is 16 for class size and 2:16 for staff-child ratio.

[4] Site visits are conducted quarterly for CBOs and annually for DCPS settings. Visits are also conducted as part of the Qualitive Site 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] Spending is based on the per-pupil funding formula of $11,986 per 3-year-old and $11,629 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 (2013 DOLLARS)

The 2002 state constitutional amendment requiring prekindergarten access for all of Florida's 4-year-olds led to creation of Florida's Voluntary Prekindergarten (VPK) Education Program. The program became effective in 2005, enrolling approximately 100,000 children, increasing to more than 174,000 children in the 2012-2013 program year. VPK was jointly managed in 2012-2013 by Florida's Office of Early Learning (OEL), the Department of Education (DOE), and the Department of Children and Families. In 2011, OEL was moved from Florida's Agency for Workforce Innovation and established as an independent agency administratively linked to the DOE.

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

VPK is provided in a variety of settings, such as public schools, licensed child care centers, accredited non-public schools, 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 monitor programs for compliance and administer VPK, including distributing funds to VPK programs based on a fixed hourly rate.

VPK providers are evaluated annually, based on results of the Florida Kindergarten Readiness Screener (FLKRS) administered within the first 30 days of kindergarten, comparing both children and programs that participated in VPK to those that did not. FLKRS comprises two measures, the Early Childhood Observation System (ECHOS) and the Florida Assessment for Instruction of Reading (FAIR). Since 2011, the State Board of Education must periodically adopt a minimum kindergarten readiness rate to assess provider delivery of the VPK program. Beginning with the 2011-2012 program year, the state changed the kindergarten readiness requirements to ensure that children be rated as proficient on both the ECHOS and FAIR components of FLKRS. Also, commencing with the 2012-2013 school year, all providers are required to administer the Florida VPK Assessment. Results from the first and third assessment periods are collected and used as pre- and post-evaluation to determine 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
2	None Served

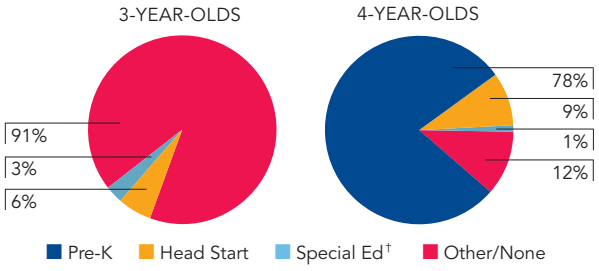
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
35	37

FLORIDA VOLUNTARY PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment 174,145
School districts that offer state program .....100% (counties)
Income requirement .....None
Hours of operation .....Determined locally[1]
Operating schedule .....Determined locally[1]
Special education enrollment, ages 3 and 4 20,236
Federally funded Head Start enrollment, ages 3 and 4 33,311
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (summer); CDA or equivalent (school year)[2]	BA	☐
Teacher specialized training	EC or EE certification (summer); CDA (school year)[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	20 or lower NA 12 (summer); 20 (school year)[5]		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better NA 1:12 (summer); 1:11/2:12-20 (school year)[5]		☐
Screening/referral and support services	Determined locally[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	☑

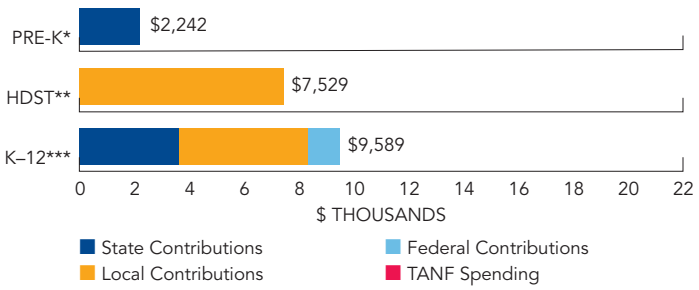
TOTAL BENCHMARKS MET

3

RESOURCES

Total state pre-K spending $390,360,150
Local match required? .....No
State spending per child enrolled $2,242
All reported spending per child enrolled* $2,242

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.

[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.

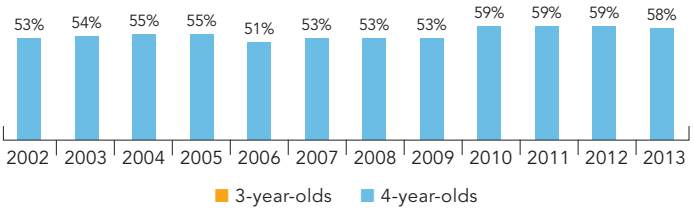
[5] During a special legislative session in 2009, the Legislature adjusted the staff-child ratio for the summer program from 1:10 to 1:12. The maximum class size is now 12. The staff-child ratio for the school year program was not changed, with one teacher required for classes of up to 10 students, and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

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

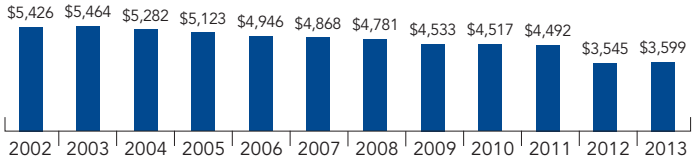
[7] Meals and snacks are required for extended-day programs.

Georgia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Georgia's Pre-K program, established in 1993, became the nation's first state-funded universal preschool program for 4-year-olds in 1995. State lottery revenues are used to fund the program, which 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.

In June 2013, the new Georgia Early Learning and Development Standards, aligned with the Common Core Georgia Performance Standard, were released. Teachers are being trained in the standards during the 2013-2014 school year with a full rollout in the 2014-2015 school year.

On-site monitoring allows the state to track implementation of the program's quality standards. As part of measuring and improving quality, Georgia's Pre-K uses the Classroom Assessment Scoring System (CLASS). Included in Georgia's K-12 Race to the Top grant is an initiative in which many of Georgia's Pre-K teachers are receiving specialized professional development related to the CLASS.

The state implemented the Georgia Pre-K Child Assessment Program, based on the Work Sampling System, beginning in the 2006-2007 school year. Teachers were trained on how to use this assessment to document children's progress, individualize instruction, and provide parents with progress reports. These assessment efforts facilitate coordination between Georgia's Pre-K and the K–16 system. In the 2008-2009 school year, an online version of the Child Assessment program, including assigning Georgia Testing IDs to pre-K students, was piloted. During the 2011-2012 school year, 2,070 classes participated in the Work Sampling Online System. All classrooms will be using this system in the 2013-2014 school year.

Georgia's Pre-K Program experienced a number of changes beginning in the 2011-2012 school year, in response to budgetary constraints. Maximum class size is now set at 22 students, and a teacher-student ratio of 1-11 is allowed. The program year was also cut by 20 days, though 10 days were added back in for the 2012-2013 school year, and the other 10 days were added back for the 2013-2014 year, returning the program to its 180-day schedule. The state also implemented a cap of Training and Experience (T & E) supplemental pay for certified teachers in public schools, leading to increased teacher turnover.

In 2011, Georgia began a multi-year evaluation conducted by 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.

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

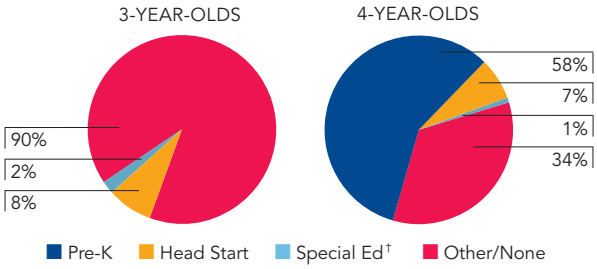
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
28	29

GEORGIA'S PRE-K PROGRAM

ACCESS

Total state program enrollment	81,683
School districts that offer state program	100% (counties)
Income requirement	None
Hours of operation	6.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	8,920
Federally funded Head Start enrollment, ages 3 and 4	21,107
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[1]	BA	☑
Teacher specialized training	Elementary, SpEd General Curriculum Consulative/ECE, ECE, SpEd Preschool, Birth–Five,[1]	Specializing in pre-K	☑
Assistant teacher degree	CDA or paraprofessional certificate[2]	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 NA 22		☐
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better NA 1:11[3]		☐
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	☑

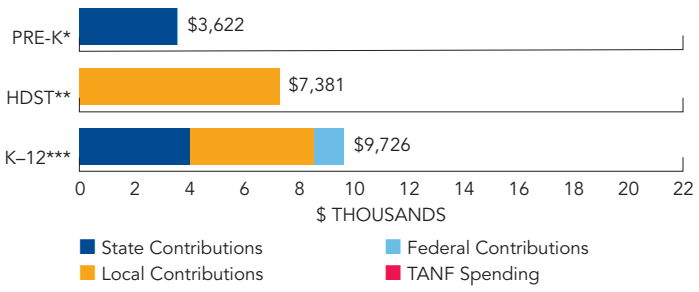
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$293,939,678
Local match required?	No
State spending per child enrolled	$3,599
All reported spending per child enrolled*	$3,622

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.

[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

Hawaii does not have a state-funded preschool plan that meets the principles recognized in this report. The state finances several proposals that offer early learning services to certain populations. In the early 1980s, The Preschool Open Doors mission was developed to offer subsidy payments to low-income parents to purchase preschool services for their 4-year-olds and, on a case by-case basis as funding allows, for 3-year-olds with special needs. Parents choose their child's service provider and payments are made directly to the provider. Income eligibility, which is set at 85 percent of the state median income, is reevaluated every six months.

Hawaii's Department of Education (DOE) funds preschool education for qualified low-income families in privately functioning preschool programs within two "Zones of School Innovation" school districts, on Oahu and the island of Hawaii, through the federal Race to the Top (RTT) grant. Qualified families gain tuition assistance payments via the accessible Preschool Open Doors project through the Hawaii Department of Human Services. Though the state DOE preserves fiscal oversight and data collection responsibilities, the DOE funding is also provided for pre-and post-assessment of children in this program, to support longitudinal studies of the children's development and learning results.

Started in 2002, Hawaii's Pre-Plus Program supports assembling preschool institutions on public school campuses, in an effort to increase admittance to and opportunity for full-day preschool services for low-income children in targeted areas. The state offers competitive agreements for private providers to operate on these sites, with minimal utilities costs and no lease fees. Since the start of the program, 17 Pre-Plus facilities have been built. There has not been financial support for added construction, but there are hopes for capital enhancement project grant funds to build more Pre-Plus facilities within the next five years.

The Preschool Demonstration Program, managed through the DOE, is planned to provide very young children with developmentally suitable and cognitively motivating activities while expanding inclusion opportunities for 3- and 4-year olds with disabilities, as describedd in IDEA Part B. The program distinguishes the significance of including research-based early childhood educational practices, family literacy strategies, and parenting skills. Preschool programs are positioned in community elementary schools to help with a smooth transition to kindergarten. Currently, there are three preschool programs throughout the state, and plans to increase to more schools in the next few years with the expected organization of a statewide preschool program under the Executive Office of Early Learning.

The Executive Office of Early Learning (EOEL) was recognized in July 2012, to coordinate efforts on behalf of Hawaii's children from prenatal to age 8, by creating partnerships and aligning policies and programs for health, safety, and school readiness. The Early Learning Advisory Board (formerly the State Advisory Council on Early Care and Education) will work with the EOEL on incorporating a comprehensive early learning system in Hawaii.

A report from the U.S. Department of Education indicate that at least 15,387 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

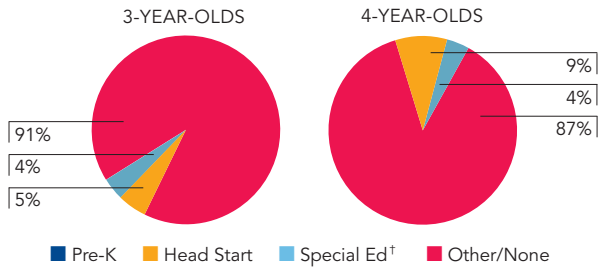
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,592
Federally funded Head Start enrollment	2,627
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

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

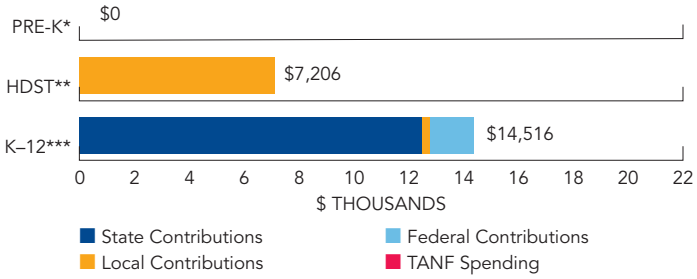
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 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 a state-funded pre-K program, the state supports early childhood education through several avenues. The state channels $1.5 million in TANF funds into a Head Start supplement, to provide additional slots in Head Start and Early Head Start. The funds typically provide about 200 additional slots, though that can change, based on how many of the slots are in the more expensive Early Head Start program. A bill proposing a three-year pilot pre-K program in five preschools was introduced in Idaho during the 2013-2014 year.

Idaho provides guidance on early learning through the Early Learning eGuidelines, revised and updated in 2013. The Guidelines cover: approaches to learning and cognitive development; motor development, physical well-being and health; social-emotional development; general knowledge; communication, language, and literacy. The document provides guidance on each domain for age ranges of children from birth to kindergarten; and through third grade for approaches to learning and cognitive development, and social and emotional development. The eGuidelines have been cross-walked with both the Idaho Core 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, which also assists child care providers in increasing their knowledge and skills in early care and education through a Professional Development System (PDS). Idaho STARS is aligned with the goals of the Early Learning Guidelines. Participation in the QRIS is voluntary.

A report from the U.S. Department of Education indicate that at least 2,129 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

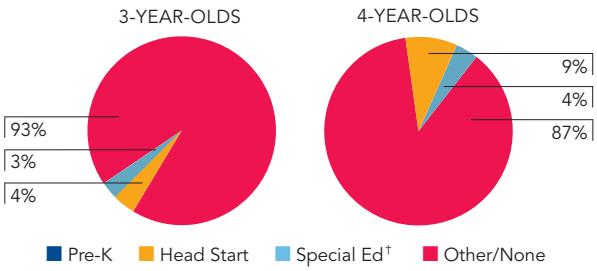
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,950
Federally funded Head Start enrollment	2,817
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

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

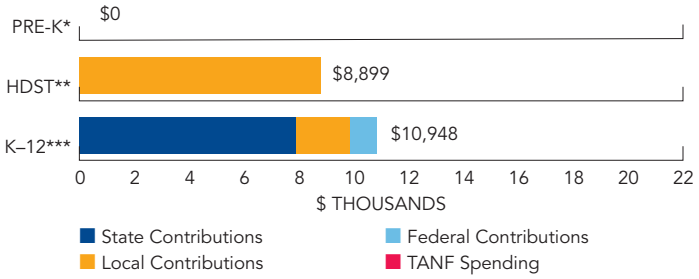
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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.

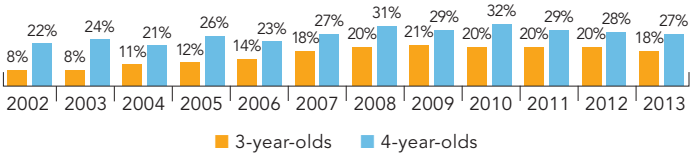
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

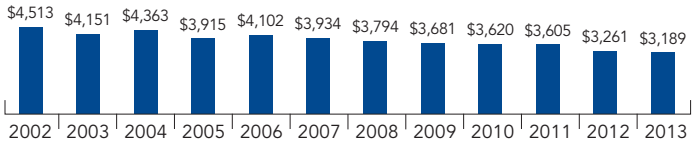


Illinois

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Prekindergarten Program for At-Risk Children was founded in 1985, in response to calls for statewide education improvement. Funding for the program has been provided through the state Early Childhood Block Grant (ECBG) since 1998. ECBG is used to coordinate services for at-risk infants and toddlers, offer parenting training, and support preschool education programs. The grant must use at least 11 percent of its fund to serve children age 3 or younger.

The Preschool for All initiative began in 2006, with the intention of fully funding the program by 2012, to offer preschool education to every 3- and 4-year-old in the state. Competitive grants are available to a variety of grantees, including family child care homes, public schools, Head Start programs, and private child care and faith-based centers. While the program is available in every county, funding limits do not allow the enrollment of every child whose families seek a place. The ECBG, which provides state funding for the Preschool for All 3-5 and the Prevention Initiative 0-3 programs, was reduced by $25 million in 2012-2013, or by 8 percent across all programs. The 8 percent reduction will continue in the next program year.

Throughout the expansion phase of Preschool for All, at-risk children were the first funding priority, with at-risk status determined locally, and based on requirements recognized by districts and agencies in their funding proposals. Risk factors include 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. The second funding priority goes to programs that provide places for families earning up to four times the federal poverty level, although currently none of the programs proposing to serve children in the second priority have been funded, due to inadequate funding to serve all children in the first priority.

As of the 2009-2010 school year, Preschool for All programs were mandated to meet bilingual education requirements, including that pre-K teachers meet the appropriate requirements by July 2, 2014. Pre-K programs serving 20 or more English Language Learners (ELL) speaking the same language must provide instruction in the home language and English, as well as English as a Second Language (ESL). Centers with 19 or fewer ELLs speaking the same language use a locally determined program of instruction, which may include ESL and home language supports as needed.

A Kindergarten Readiness Assessment Stakeholder Committee was convened during the 2010-2011 school year and provided recommendations to the Illinois State Board of Education on developing a comprehensive assessment procedure. 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 Desired Results Developmental Profile-School Readiness (DRDP-SR) is being adapted, piloted, field tested, and calibrated for Illinois' Kindergarten Individual Development Survey (KIDS). The Preschool for All program was assessed for both process quality and program impact/child outcomes in a three-year evaluation ending in winter 2012.

Illinois earned grants from the federal Race to the Top and Race to the Top-Early Learning Challenge competitions. Related changes include: implementing a quality rating and improvement system beginning in the 2013-2014 school 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 the 2015-2016 school year.

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

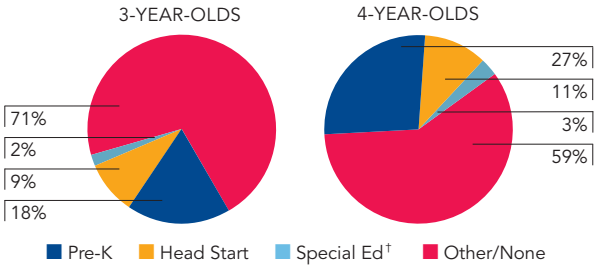
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
31	28

ILLINOIS PRESCHOOL FOR ALL

ACCESS

Total state program enrollment	75,623
School districts that offer state program	100% (counties)
Income requirement	None[1]
Hours of operation	At least 2.5 hours/day, 5 days/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	21,916
Federally funded Head Start enrollment, ages 3 and 4	33,881
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC endorsement	Specializing in pre-K	☑
Assistant teacher degree	AA or paraprofessional approval[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[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

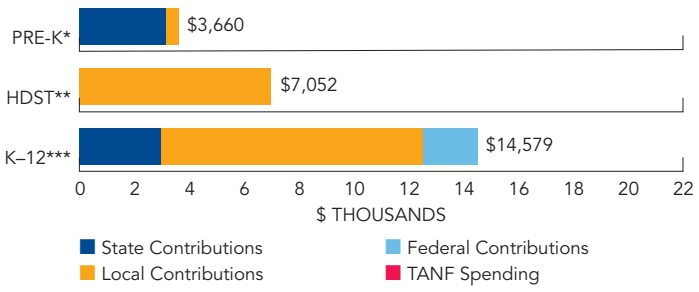
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$241,161,135
Local match required?	No
State spending per child enrolled	$3,189
All reported spending per child enrolled*	$3,660

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.

[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] School-day classes are permissible. Most programs operate 2.5 hour sessions, but 11 percent of programs operate for a school day of 4.5 to 8 hours.

[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, education services or job training for parents, 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

While Indiana did not have a state-funded pre-K program in the 2012-2013 school year, the state had made recent investments in improving early childhood education opportunities.

The Early Education Matching Grant (EEMG) is a competitive grant program meant to increase the enrollment of low-income (up to 100% FPL) 4-year-olds in high-quality pre-K programs. Eligible applicants include licensed and registered child care programs receiving a level 3 or level 4 rating on Paths to QUALITY, Indiana's voluntary quality rating and improvement system. The program, run by the Family and Social Services Administration, will issue its first round of funds in July 2014. The program will distribute $2 million to serve both full-day and part-day preschoolers, with a 50 percent local match required. Grantees must meet a number of eligibility requirements, including having lead teachers with a Bachelors degree.

In 2014, the state also created a pilot pre-K program to be administered by the Bureau of Child Care in the Family and Social Services Administration, with collaboration from the state Department of Education. While the details of the program are still in development, it will serve children in 5 counties in community-based settings. There will be a matching funds requirement, to be determined. The bill creating the program also requires a study of the pilot to track outcomes and further develop parameters for early childhood education in Indiana. The state Early Learning Advisory Committee also has oversight over both pre-K funding opportunities.

Indiana released revised Foundations to the Indiana Academic Standards for Young Children from Birth to Age 5 in 2012 and will begin another revision in 2014. The standards cover multiple domains, including physical well-being/motor development; social-emotional development; approaches toward learning; language development; and cognition and general knowledge. The upcoming revision of the Foundations will include a focus on ensuring they are linguistically and culturally appropriate for all students.

Indiana is also a participant in the Kindergarten Entry Assessment Consortium, created by Maryland and Ohio as part of their Race to the Top-Early Learning Challenges proposals, in an "advisory member" role.

A report from the U.S. Department of Education indicate that at least 8,938 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

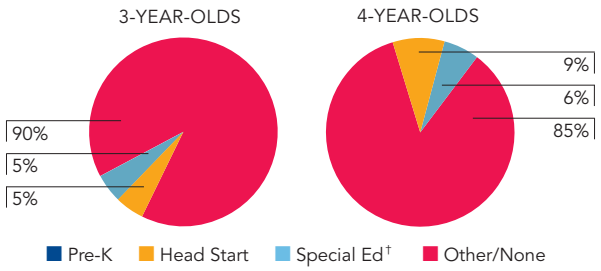
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	10,719
Federally funded Head Start enrollment	12,283
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

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

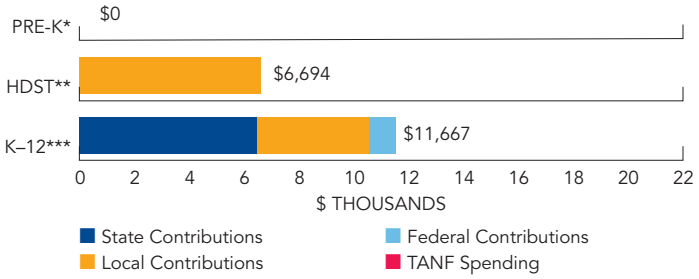
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 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.

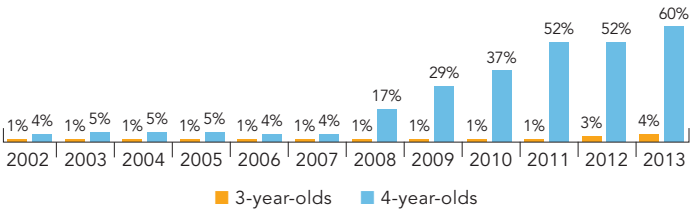
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

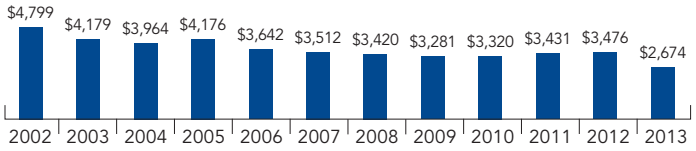


Iowa

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Iowa finances two state pre-K programs, the Statewide Voluntary Preschool Program (SVPP) and Shared Visions (SV). Shared Visions, launched in 1989, provides services to 3- to 5-year-olds in school-, part-, or extended-day programs. Competitive grants are available to Head Start programs, public schools, private agencies, and faith-based centers (without funding religious content), and subcontracting is permitted to each of the groups. Eighty percent of children in the program must qualify for free lunch (130 percent FPL), at minimum, and up to 20 percent of students in each classroom may qualify for the program based on other risk factors, such as homelessness, having a teen parent, having a parent with a substance abuse problem, low birth weight, or developmental delay. Children from higher income families may participate, if paying fees based on a sliding payment scale.

Legislation in 2011 gave grantees more flexibility in using funds to provide services. Financial support had originally been categorical: a program accepted to serve 4-year-olds could use this backing only for this age group. Now programs are able to use that funding for children between the ages of 3 and 5.

Iowa had a 10 percent decrease in the 2009-2010 program year. While other funding has remained relatively steady, state funding remained constant in 2010-2011, but was reduced in 2011-2012.

Shared Visions was evaluated for both process excellence and program impact/child outcomes in a multi-year study ending in 2008.

Iowa began providing GOLD assessment training in the spring of 2011, and all grantees were required to implement Teaching Strategies GOLD online and report data on child progress three times per year beginning in 2011-2012. Additionally, all kindergarteners are assessed within the first six weeks of the school year, using a Department of Education approved assessment tool, and the results are reported to the state.

Kindergartners are also required to be assessed during the school year with results reported to parents. The state Department of Education allocated a unique child identification number to each child in the SV program, beginning in 2011, to enhance data collection and analysis.

Iowa anticipates a funding increase of almost 18 percent for the SV program in 2013-2014.

SVPP was launched in 2007, to provide more pre-K slots to 4-year-olds. The program incorporated 90 percent of districts in the state, helping more than 20,000 4-year-olds by 2010-2011. Children can attend in any school district, or the district's community partner program, and programs operate at least 10 hours per week. Approximately 85 percent of districts were using GOLD as their pre-K assessment tool as of 2011-2012. A task force report recommended that all SVPP programs begin using the GOLD assessment tool by the 2013-2014 school year, and it has been required since July 1, 2013.

Three- and 5-year-olds may register in the program, supported by a combination of local dollars, tuition, or funding from additional sources. Public schools receive direct funding for SVPP, but can flow support through to Head Start agencies, and faith-based and private child care centers.

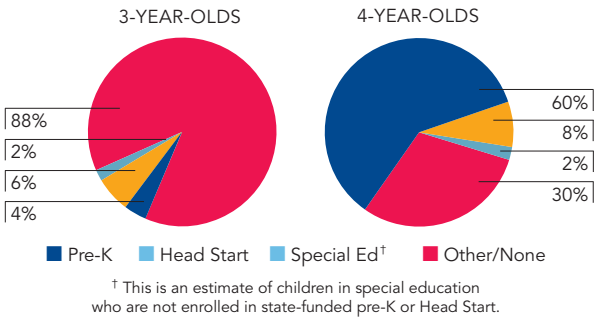
During 2011-2012, the pre-K portion of the school funding formula contributing to SVPP was reduced from 60 percent of the K–12 per student allowance to 50 percent.

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

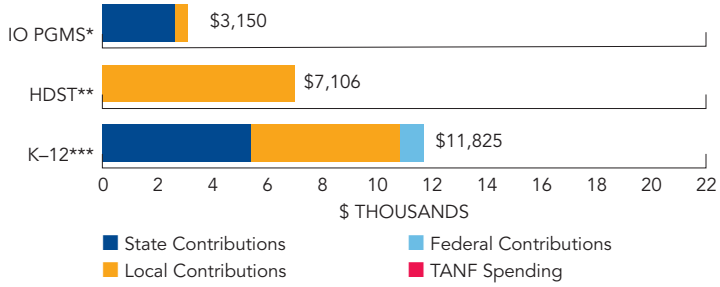
Total state program enrollment $26,643
Total state spending $71,234,408
State spending per child enrolled $2,674
All reported spending per child enrolled*.....$3,150

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

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

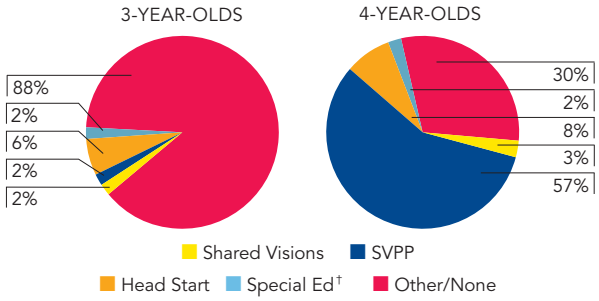
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
32	35

IOWA SHARED VISIONS

ACCESS

Total state program enrollment	1,726
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	3,852
Federally funded Head Start enrollment, ages 3 and 4	5,944
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

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

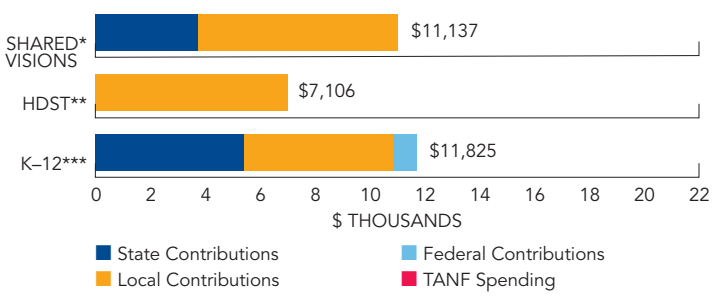
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	$6,540,233
Local match required?	Yes, 20%
State spending per child enrolled	$3,789
All reported spending per child enrolled*	$11,137

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 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.

[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.

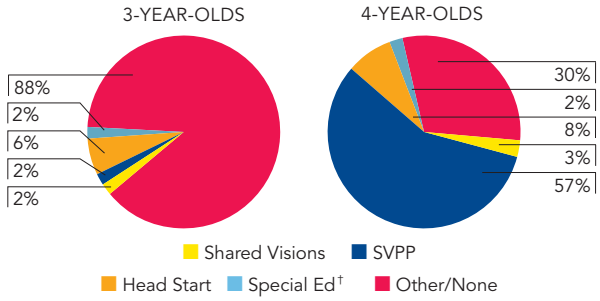
[8] All Shared Visions programs receive a site visit by NAEYC once every five years as part of their NAEYC accreditation.

IOWA STATEWIDE VOLUNTARY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	24,917
School districts that offer state program	90%
Income requirement	None
Hours of operation	Part day 10 hours/week, Determined locally[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,852
Federally funded Head Start enrollment, ages 3 and 4	5,944
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

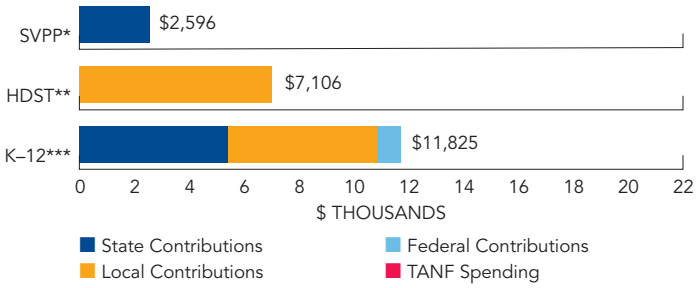
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC without SpEd; EC	Specializing in pre-K	☑
Assistant teacher degree	CDA or Iowa Paraeducator certificate[2]	CDA or equivalent	☐
Teacher in-service	Determined locally[3]	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	Vision, hearing, health, psychological/ behavioral, dental, developmental; and support services[4]	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	$64,694,175
Local match required?	No
State spending per child enrolled	$2,596
All reported spending per child enrolled*	$2,596

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.

[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.

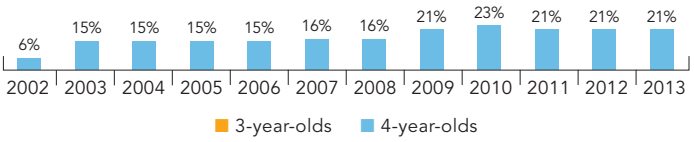
[4] Support services include parent conferences and/or home visits, parenting support or training, parent involvement activities, health services for children, nutrition information, referral to social services, and transition to kindergarten activities.

[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
(2013 DOLLARS)

Kansas supports two state-funded pre-K programs. Established in 1998, the Kansas Four-Year-Old At-Risk Program now called the State Pre-kindergarten Program is financed through at-risk dollars from the state's general fund. Public schools receive funding directly through the program, though schools may subcontract with community-based organizations to provide services. Per-child funding amounts for districts are determined by state enrollment calculations as of September 20. To be eligible for the program, children must meet, at minimum, one of the eight risk factors: eligibility for free lunch (130 percent of the federal poverty level), 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. Programs are also now aligning the Kansas Early Learning Standards with their curricula. In the 2011 and 2012 fiscal years, funding for the At-Risk program was reduced, due to a decrease of the base per student state aid. There was no financial support to increase enrollment for the 2012-2013 school year, although more children met the At-Risk program requirements. Program data are collected via a new web application, including child inventories on randomly selected children in each classroom, as well as classroom and parent surveys.

First offered in the 2006-2007 program year, the Kansas Preschool Program (formerly called the Kansas Pre-K Pilot Program) was funded solely by tobacco dollars. The management of the program was relocated from the Kansas Children's Cabinet and Trust Fund to the Kansas State Department of Education in its third year. The program is presently accessible in 14 out of 105 counties. Programs are required to work with community partnerships in a range of agencies. Half the children registered must meet one of the risk factors used for the At- Risk program or one of numerous alternate risk factors, including having being referred by an early childhood organization, qualifying for reduced price lunch or having a parent on active military duty. The other 50 percent of students must meet eligibility standards set by local programs. All programs are entering the Multi-Tiered System of Supports framework, by participating in Structuring and Implementation Training. Additional training in the 2014-2015 school year will address how to use information to inform instruction.

The state is implementing an evidence-based home visiting program for Kansas Preschool Program sites. Planning will begin in the 2013-2014 school year, for implementation during the 2014-2015 school year. Programs will include home visits, group visits, data collection by a trained parent educator, and collaboration between parents and classroom teachers. The web application is in place for state pre-k program classrooms during the 2013-2014 year, to collect data on child outcomes, classroom practices, and family practices. Starting in 2014-15, parent educators will also collect data on home practices and child outcomes.

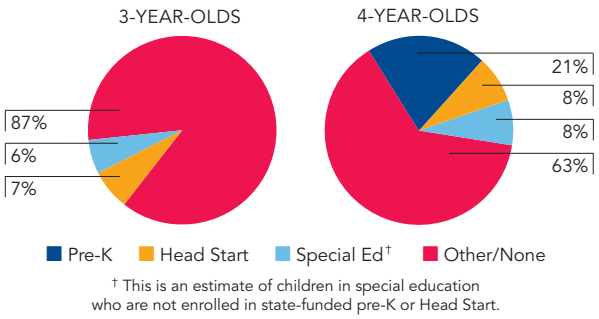
The state also funds the Parents as Teacher Program, which serves children from prenatal to 3 years and their families. This program is managed by the Kansas State Department of Education to offer services through local school districts, and coordination with other communities.

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

STATE OVERVIEW

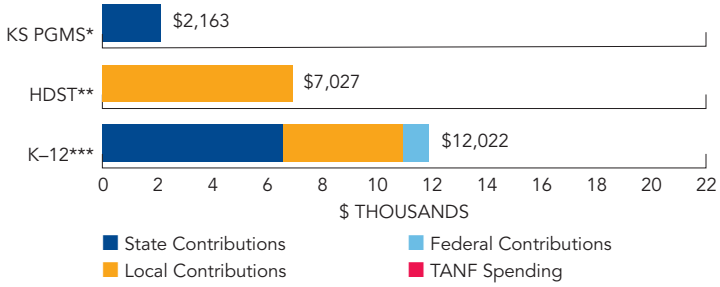
Total state program enrollment 8,514
Total state spending $18,417,032
State spending per child enrolled $2,163
All reported spending per child enrolled* $2,163

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

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

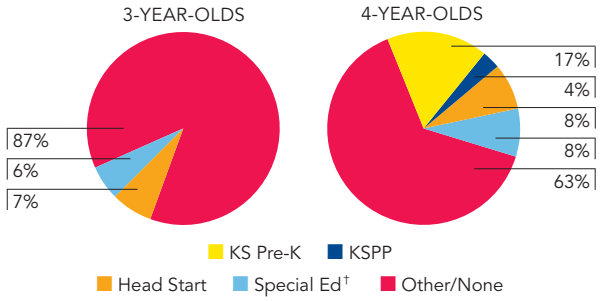
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
36	38

KANSAS STATE PRE-KINDERGARTEN PROGRAM (FORMERLY "AT-RISK")

ACCESS

Total state program enrollment	7,094
School districts that offer state program	63%
Income requirement	130% FPL[1]
Hours of operation	3 hours/day, 4 or 5 days/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	6,472
Federally funded Head Start enrollment, ages 3 and 4	6,206
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[3]	BA	☑
Teacher specialized training	EC, EC Unified, EC SpEd, or EE with ECE endorsement[3]	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	Locally determined; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

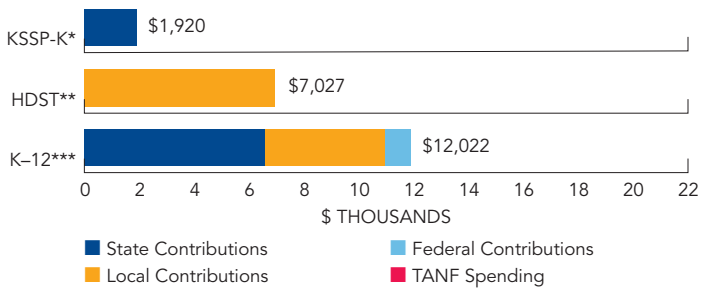
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending	$13,617,224
Local match required?	No
State spending per child enrolled	$1,920
All reported spending per child enrolled*	$1,920

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.

[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.

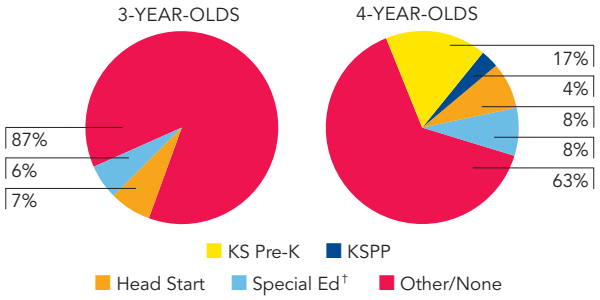
[4] The grant does not require screenings, though many programs do provide screenings and referrals. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

KANSAS PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	1,420
School districts that offer state program	13%[1]
Income requirement	185% FPL[2]
Hours of operation	Determined locally[3]
Operating schedule	Determined locally[3]
Special education enrollment, ages 3 and 4	6,472
Federally funded Head Start enrollment, ages 3 and 4	6,206
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

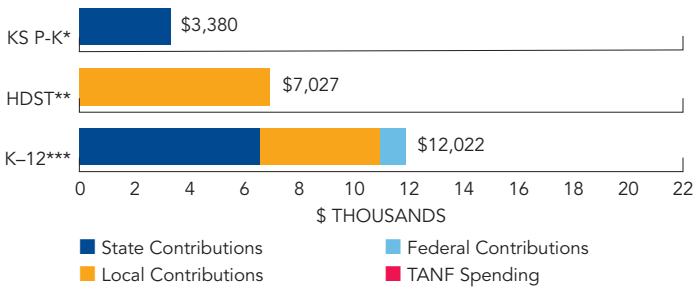
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public)[4]	BA	☑
Teacher specialized training	ECE, EC Unified, EC (public) or EE with EC Endorsement; ECE (nonpublic)	Specializing in pre-K	☐
Assistant teacher degree	CDA (public and nonpublic)	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 NA 20		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better NA 1:10		☑
Screening/referral and support services	Locally determined; and support services[5]	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	$4,799,808
Local match required?	No
State spending per child enrolled	$3,380
All reported spending per child enrolled*	$3,380

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.

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

[2] Fifty percent of children must meet one of the risk factors, which include eligibility for free or reduced-price lunch. Priority for enrollment includes low parent education, non-English speaking family, teen parent, parent on active military duty, referrals of at-risk 4-year-olds from early childhood programs, developmentally or academically delayed based on assessments, Department of Children and Families referral, or early childhood referral. Eligibility for the remaining fifty percent of children is determined locally.

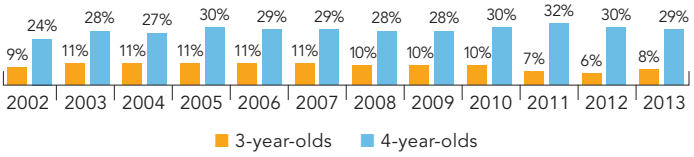
[3] Programs must provide 465 hours per year of education, but the actual schedule is determined locally. Most programs are approximately three hours per day, five days a week. Most sites operate on an academic year calendar, but some programs, such as Head Start and child care centers, may be on a 12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

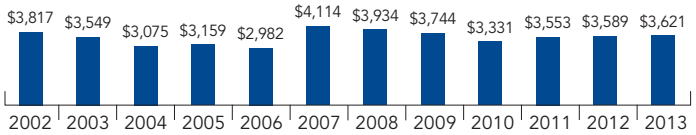
[5] The grant does not require screenings, though many programs do provide screenings and referrals. Based on further clarification, this policy does not meet NIEER's benchmark requirement.

Kentucky

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



In response to the Kentucky Education Reform Act, the Kentucky Preschool Program (KPP) was launched in 1990. KPP is accessible to 4-year-olds who are homeless, from low-income families, or in foster care, as well as to 3- and 4-year-olds with disabilities. Income eligibility for the program was increased from 130 percent of the federal poverty line (FPL) to 150 percent of FPL in the 2006-2007 school year. If additional space is available, local districts have the option of registering additional children not meeting state income eligibility requirements using district funds, tuition, or other funds.

There were 20,817 eligible children participating in KPP in 2012-2013, including 9,661 receiving special education services, based on an averaged count between December 1 and March 1. The slight reduction in enrollment indicated for the last two years is attributed to changes in data systems more than program capacity: the introduction of the Kentucky System of Intervention (KSI), modeled from the Response to Intervention (RTI) approach, 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.

Funding for the Kentucky Preschool Program is distributed to local school districts according to a funding formula, depending on the number of qualified children registered the previous year, and weighted by the appropriate per-child rate for at-risk or disability group (speech/language, mild to moderate, and severe). School districts may subcontract with Head Start, private child care centers, and special education providers to offer preschool services.

While there has not been a formal evaluation of KPP in recent years to measure program quality or effectiveness, Kentucky continues its efforts to support program quality and 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 the 2006-2007 school year. As part of the KSI improvements initiated in 2011-2012, programs are able to more accurately recognize children with disabilities and offer research-based supports for any child suspected of having a disability. Following a pilot period, Kentucky applied the Preschool Program Review (P2R) statewide monitoring process in 2012-2013. The P2R requires an ECERS-R for every classroom, and district self-evaluation of the preschool standards through an online survey; as well as site visits at least once every 5 years that observe classrooms, review documentation, and interview parents, teachers, and administrators. The Early Childhood Regional Training Centers (RTCs) collaborate with KDE staff to ensure program quality assessment for the P2R process is reliable, and to offer subsequent technical assistance. In addition to P2R, the Kentucky Preschool Program participated in a statewide consolidated monitoring process of state and federal programs in 14 school districts.

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

Development of an integrated P-12 data management system aligning program and child outcome data from KPP, Head Start, and child care with the K-12 system continued in 2012-2013. Effective in the 2017-2018 school year, the kindergarten entrance age will change from October 1 to August 1, 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
16	9

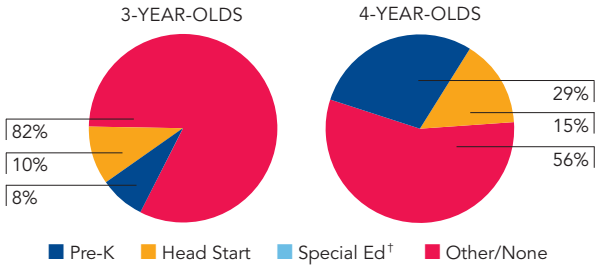
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
24	12

KENTUCKY PRESCHOOL PROGRAM

ACCESS

Total state program enrollment	20,817[1]
School districts that offer state program	100%
Income requirement	150% FPL
Hours of operation	2.5 hours + meal time, 4 or 5 days/week
Operating schedule	Academic year[2]
Special education enrollment, ages 3 and 4	9,990[3]
Federally funded Head Start enrollment, ages 3 and 4	14,244
State-funded Head Start enrollment, ages 3 and 4	0

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



† All special education students are included in state profile.

QUALITY STANDARDS CHECKLIST

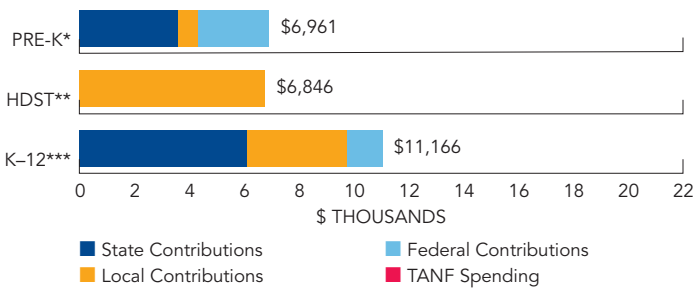
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[4]	BA	☑
Teacher specialized training	Interdisciplinary ECE (IECE) (Birth to primary/K)	Specializing in pre-K	☑
Assistant teacher degree	HSD	CDA or equivalent	☐
Teacher in-service	28 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, health, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 9

RESOURCES

Total state pre-K spending	$75,373,534
Local match required?	No
State spending per child enrolled	$3,621
All reported spending per child enrolled*	$6,961

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.

[1] This total recorded 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.

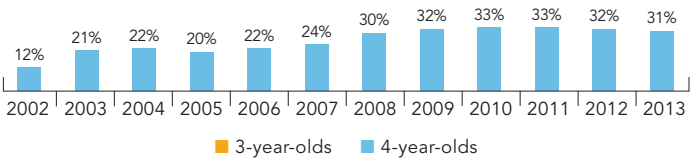
[3] Because the state pre-K program is interrelated with the state special education program, 9,661 of the 3- and 4-year-olds reported as having IEPs are served within KPP.

[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.

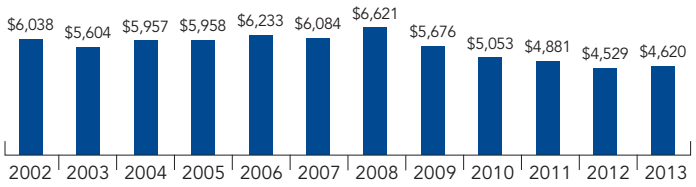
[5] Support services include parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, nutrition information, referral for social services, transition to kindergarten activities, and parent conferences or home visits.

Louisiana

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Louisiana operated three state-funded preschool programs during the 2012-2013 school year. Louisiana began providing preschool education services in 1988 through the Model Early Childhood Program. When matching annual appropriations for this program ended in 1993, 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 2012-2013 school year, 68 of 70 districts were using these Block Grants to provide prekindergarten programs to 2,643 children, a reduction in enrollment of more than 17 percent from the previous year. Children are qualified for the program if they are at risk of being "insufficiently ready for the regular school program," with priority given to children from low-income families. Funding for LA8(g) was increased to partially restore cuts made during the 2010-2011 school year.

The Cecil J. Picard LA4 Early Childhood Program (formerly LA4 and Starting Points), established in 2001, is Louisiana's largest pre-K program. Enrolling 16,028 4-year-olds in the 2012-2013 school year, an increase of 6 percent from 2011-2012, this state-funded program is offered in most parishes in Louisiana as well as in several charter schools and one tribal school. Six hours of regular instruction per day are offered, in addition to 4 hours of before- and after-school care. Four-year-olds are eligible to attend at no cost, provided they meet free or reduced-price lunch criteria. An additional 2,653 children participated in 2012-2013 using local funds, other state/federal funding sources, or tuition. State funding for the program was increased by $7.4 million from the previous year, partially offseting a decrease in federal funds channeled into the program.

The Non-Public Schools Early Childhood Development Program (NSECD) was also established in 2001, to provide tuition reimbursement to families with incomes below 200 percent of the federal poverty level who enroll their 4-year-olds in qualifying preschools. Serving 1,200 4-year-olds in 2012-2013, with a budget that was reduced by 2 percent from the 2011-2012 school year, NSECD programs operate in all parishes throughout the state. Programs must be 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.

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

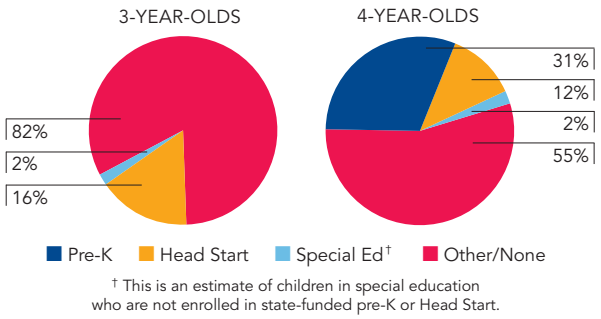
The Louisiana Legislature passed Act 3 during the 2012 session, to require the formation of an early childhood system uniting multiple early education initiatives under the direction of the Department of Education, and in collaboration with other state agencies. This system will feature aligned program standards, birth-through-five early learning and development standards, a quality rating and improvement accountability system required for all programs receiving state and/or federal funds, a unified professional development system, and a cross-agency integrated data system.

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.

STATE OVERVIEW

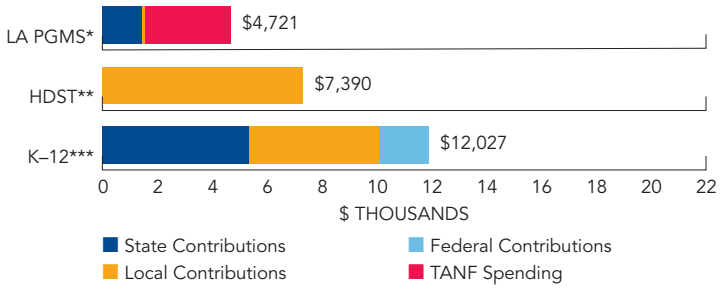
Total state program enrollment 19,871
Total state spending $91,803,989
State spending per child enrolled $4,620
All reported spending per child enrolled*.....$4,721

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

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

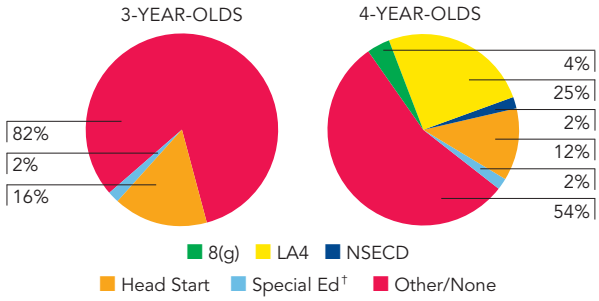
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
15	22

LOUISIANA 8(g) STUDENT ENHANCEMENT BLOCK GRANT PROGRAM

ACCESS

Total state program enrollment	2,643
School districts that offer state program	97% (parishes)
Income requirement	None[1]
Hours of operation	6 hours/day, determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	5,865
Federally funded Head Start enrollment, ages 3 and 4	18,179
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Certification in Nursery, K, P–3, Early Intervention, Non-categorical Preschool Handicapped[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD[4]	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	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	Health, developmental;[5] and support services[6]	Vision, hearing, health; and at least 1 support service	☐
Meals	Breakfast, lunch, and snack	At least 1/day	☑
Monitoring	Other monitoring	Site visits	☐

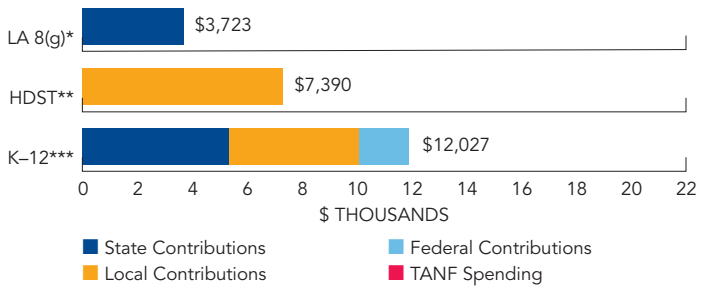
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$9,839,250
Local match required?	No
State spending per child enrolled	$3,723
All reported spending per child enrolled*	$3,723

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.

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

[2] Most districts operate 5 days per week. Some operate on a 4-day-per-week schedule.

[3] Teachers holding a Kindergarten or Elementary license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.

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

[5] Developmental screening is conducted to determine which children are potentially eligible and to plan an appropriate program. Vision, hearing, and general physical health screenings are determined at the local level.

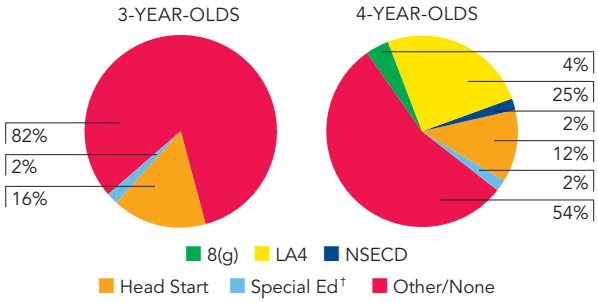
[6] Support services include education or support services for parents, parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. GED and literacy training for parents, and housing/utility assistance referrals.

CECIL J. PICARD LA4 EARLY CHILDHOOD PROGRAM

ACCESS

Total state program enrollment ..... 16,028[1]
School districts that offer state program ..... 89% (parishes)[2]
Income requirement ..... 185% FPL[3]
Hours of operation ..... 6 hours/day, 5 days/week[4]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 5,865
Federally funded Head Start enrollment, ages 3 and 4 18,179
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Certification in Nursery, K, P–3, Early Intervention, or Non-categorical Preschool Handicapped[5]	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	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[6]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and snack	At least 1/day	☑
Monitoring	Other monitoring	Site visits	☐

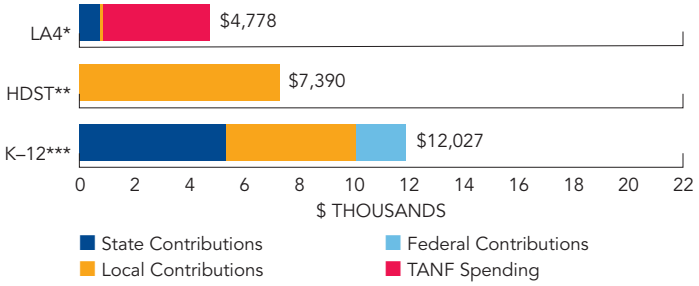
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending ..... $74,577,807[7]
Local match required? ..... No
State spending per child enrolled ..... $4,653[7]
All reported spending per child enrolled* $4,778

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 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.

[1] The total enrollment figure does not include 644 tuition-paying students and an additional 2,653 students funded from other sources.

[2] In addition to program availability in 63 of 71 school districts, 52 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] Schools may also offer 4 hours of before- and after-school enrichment programs. A total of 823 children attended these extended-day programs in the 2012-2013 school year.

[5] 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.

[6] 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.

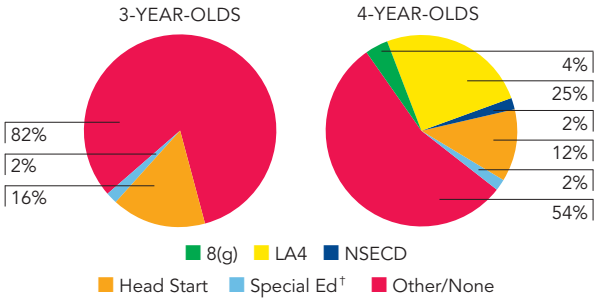
[7] This spending allocation also includes funds for the before- and after-school enrichment program. This amount $29,550,000 in TANF discretionary funds as well as $33,100,000 in Community Development Block Grant funds for districts that experienced some type of natural disaster in their parishes during the previous year.

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

ACCESS

Total state program enrollment 1,200
School districts that offer state program ..... 100% (parishes)
Income requirement ..... 200% FPL
Hours of operation ..... 10 hours/day, 5 days/week[1]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 5,865
Federally funded Head Start enrollment, ages 3 and 4 18,179
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

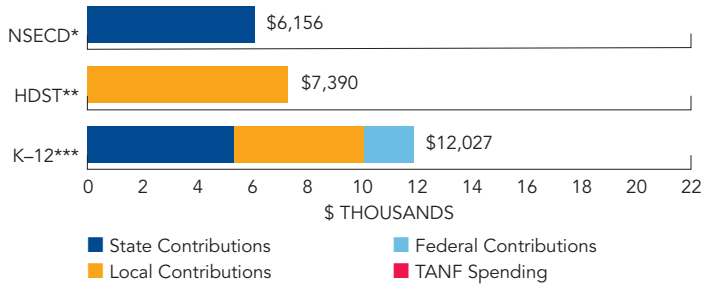
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Certification in Nursery, K, P–3, Early Intervention, or Non-categorical Preschool Handicapped[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	18 clock hours/year[4]	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	20 or lower NA 20		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better NA 1:10		☑
Screening/referral and support services	Vision, hearing, health, developmental, dental; 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 $7,386,932
Local match required? ..... No
State spending per child enrolled $6,156
All reported spending per child enrolled* $6,156

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.

[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.

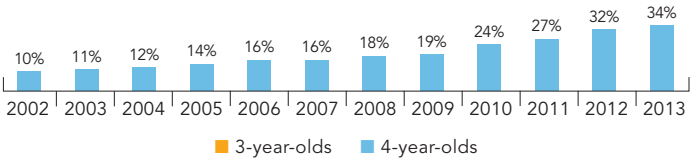
[3] Since the 2007-2008 school year, only assistant teachers with at least a CDA or AA in early childhood education or family studies are hired. Incumbent assistant teachers must be enrolled in a CDA or early childhood AA program and maintain enrollment until completing the program within three years.

[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.

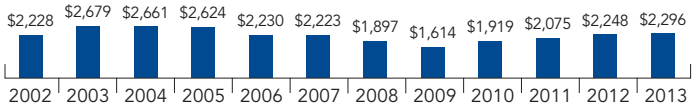
[5] Support services include parenting support or training, parent involvement activities, health services for children, referral to social services, and transition to kindergarten activities. Other support services are determined locally, as are developmental and dental screening and referrals.

Maine

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



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

While school districts are not required to offer a public preschool program. those choosing to provide one must obtain prior approval from the state Department of Education, which includes a joint planning process that involves local providers. To receive a full per-pupil financial allocation, districts must provide a minimum of 10 hours per week of instructional programming. The state also makes available an additional "weighted" subsidy to supplement the regular per-pupil allotment for pre-K through second grade.

Sixty-three percent of Maine's schools that enroll children in kindergarten during the 2012-2013 school year also chose to offer public preschool education programs, an increase from the previous year. The majority of public preschool programs are housed in public schools, although many districts have partnered with community-based child care programs or Head Start agencies to offer services. Many programs that were initially offered in community locations have shifted into public school settings as space has become available, in an effort to minimize transitions experienced by children and families. All lead teachers, regardless of setting, are required to hold a BA degree and teaching certificate with an Early Childhood endorsement from the Department of Education.

PPP enrollment continued to increase as additional state, Title I, and local funds were blended by districts during the 2012-2013 school year. Nine elementary schools started pre-K programs in 2012-2013, contributing to an increased state-wide enrollment of 5 percent. The program continues to use the Public Pre-K Collaboration Coach model to support partnerships among public schools, Head Start agencies, and child care programs, as part of a diverse delivery system.

In addition to funding the Public Preschool Program, Maine historically supplemented the federal Head Start program with state grants. These supplemental funds were used to extend the amount of time children received services, enhance services provided by the federal program, and provide supplemental services beyond those funded by federal dollars. In the 2012-2013 school year, the state provided funds only to Early Head Start programs for children ages six weeks to 36 months to receive services.

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

RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
34	21

MAINE PUBLIC PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 5,088

School districts that offer state program .....63% (public elementary schools)

Income requirement .....None

Hours of operation .....Determined locally[1]

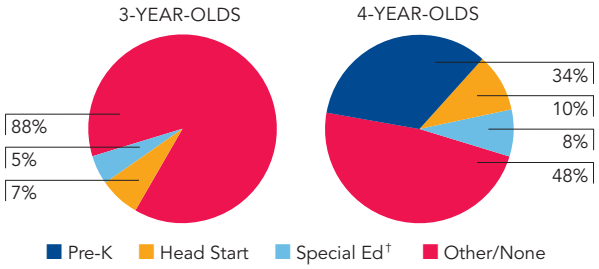
Operating schedule .....Academic year

Special education enrollment, ages 3 and 4 2,270

Federally funded Head Start enrollment, ages 3 and 4 2,269

State-funded Head Start enrollment, ages 3 and 4 .....0[2]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE, with or without SpEd	Specializing in pre-K	☑
Assistant teacher degree	Ed Tech II (60 credit hours)	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 No limit	20 or lower	☐
Staff-child ratio 3-year-olds 4-year-olds	 NA 1:15[3]	1:10 or better	☐
Screening/referral and support services	Vision, hearing, health, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	None[5]	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending .....$11,680,725[6]

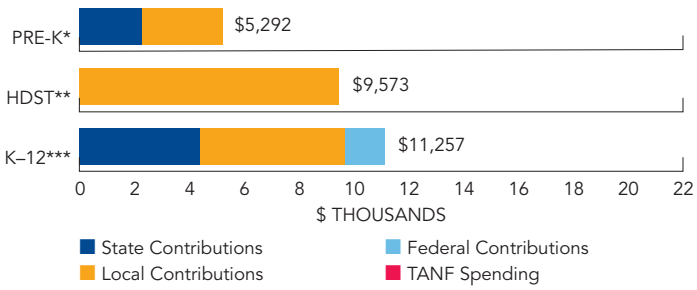
Local match required? .....Yes, tied to school formula

State Head Start spending .....$0[2]

State spending per child enrolled $2,296

All reported spending per child enrolled* $5,292

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.

[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.

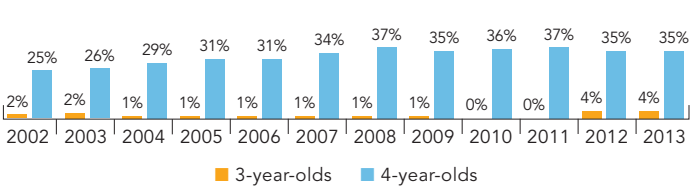
[4] A minimum of one annual parent conference or home visit is required. Programs are required to provide some comprehensive services, but specific services are determined locally.

[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.

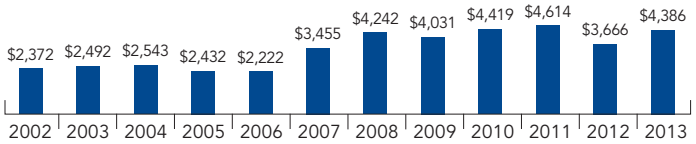
[6] In addition to Public Preschool Program funding, weighted funds are available for pre-K through grade 2. Included in this total is portion of this funding estimated to serve 4-year-olds.

Maryland

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Maryland started offering preschool for at-risk 4-year-olds in 1980, through the Extended Elementary Education Program (EEEP), a pilot preschool program in Baltimore City and Prince George's County. The program eventually expanded throughout the state and served 25 percent of 4-year-olds by 2002. Local boards of education were required to increase prekindergarten enrollment in public schools to all economically underprivileged 4-year-olds by the 2007-2008 school year, as part of school finance reform legislation in 2002. State funding to school districts increased significantly each year until 2011- 2012, when state funds were reduced by approximately 9 percent. 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 2012-2013 school year.

Prekindergarten funding was also restructured following passage of the 2002 school finance reform law. Previously, school districts had received dedicated state funds for EEEP to supplement general education funds in local school systems. In 2007-2008, pre-K programs were funded with local education dollars and state aid under the terms of the Bridge to Excellence in Public Schools Act. Maryland includes costs for prekindergarten in the cost estimates of K-12 education state aid, which requires local school districts to offer access to pre-K for "four-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, as well as a number of 3-year-olds, regardless of family earnings. The state is moving toward implementing some of the report's recommendations, by permitting enrollment for 3-year-old children who are at risk of school failure, are economically disadvantaged, or are homeless or in foster care. Budgetary constraints continue to hinder expansion plans for achieving a voluntary, universal program by 2014.

In addition to public prekindergarten, Maryland has 25 early learning centers of distinction, known as Judy Centers. These are located in Title 1 school districts and work collaboratively with selected elementary schools to offer comprehensive year-round services for children from birth to age 6. Judy Center Partnerships provided enhanced, continuous learning opportunities to 11,992 young children and their families, including 3,173 children under 3 years of age during the 2012-2013 school year.

Maryland also provides supplemental funds to the federal Head Start program in order to expand enrollment and support extended-day and summer services. In the 2012-2013 school year, the state provided $1.8 million to support extended-day/week services for 2,786 Head Start attendees.

Maryland was one of nine states financed in the initial round of the federal Race to the Top-Early Learning Challenge in 2012, and received additional federal funding in 2013 to coordinate a consortium to develop and implement a statewide kindergarten entrance assessment.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
12	16

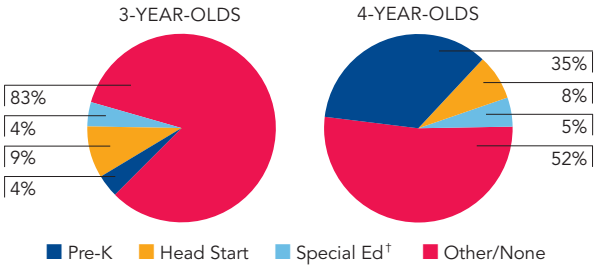
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
19	24

MARYLAND PREKINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	29,407[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	7,826
Federally funded Head Start enrollment, ages 3 and 4	9,168
State-funded Head Start enrollment, ages 3 and 4	2,786[2]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC Endorsement, with or without SpEd, Pre-K–K (public); AA in ECE or CDA (nonpublic)	Specializing in pre-K	☑
Assistant teacher degree	HSD[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	Average of 20[4]		
4-year-olds	Average of 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; 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	☑

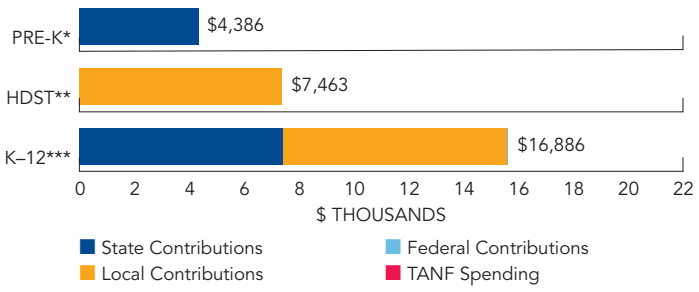
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$128,922,934
Local match required?	No[7]
State Head Start spending	$1,800,000[2]
State spending per child enrolled	$4,386
All reported spending per child enrolled*	$4,386

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.

[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.

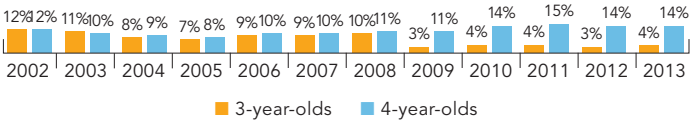
[5] Developmental and dental screenings are locally determined. Vision and health screening and referral are the responsibility of the school health services program, in conjunction with the Health Department under Title I, which applies to all children enrolled. Support services include parenting support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

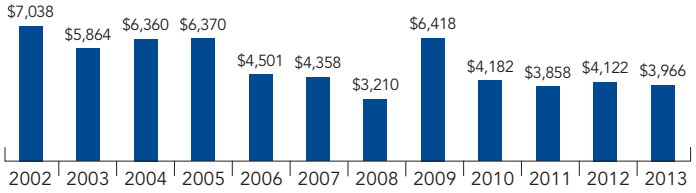
[7] The mandate to provide services also requires local spending as necessary to serve all eligible children.

Massachusetts

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Established in 2005, the Massachusetts Department Early Education and Care (EEC) strives to improve quality, affordability, and access to preschool education services. Also that year, 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 and must offer full-day, full-year services. UPK is a competitive grant program, though recent years have only been offered as renewal grants, due to funding constraints; in the 2012-2013 school year, funds were awarded as renewal grants, though there was also a competitive round. The program was offered in 94 towns. While an individual child's eligibility is not based on income level, programs must be willing to serve children from families with income levels at or below 85 percent of the state's median income (SMI). During the 2008-2009 and 2009-2010 school years, UPK was assessed for process quality.

Massachusetts also provides early childhood education services through the Grant 391 program. Since 1985, this program has funded typically developing preschool children to enroll alongside students with disabilities served in inclusion classrooms. There is no income qualification for enrollment in this program, which was offered in 79 districts and 17 private/nonprofit agencies in the 2012-2013 school year.

Massachusetts has been gradually phasing programs into its Quality Rating & Improvement System (QRIS). All UPK grantees were required to participate beginning in the 2010-2011 program year, and all Head Start sites must participate by the end of 2014. All programs that work with EEC beyond licensing were added to the QRIS by the 2012-2013 school year. UPK grantees not only participate in the QRIS, but also allow EEC staff to carry out on-site ECERS/FCCERS observations; provide child-level data, with parent permission, using a State Assigned Student Identification or program-specific child ID number; and collect staff information for EEC's Professional Qualifications Registry. As part of its Race to the Top-Early Learning Challenge award, Massachusetts is performing a study to validate this QRIS. As of the 2012-2013 year, UPK programs must achieve at least a Level 3 on the QRIS to be qualified for renewal, and must also show that they served "high needs children" as demonstrated through formative assessments and/or screenings.

Massachusetts operated two additional programs using ARRA funds in the 2010-2011 school year. The Kindergarten Entry Enrichment Program (KEEP) offered five to 12 weeks of programming for 4- and 5-year-olds in the summer directly before kindergarten entry. A similar program, the Preschool Child Care Enrichment Program (PSCCE) Quality Add-On Initiative, financed preschools services for educationally at-risk children from the EEC's waiting list. These programs ended when ARRA funds expired.

Massachusetts also supplements the federal Head Start program, providing $8 million for an additional 237 slots for eligible children, as well as funding for before- and after-care services. The 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	17

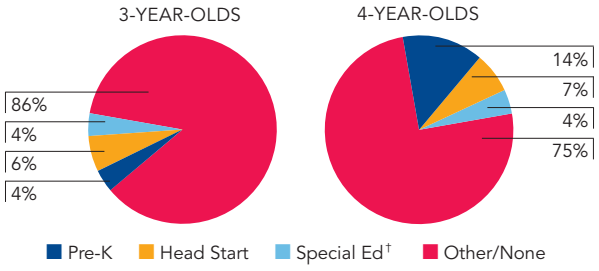
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
20	25

MASSACHUSETTS UNIVERSAL PRE-KINDERGARTEN (UPK) AND GRANT 391

ACCESS

Total state program enrollment 13,335
School districts that offer state program ..... 27% (towns)
Income requirement ..... 85% SMI (UPK); None (Grant 391)[1]
Hours of operation ..... Determined locally[2]
Operating schedule ..... Determined locally[2]
Special education enrollment, ages 3 and 4 9,906
Federally funded Head Start enrollment, ages 3 and 4 9,065
State-funded Head Start enrollment, ages 3 and 4 214

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); None (nonpublic)[4]	BA	☐
Teacher specialized training	EC Teachers of Students with and without Disabilities (public); 3 credits (nonpublic)[4]	Specializing in pre-K	☐
Assistant teacher degree	HSD (public); None (nonpublic)[5]	CDA or equivalent	☐
Teacher in-service	20 clock hours (UPK); 150 hours/5 years (Grant 391)	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 to 1: 10 (Grant 391) 1:10 (UPK); 1:7 to 1: 10 (Grant 391)[6]	1:10 or better	☑
Screening/referral and support services	Vision, hearing, developmental; and support services[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 and other monitoring[9]	Site visits	☑

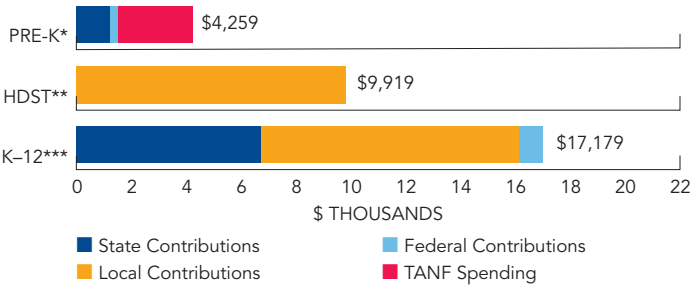
TOTAL BENCHMARKS MET

6

RESOURCES

Total state pre-K spending ..... $52,887,295[10]
Local match required? ..... Yes
State Head Start spending $8,000,000
State spending per child enrolled $3,966
All reported spending per child enrolled* $4,259

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.

[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 and be at least 18 years old. A CDA may be substituted for these requirements.

[6] 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.

[7] 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.

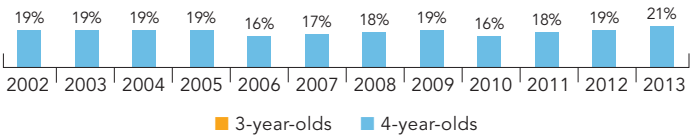
[8] Programs operating fewer than 4 hours per day must provide snacks, and programs operating between 4 and 9 hours must provide a regularly scheduled meal in addition to a snack. Programs operating more than 9 hours must provide two meals and two snacks.

[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.

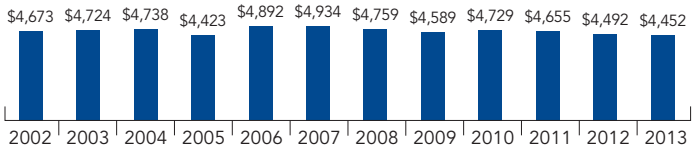
[10] Total spending by program was: $12,919,215 for Grant 391 and $43,868,019 for UPK.

Michigan

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 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). At least 75 percent of the children in GSRP must be from families with earnings lower than 300 percent FPL, though other risk factors for educational disadvantages can be used to determine whether a child qualifies for services. In 2009, the risk factors were modified by the Michigan State Board of Education into eight categories, to target children who are most at risk. Families with particularly low family income are automatically eligible; second priority is based on low-income families with one or two additional risk factors. Children with family incomes above 300 percent FPL may be able to attend if they have at least two risk factors.

The program has moved from half-day programs toward school-day programs, based on concerns that part-day programs may not serve the needs of low-income families. However, this shift reduced the number of children who could be served. The state defined accessible priority status in distributing funds to programs by specifying 10 hours of programming per day in the 2011-2012 school year.

In 2012-2013, overall funding for GSRP was increased by $5 million, with the increase targeted to school district programs. Per slot allocation remained at $3,400 per half-day slot. Overall funding for GSRP was increased by $65 million for 2013-2014, with the per slot allocation increased to $3,625 per half day slot. Michigan will also being rolling back the kindergarten cutoff date from December 1 to September 1 over three years, beginning November 1 for the 2013-2014 school year. The state implemented an income-prioritization process, based on a quintile system. A sliding scale fee for families over income was made mandatory, but details have been left to local discretion.

Public school districts receive direct financial support, but they may assign 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 endowments. The level of need in each district and a school funding formula determine overall district funding. During the 2011-2012 school year, the support structure for GSRP was altered so that intermediate school districts pass along funds to LEAs and non-district competitive agencies. GSRP is intended to become part of an early childhood block grant and the state is developing a multi-year phase-in arrangement.

The state implemented new teaching requirements in the 2011-2012 year, including removing the exemption for subcontracted programs to allow teachers with 90 credit hours and at least four years of schooling practice to participate. The state also now requires all teachers with unfinished training to complete compliance plans within two years, rather than four years, from the start date of their service. Early learning standards are being adjusted to align infant-toddler, pre-K, and K–3 standards with the Common Core standards.

In August 2011, the governor brought together the Michigan Department of Education's Office of Early Childhood Education and Family Services and the Michigan Department of Human Services Office of Early Childhood, in the Office of Great Start, within the Michigan Department of Education, to manage the GSRP program. The Office of Great Start plans to implement a QRS program for the 2013-2014 school year. The GSRP program has been assessed for both program impact/child outcomes and process quality several times since 2004.

Michigan reported a significant increase in service to children with an IEP in the 2012-2013 school year, partially due to a major promotional campaign about inclusion over the past three years. The new $65 million investment in GSRP requires more blended options to maximize use of the expansion funds, resulting in the creation of more GSRP/Head Start blended classrooms available to provide full-day services, as well as GSRP/early childhood special education blended classrooms for full-day services.

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

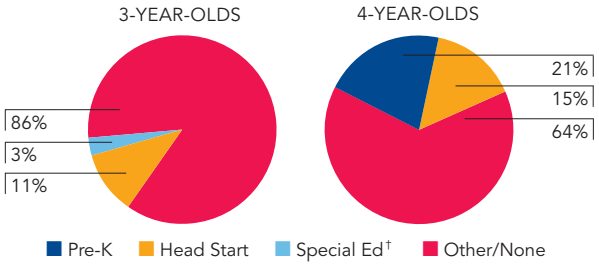
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
18	23

MICHIGAN GREAT START READINESS PROGRAM

ACCESS

Total state program enrollment	24,547[1]
School districts that offer state program	58%
Income requirement	300% FLP
Hours of operation	3 to 6.5 hours/day, 4 days/week[2]
Operating schedule	30 weeks/year
Special education enrollment, ages 3 and 4	11,845
Federally funded Head Start enrollment, ages 3 and 4	30,324
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

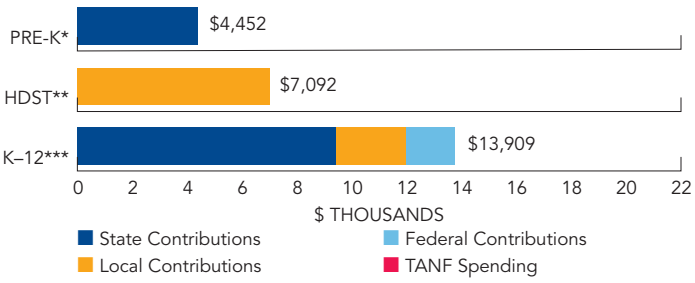
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[2]	BA	☑
Teacher specialized training	Elementary Teaching Certificate with EC Endorsement (public); BA with teaching certificate and CDA or CD with focus on preschool teaching (nonpublic)[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA[3]	CDA or equivalent	☑
Teacher in-service	6 credit hours/5 years (certified staff); 12 clock hours/year (other staff)[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; and other 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: 7

RESOURCES

Total state pre-K spending	$109,275,000
Local match required?	Yes[9]
State spending per child enrolled	$4,452
All reported spending per child enrolled*	$4,452

SPENDING PER CHILD ENROLLED



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

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

Data are for the '12-'13 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.

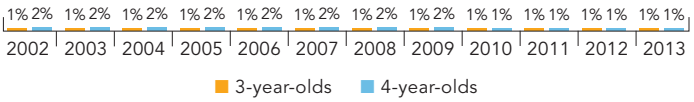
[7] Part-day programs must provide at least a snack, and school-day programs must provide one meal and two snacks or two meals and one snack.

[8] The state oversight agency's monitoring plan includes site visits to programs. GSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers and funding, but programs are monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information.

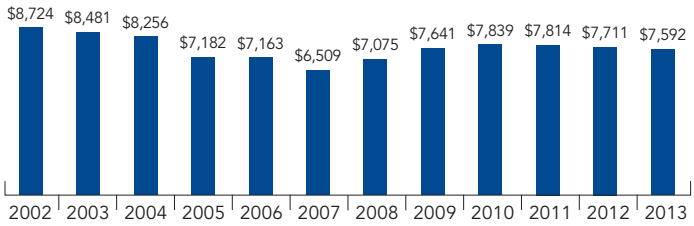
[9] GSRP cannot operate solely on the state funding, but the state does not collect local spending data. Grantees must include in-kind space for GSRP, because GSRP does not allow funding to cover the cost of facilities. Data are not collected on the total in-kind funding contribution.

Minnesota

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Minnesota offers supplemental financial support to both Head Start and Early Head Start (EHS) programs in an effort to improve access for children from birth to age 5. Any organization that obtains federal Head Start backing is qualified for financial support. The agencies may work in a joint venture with private child care centers, public schools, and family child care homes, while following the federal Head Start Performance Standards. Additionally, the state's early learning standards, the Early Childhood Indicators of Progress, guide support and training for all program staff members and on technical assistance. Minnesota was the recipient of a Race to the Top-Early Learning Challenge grant in the 2009-2010 school year.

The School Readiness Program, a second state initiative, provides services through subcontracted charter schools, community-based organizations, and school districts. The program focuses on improving kindergarten readiness through a number of approaches, including services for children with disabilities, home visits, and preschool education programs. Individual school districts decide which services to offer. Programs must have research-based program content, support parent involvement, collaborate with other local programs, and provide children with appropriate screenings and referrals as needed. Financial support data and program enrollment for center-based preschool education services are not tracked at the state level, hence the exclusion of the School Readiness Program in this profile.

Minnesota was unable to provide updated information on the 2012-2013 school year, so 2011-2012 school year information is used throughout this profile, as there were not substantial changes in program funding and enrollment during that time. Funding was not adjusted for inflation.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
40	23

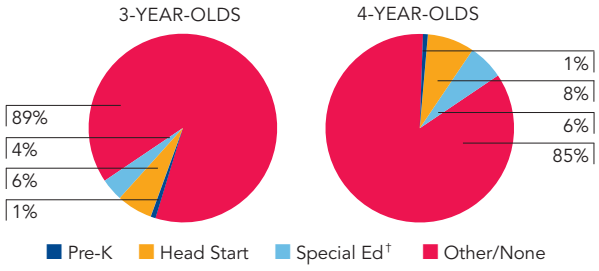
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
6	8

MINNESOTA HEAD START

ACCESS

Total state program enrollment	1,813
School districts that offer state program	100% (counties)
Income requirement	At least 90% of children must be at or below 100% FPL or receiving TANF[1]
Hours of operation	At least 3.5 hours/day, 4 days/week[2]
Operating schedule	At least 32 weeks/year[2]
Special education enrollment, ages 3 and 4	8,700
Federally funded Head Start enrollment, ages 3 and 4	9,422
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[3]	BA	☐
Teacher specialized training	AA in ECE or equivalent[3]	Specializing in pre-K	☑
Assistant teacher degree	Meets child care regulations[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	2:17		
4-year-olds	1:10		
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[5]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch and/or breakfast[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

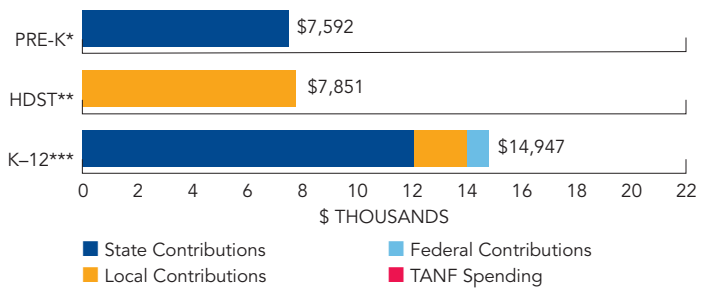
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending	$13,764,296[7]
Local match required?	No
State Head Start spending	$13,764,296[7]
State spending per child enrolled	$7,592
All reported spending per child enrolled*	$7,592

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.

[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

NO PROGRAM

While Mississippi did not provide a state-funded pre-K program in the 2012-2013 school year, the state plans to begin providing such a program in the 2014-2015 school year. In 2013, Mississippi approved a small-scale pre-K program as part of a series of education reforms. The program seeks to provide high quality pre-K through a collaborative delivery model.

Since 2008, Mississippi Building Blocks (MBB) has been sponsored by several Mississippi organizations and business leaders. MBB seeks to offer statewide leadership to encourage excellence in early childhood programs, from birth to kindergarten entry, and to support children in their school readiness. The initiative provides high-quality learning experiences for children and families through training, coaching, and technical assistance for early childhood professionals. A commission of education experts and business leaders began studying the program in 2010, and issued several recommendations to move towards a statewide system, including improving instructional proficiency of preschool teachers and modifying the child care licensing and Quality Rating System standard.

A report from the U.S. Department of Education indicate that at least 4,053 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

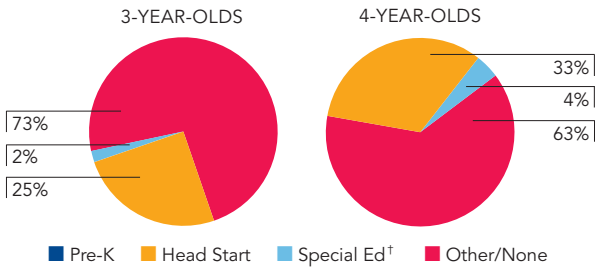
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	5,124
Federally funded Head Start enrollment	24,573
State-funded Head Start enrollment	0

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



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

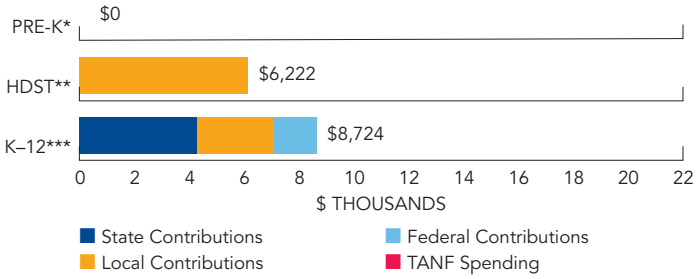
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

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

SPENDING PER CHILD ENROLLED



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

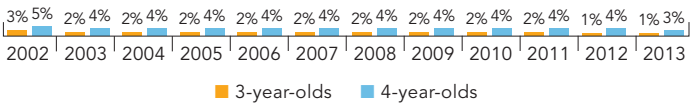
** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

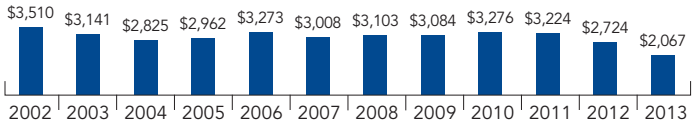
Data are for the '12-'13 school year, unless otherwise noted.

Missouri

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Since 1998, the Missouri Preschool Project (MPP) has served 3- and 4-year-olds in early childhood settings operated by public schools, private child care centers, and nonprofit agencies. In the 2012-2013 school year, 28 percent of districts in the state served a total of 3,675 children, primarily in school-based settings. This represents a 10 percent decrease in enrollment since the 2011-2012 school year. Private providers are eligible for up to six years to receive state-funded MPP contracts, after which their state-funded contracts are made available to other grantees.

Funding for the Early Childhood Development, Education, and Care (ECDEC) fund is generated by tobacco settlement revenue and supports MPP in addition to other early childhood services (Head Start, Parents as Teachers (PAT), First Steps, childcare assistance). Fluctuation in ECDEC income creates uncertainties for programs. Allocation for MPP funding was decreased by $3.4 million in 2012-2013 from the previous year following a $2 million reduction in 2011-2012. Funding for MPP in 2013-2014 has been restored to the 2011-2012 level by the legislature.

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

Regardless of setting, all teachers who were hired after July 1, 2005, are required to have a bachelor's degree with specialization in early childhood for the program to receive state funding. All teachers and programs have met this criterion since the 2010-2011 school year. As of the 2008-2009 school year, assistant teachers in both public and nonpublic settings have been required to hold a Child Development Associate (CDA) credential in addition to having experience working in a program with young children and their families.

In 2012-2013, the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually. The minimum number of hours does not meet NIEER's quality standard benchmark of 15 hours, resulting in Missouri meeting seven benchmarks, down from 8 in 2011-2012.

The most recent evaluation of MPP was conducted by the University of Missouri in 2003, in response to a legislative mandate. Monitoring of program quality in 2012-2013 was performed through reviews of program records and self-assessments. Missouri piloted a uniform child assessment instrument among MPP programs during the 2012-2013 school year, to replace the process of using results of locally determined child learning outcomes to improve instruction.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
35	21

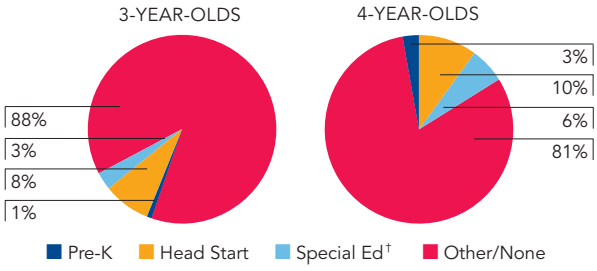
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
38	39

MISSOURI PRESCHOOL PROJECT

ACCESS

Total state program enrollment	3,675
School districts that offer state program	28%
Income requirement	None[1]
Hours of operation	3 or 6.5 hours/day, 5 days/week[2]
Operating schedule	Academic year[2]
Special education enrollment, ages 3 and 4	9,092
Federally funded Head Start enrollment, ages 3 and 4	13,590
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE, EC SpEd, 4-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		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, 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	☑

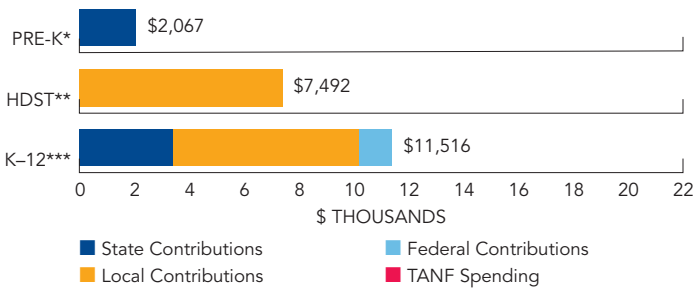
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$7,595,493
Local match required?	No
State spending per child enrolled	$2,067
All reported spending per child enrolled*	$2,067

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.

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

[2] Programs are required to operate full day for 12 months per year, with the exception of government entities and public school districts, 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 which 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. 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.

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, 23 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. Piloted in 2012-2013, participating programs are eligible for quarterly quality improvement awards, tiered reimbursement increases for families receiving state scholarships, and professional development incentives.

The Montana Early Learning Standards, revised in 2014, 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, which are voluntary, were aligned with the state's infant/toddler standards, Head Start Child Outcomes Framework, and Montana Common Core Standards for kindergarten.

A report from the U.S. Department of Education indicate that at least 559 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

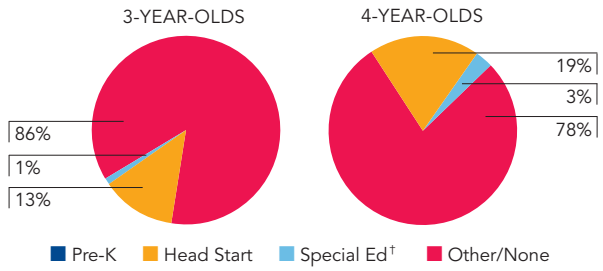
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	938
Federally funded Head Start enrollment	3,919
State-funded Head Start enrollment	0

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



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

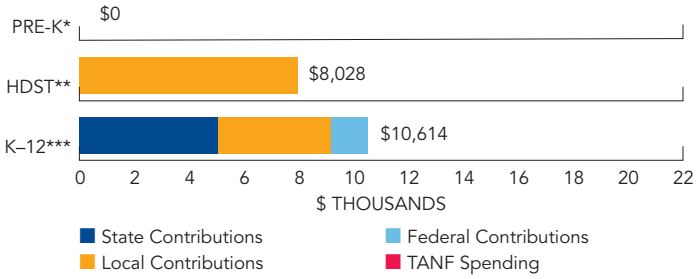
QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

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

SPENDING PER CHILD ENROLLED



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

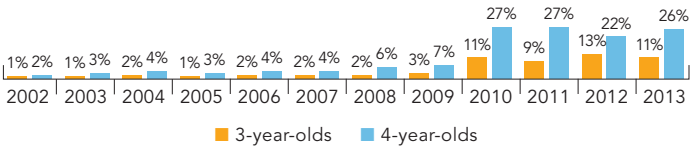
** Head Start per-child spending for the 2012-2013 year includes funding only for 3- and 4-year-olds served. Past years figured have unintentionally included funds for Early Head Start.

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

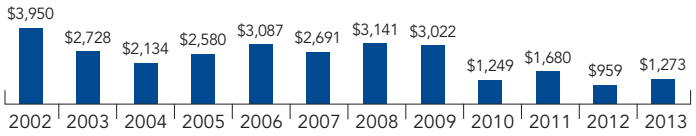
Data are for the '12-'13 school year, unless otherwise noted.

Nebraska

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Started as a pilot program in 1992, and expanded in 2001, the Nebraska Early Childhood Education Grant Program provides preschool for children ages 3 to 5. Participating preschool programs must use at least 70 percent of grant funding 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-priced lunch (185 percent FPL), having teen parents or parents who have not 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.

Public schools and education service units that partner with child care centers, as well as Head Start agencies and/or human services agencies, can receive direct financial support. Grantees can be awarded up to half the cost of a classroom, though they are obliged to match 100 percent of the grant funding using local and/or federal sources. The program monitors child, program, and family outcomes annually.

In 2005, legislation that allows 4-year-olds to be incorporated into the school district state-aid formula was approved. School districts must first be approved for three consecutive years before students are included in the state aid formula. There has been a significant increase in the number of children served in state-funded pre-K since 2005. Programs receiving state aid are expected to use the same types and levels of matching funding from federal and local sources used by programs receiving grant funding, however, the state does not track federal and/or local spending for programs that do not receive an early childhood education grant.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
19	6

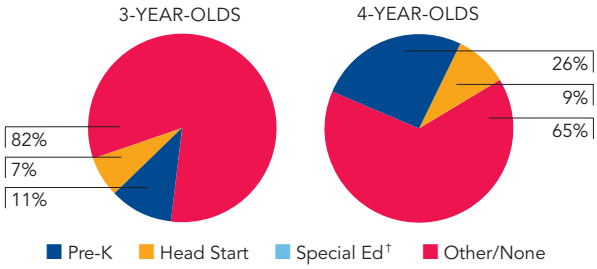
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
41	36

NEBRASKA EARLY CHILDHOOD EDUCATION PROGRAM – AGES 3 TO 5

ACCESS

Total state program enrollment 10,442
School districts that offer state program 76%
Income requirement ..... 185% FPL[1]
Hours of operation ..... Determined locally[2]
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 3,134
Federally funded Head Start enrollment, ages 3 and 4 4,067
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

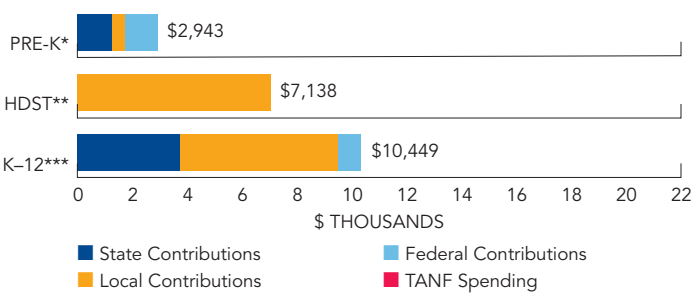
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC, EC Unified, Preschool Disabilities, EC SpEd	Specializing in pre-K	☑
Assistant teacher degree	12 semester hours in CD 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 only[3]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending $13,288,170
Local match required? ..... Yes[4]
State spending per child enrolled $1,273
All reported spending per child enrolled* $2,943

SPENDING PER CHILD ENROLLED



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** 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.

[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.

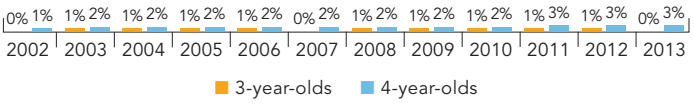
[2] Most programs operate part-day, 3.5 to 4 hours per day, 4 or 5 days per week.

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

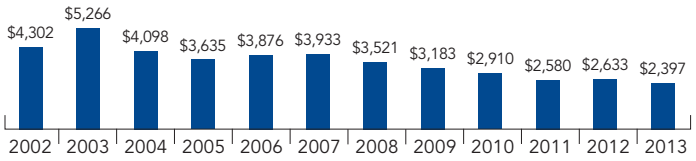
[4] There is a requirement of 100 percent match of grant funds, although it is not required to come from a local source. The state does not track matching funds from local and federal sources for programs that receive state aid so these funds are not reflected in all reported spending.

Nevada

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



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

Funding amounts for competitive grant awards are determined based on the community needs stated in individual grant applications. State funding for the program has remained the same since the 2008-2009 school year, resulting in local districts either modifying services or supplementing state funds. Enrollment increased by 8 percent during 2012-2013, rebounding from reduced enrollment figures the previous year. Enrollment figures reflected a reduction of more than 100 children recognized as English Language Learners in 2012-2013 for the second consecutive year.

Program quality is monitored by the state several ways. Quality is initially evaluated by assessing the program design during the competitive grant application process. Effective in 2013-2014, formal evaluation of programs is rescheduled from an annual basis, to occur every two years. Site observations are performed by state staff or contracted specialists annually, and program information is submitted biannually and used to monitor program quality. PEP has been assessed for both program impact/child outcomes and process quality through annual and longitudinal evaluation measures, as required by the state; results are reported biannually. The first cohort of students being tracked in the annual longitudinal evaluation entered the ninth grade during the 2012-2013 school year.

The revised Nevada Pre-Kindergarten Standards were adopted by the State Board of Education in 2010 and are currently being aligned with the Common Core State Standards.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
36	26

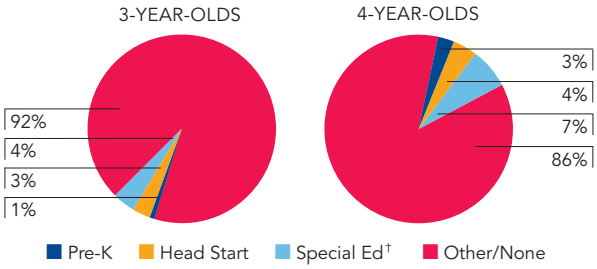
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
33	34

NEVADA STATE PREKINDERGARTEN EDUCATION PROGRAM

ACCESS

Total state program enrollment	1,393
School districts that offer state program	59%
Income requirement	None[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	4,652
Federally funded Head Start enrollment, ages 3 and 4	2,559
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[3]	BA	☑
Teacher specialized training	EC Endorsement, EC SpEd[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD	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	Developmental[5]	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals are required[6]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

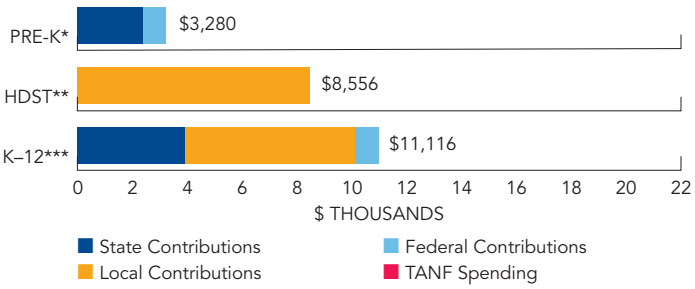
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$3,338,875
Local match required?	No
State spending per child enrolled	$2,397
All reported spending per child enrolled*	$3,280

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.

[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; 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

While New Hampshire does not have a state-funded pre-K program meeting the criteria of this report, the state supports early childhood education through several measures. Oversight for early education and care services for children from birth through 5 years is assigned to the Department of Health and Human Services which licenses early childhood programs and administers preschool scholarships through its child care assistance program for low-income families.

Though the Department of Education's authority does not begin until kindergarten, it does oversee the provision of early childhood special education as well early childhood teacher licensure endorsement for nursery school through grade three. Efforts are being taken to align birth through age 5 services with K-12 by both departments and the SPARK New Hampshire Early Childhood Advisory Council. In 2013 the state submitted an ultimately unsuccessful application for competitive federal Race to the Top Early Learning Challenge funds with the Department of Education identified as the lead agency.

The New Hampshire Early Learning Guidelines were introduced in 2005. Addressing development and learning for children birth through 5 years, the guidelines cover physical development, social and emotional development, approaches to learning, creative expression and aesthetic development, communication and literacy development, and health and safety. The guidelines align with New Hampshire's K-12 Curriculum Frameworks and are aligned to New Hampshire Kindergarten Readiness Indicators. Revised early learning standards are under development to be aligned with the Common Core State Standards for English language arts and mathematics.

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.

A report from the U.S. Department of Education indicate that at least 2,336 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

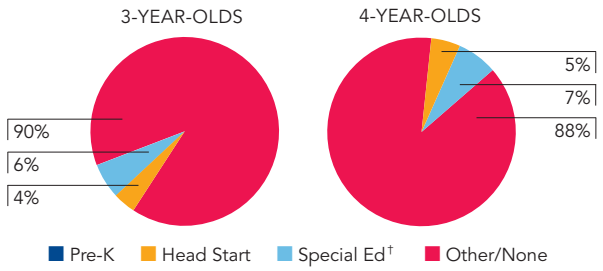
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,997
Federally funded Head Start enrollment	1,284
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

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

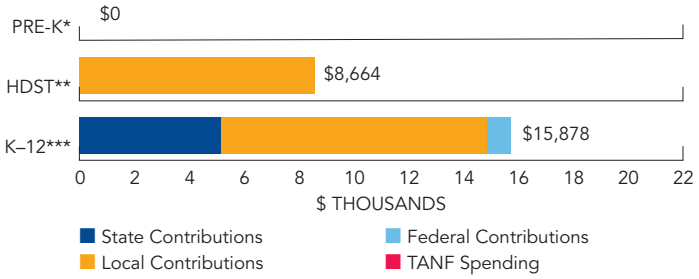
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 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.

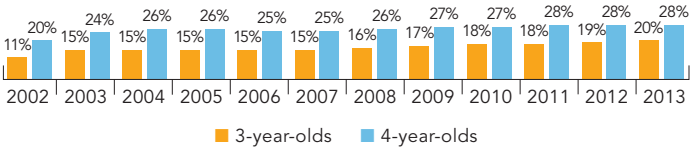
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

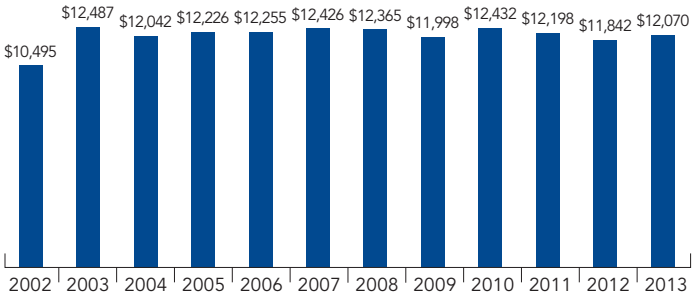


New Jersey

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Established as the result of the 1998 New Jersey Supreme Court decision, the largest and most intensive of New Jersey's three state-funded preschool programs (formerly known as the Abbott Preschool Program) served 43,671 children in 35 school districts during the 2012-2013 school year. Eligible districts receive funding from the New Jersey Department of Education (DOE) to provide the program to all resident 3- and 4-year-olds who choose to enroll. Districts may contract with Head Start programs or private child care centers that meet state standards to deliver services. Additionally, the state Department of Human Services (DHS) offers supplemental child care subsidy funds for Abbott districts to provide extended-day and extended-year services to families; however, changes in DHS eligibility requirements have resulted in a reduced number of programs offering the wrap-around option and fewer children receiving wrap-around services. A "hold harmless" article in the state's school funding formula prevents former Abbott districts from receiving less preschool aid from DOE than was received in 2008-2009, when the school funding formula went into effect. Formal evaluations of program quality and impact on child outcomes for the former Abbott program were conducted in 2011 and 2013 respectively.

Formerly known as the Non-Abbott Early Childhood Program Aid (ECPA), a second state-funded preschool program is required only in districts where 20 to 40 percent of children meet the criteria for free or reduced-price lunch services. During the 2012-2013 school year, the number of districts offering this program was reduced from 96 to 94, as declining populations in two districts no longer permitted program continuation. These ECPA districts may contract with private providers or Head Start to deliver services. Enrollment in ECPA programs increased during the 2012-2013 school year to 7,515 students, as financial support increased for the second consecutive year.

In 2004, a third program, formerly known as the Early Launch to Learning Initiative (ELLI), was established 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 may apply for funds to expand prekindergarten enrollment, improve program quality, or extend program hours. Funding levels are determined by length of the program day and number of low-income 4-year-olds. Twenty-four districts offered the ELLI program to an increased enrollment of 540 children during the 2012-2013 school year.

Beginning in the 2009-2010 school year, districts across all three programs received funding based on the School Funding Reform Act (SFRA) of 2008. SFRA's funding formula generated a total budget amount for each district, within which districts built their respective budgets. As outlined in the SFRA, New Jersey planned to increase full-day preschool for at-risk 3- and 4-year-olds in all school districts over a six year period, with the goal of providing preschool for an additional 30,000 children by fall of 2013. Although the former ELLI program was level-funded in 2012-2013, the former Abbott and ECPA programs each received increased funding from the previous year to permit the enrollment of additional children.

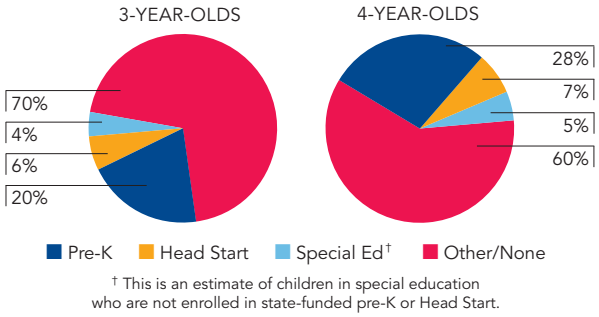
New Jersey was one of five states funded in the third round of federal Race to the Top-Early Learning Challenge in 2013.

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

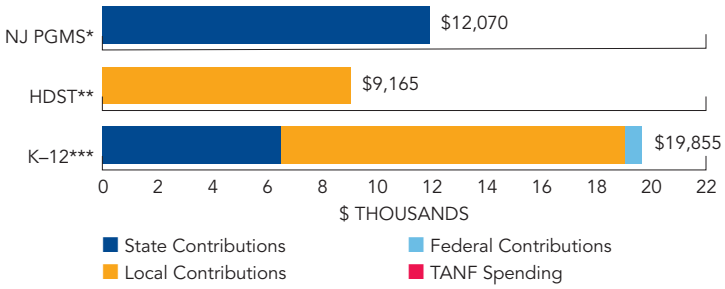
Total state program enrollment 51,726
Total state spending $624,344,361
State spending per child enrolled $12,070
All reported spending per child enrolled* $12,070

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

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

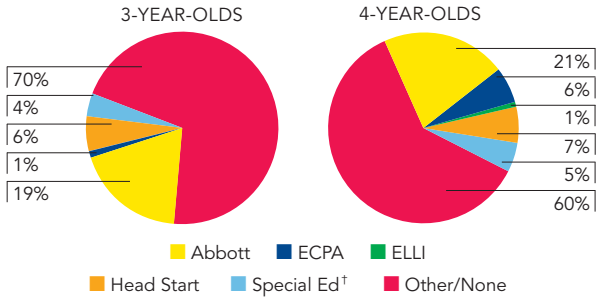
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
2	3

NEW JERSEY FORMER ABBOTT PRESCHOOL PROGRAM

ACCESS

Total state program enrollment 43,671
School districts that offer state program 6%
Income requirement ..... None[1]
Hours of operation ..... 6 hours/day, 5 days/week[2]
Operating schedule ..... Academic year[2]
Special education enrollment, ages 3 and 4 11,160
Federally funded Head Start enrollment, ages 3 and 4 12,701
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

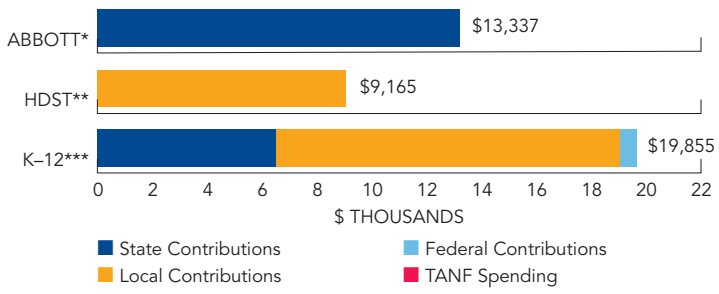
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	P–3, Nursery School Certificate, P–8 with 2 years preschool teaching experience[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD[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	15		
4-year-olds	15		
Staff-child ratio		1:10 or better	☑
3-year-olds	2:15		
4-year-olds	2:15		
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 $582,440,127
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



* 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.

[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.

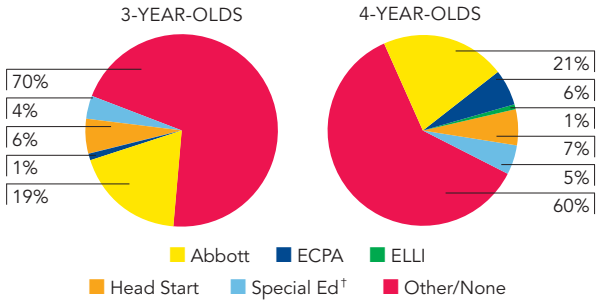
[6] State per-child spending in New Jersey appears to be higher for state prekindergarten programs than for K-12 education, but this is not the case in the districts that offer state pre-K. More than 80 percent of state prekindergarten enrollment is in Abbott districts, which also have a K-12 state aid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

ACCESS

Total state program enrollment	7,515
School districts that offer state program	16%
Income requirement	None[1]
Hours of operation	2.5 or 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	12,701
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	P–3, Nursery School Certificate, P–8 with 2 years preschool teaching experience[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD[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	1:9		
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	Site visits	☑

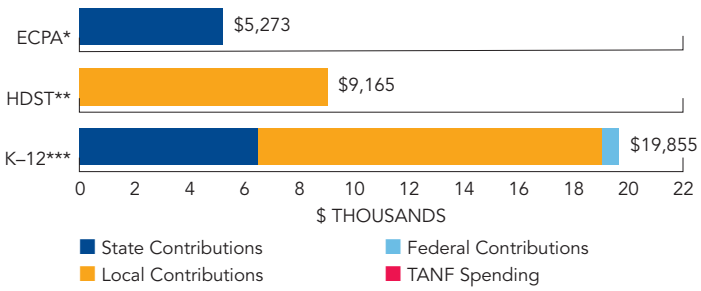
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$39,623,934[7]
Local match required?	No
State spending per child enrolled	$5,273
All reported spending per child enrolled*	$5,273

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.

[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.

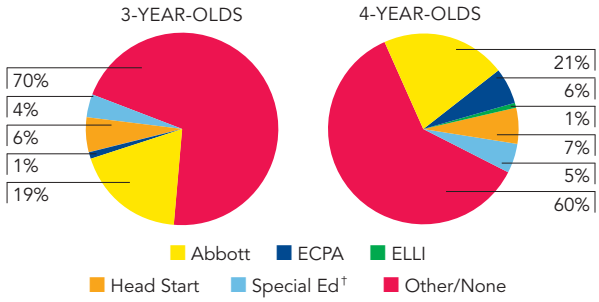
[7] This figure reflects state funds directed to services for preschool-age children. Additionally, unspecified amounts of federal or local funds contribute to the program.

NEW JERSEY FORMER EARLY LAUNCH TO LEARNING INITIATIVE

ACCESS

Total state program enrollment	540
School districts that offer state program	4%
Income requirement	185% FPL[1]
Hours of operation	2.5 or 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	12,701
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	P–3, Nursery School Certificate, P–8 with 2 years preschool teaching experience[2]	Specializing in pre-K	☑
Assistant teacher degree	HSD[3]	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	20 or lower NA 20		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better NA 1:10		☑
Screening/referral and support services	Vision, hearing, health, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Depends on length of program day[5]	At least 1/day	☐
Monitoring	Site visits and other monitoring	Site visits	☑

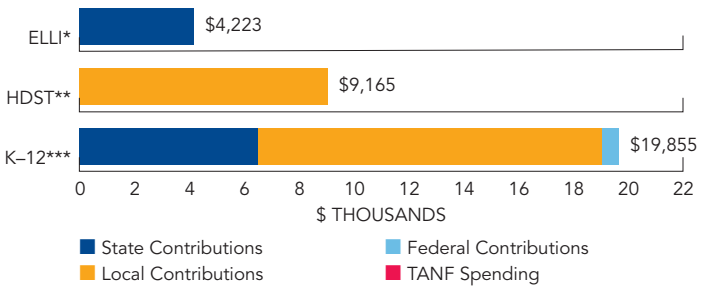
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$2,280,300
Local match required?	Yes[6]
State spending per child enrolled	$4,223
All reported spending per child enrolled*	$4,223

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.

[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.

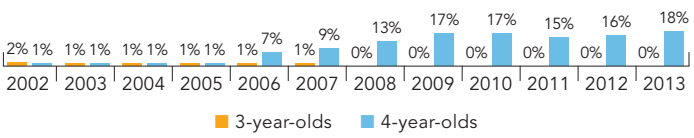
[4] Support services include parent involvement activities, health services for children, information about nutrition, parent conferences or home visits, and transition to kindergarten activities.

[5] School- and extended-day programs are required to offer breakfast, lunch, and snack for at-risk students.

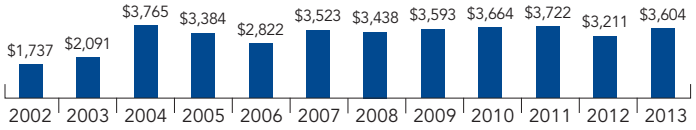
[6] Classrooms must include general and special education students funded through other sources.

New Mexico

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 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 5,331 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 16 percent in the 2012-2013 school year, the second consecutive year additional children have been served. Ten additional school districts offered the PreK program in 2012-2013.

The New Mexico PreK program, supported exclusively with state funds, operated at a budget of $19.2 million in 2012-2013, an increase from $14.5 million the previous school year. Program support is awarded on a competitive basis, with preference given to programs in communities with public elementary schools designated as Title 1. Eligibility for New Mexico PreK is not determined by a specific family income requirement, though two-thirds of enrolled children at each program site must live in the attendance zone of a Title I elementary school. Half-day preschool slots were funded at the rate of $3,000 per child.

Revised in January 2012, the New Mexico Early Learning Guidelines, Birth to Kindergarten, address multiple domains of early development and learning and are aligned with the Common Core State Standards. Program quality is monitored through annual site visits conducted by state personnel and program information submitted throughout the year, including child assessment results. New Mexico PreK had been formally assessed on an annual basis through 2009, for both program quality and impact; however, due to fiscal constraints, planned evaluation for subsequent years was discontinued in the 2010-2011 school year.

Prior to January 2010, New Mexico allocated state funds to offer additional slots in federal Head Start programs and extend the day to allow families who were TANF-eligible to work and/or attend school. This Head Start supplement was permanently removed from the state budget.

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
25	None Served

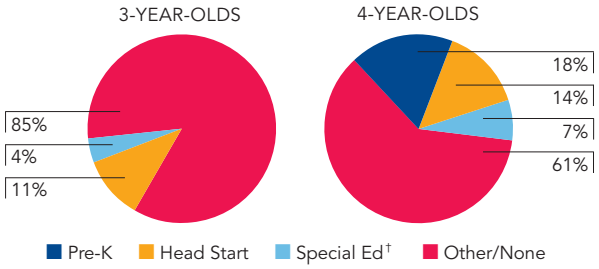
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
27	31

NEW MEXICO PREK

ACCESS

Total state program enrollment	5,331
School districts that offer state program	49%
Income requirement	None[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	3,904
Federally funded Head Start enrollment, ages 3 and 4	7,407
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); HSD (nonpublic)[3]	BA	☐
Teacher specialized training	EC (B–3rd) (public)[3]	Specializing in pre-K	☑
Assistant teacher degree	AA (public); HSD (nonpublic)[4]	CDA or equivalent	☐
Teacher in-service	45 clock hours per 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	At least one meal[6]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

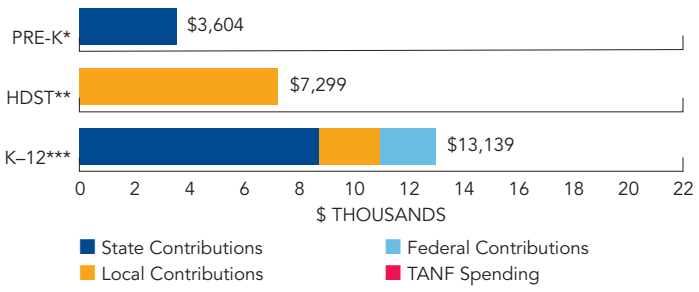
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$19,214,600
Local match required?	No
State spending per child enrolled	$3,604
All reported spending per child enrolled*	$3,604

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.

[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.

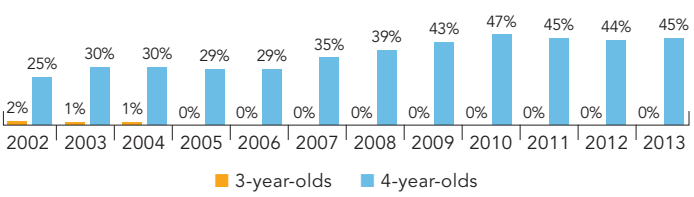
[4] Assistant teachers in both public and nonpublic settings are expected to have an AA in early childhood education, but may be hired without an AA with an approved professional development plan and take at least 6 college credits annually toward the requirement. New Mexico offers an Education Assistant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

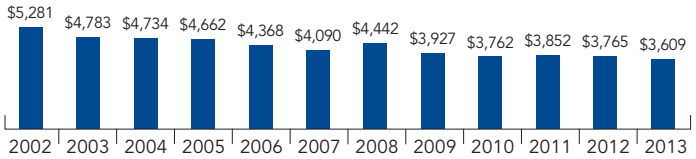
[6] At least one meal per day is provided, breakfast or lunch depending on schedule.

New York

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The goal of New York's Universal Prekindergarten (UPK) program, which started in 1998, is to offer prekindergarten education to all 4-year-olds in the state, regardless of family income or risk factors. UPK's origin can be traced to 1966, when the state offered services through the Experimental Prekindergarten (EPK) Program, which later developed into the Targeted Prekindergarten Program (TPK). TPK was incorporated into UPK during the 2007-2008 school year, resulting in a 50 percent increase in funding. UPK is administered by the Office of Early Education within the New York Department of Education.

Funding for UPK has not been sufficient to meet the goal of universal access for 4-year-olds by 2013. In the 2012-2013 school year, 103,347 children were enrolled, representing approximately 45 percent of the state's 4-year-olds, restoring enrollment for 800 of the 1,000 slots that were cut the previous year. UPK slots are filled through district-operated lotteries. Approximately 75 percent of enrolled children attend part-day programs operating five days per week throughout the school year.

Spending for the UPK program decreased by $8M in the 2012-2013 school year, following four consecutive years of flat funding. Only districts that have previously offered the program are eligible for funding. District funding is determined on a per-child basis, which has often increased due to factors in the funding formula; but has led to fewer available slots, due to overall funding decreases. The total number of children eligible for UPK aid declined by more than 8,700 slots when the 2012-2013 appropriation was funded below the 2009-2010 level. Programs with waiting lists seeking to serve additional children continued to be adversely affected, and districts wanting to implement new programs were unable to do so. Four districts no longer received funding for UPK in 2012-2013, due to local administrative error or the community's decision to no longer participate for financial reasons. Districts must dedicate at least 10 percent of their funding to subcontracts with community-based organizations (CBOs), including Head Start, child care centers, preschool special education providers, and nonpublic nursery schools.

Regulations requiring all UPK teachers working in nonpublic settings to meet the same certification requirements as those in public settings have been in effect since 2004. Teachers must possess a BA if employed prior to 1978, or MA if hired after 1978, with a valid teaching license or certificate in early childhood; or a bachelor's degree in early childhood or a related field, with a written plan for attaining early childhood certification within five years of hire or by January 2013. In the 2012-2013 school year, 73 percent of UPK teachers possessed MA degrees and 26 percent held BA degrees with the remainder pursuing a five-year plan for teacher certification.

In January 2011, the New York Board of Regents adopted the Prekindergarten Learning Standards and Common Core State Standards for Prekindergarten Math and English Language Arts with the goal of supporting high-quality early childhood education for children before kindergarten entry. The state Board of Regents subsequently approved revised early learning standards called the New York State Prekindergarten Foundation for the Common Core in September 2011, retaining a comprehensive, multi-domain approach and contributing to establishing an aligned P–12 continuum.

Beginning in 2012-2013, UPK programs located in districts deemed to be persistently low performing by the New York Department of Education are encouraged to participate in QUALITYstarsNY, the state quality rating and improvement system. Incentives for participation include stipends to purchase educational materials, access to supplemental professional development funds, and assignment of a quality improvement specialist. One hundred and two UPK programs participated in QUALITYstarsNY in the first year of this effort.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
10	27

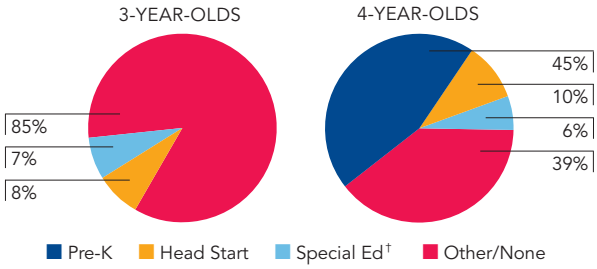
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
26	30

NEW YORK UNIVERSAL PREKINDERGARTEN

ACCESS

Total state program enrollment 103,347
School districts that offer state program ..... 65%[1]
Income requirement ..... None
Hours of operation ..... 2.5 hours/day, 5 days/week
Operating schedule ..... Academic year
Special education enrollment, ages 3 and 4 44,633
Federally funded Head Start enrollment, ages 3 and 4 40,975
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive[2]	Comprehensive	☑
Teacher degree	BA and NYS teaching certificate (public); BA in EC or related field (nonpublic)[3]	BA	☑
Teacher specialized training	Certification in B-2nd, Students with Disabilities (B-2nd), N–6, P–6[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD + 9 college credits in EC + Level I 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	☐

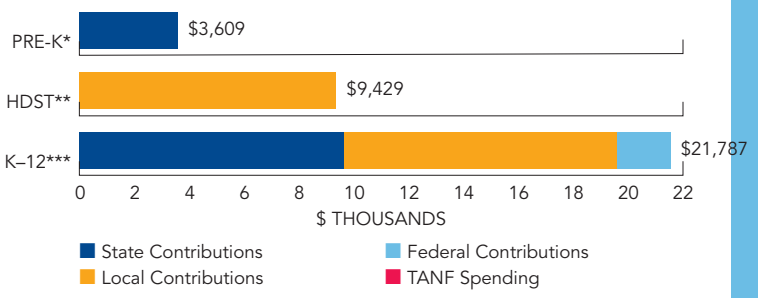
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending $373,010,631
Local match required? ..... No
State spending per child enrolled $3,609
All reported spending per child enrolled* $3,609

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.

[1] Funding had been made available to all 677 districts in the past, but for the 2012-2013 school year UPK allocations were restricted to only districts that had previously had a program. 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.

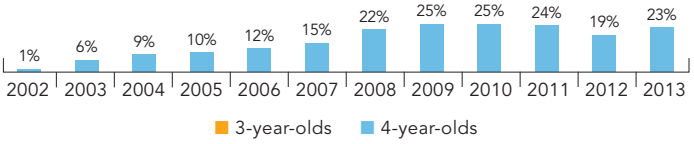
[5] A social and emotional assessment and referral are also required. Support services include parent conferences and/or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition,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

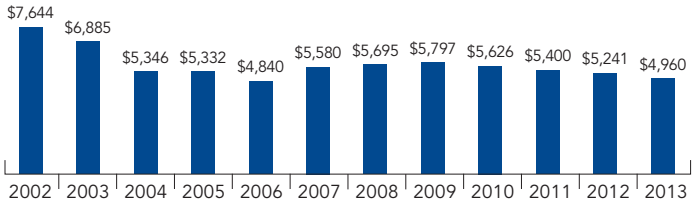
[7] Site visits by state personnel are conducted through Coordinated Monitoring with Title I, and also based on criteria established by the Office of Early Learning such as districts with elementary schools on the Persistently Low Achieving Schools list. Periodic site visits are not assured for each program.

North Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Since 2001, North Carolina has provided early childhood education through the More at Four Pre-Kindergarten Program, now known as NC Pre-K. The program provides opportunities to at-risk 4-year-old children from low-income families who are not assisted in other formal programs. Risk factors include: having a developmental delay or identified disability, family income at or below 75 percent of the state median income, having a chronic health condition, or having limited English proficiency. Children whose parents are active duty military personnel are automatically granted eligibility. Funding for the state pre-K program comes from general state funds and revenue from the state lottery, in addition to federal and non-required local sources.

The program experienced several significant changes in the 2011-2012 school year. Funding for the state pre-K program was decreased by 20 percent, causing fewer enrollments; however, additional children were enrolled in March 2012, bringing total enrollment to 26,818. Also that 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 NC Pre-K. The program experienced a decrease in funding and administrative staff, though it seeks to uphold the same high-quality program standards that were in place for the More at Four programs.

NC Pre-K classrooms are provided statewide, in private licensed child care facilities, Head Start programs, and public schools. Private locations must earn high quality ratings under the state child care star-rated licensing system in order to qualify for state subsidy. Program standards set for NC Pre-K must be met in both public and nonpublic settings. Lead teachers are mandated to have a bachelor's degree and an NC Birth-through-Kindergarten license. In the 2013-2014 year, all teachers must meet the minimum BA/BS degree as well as hold, or be working toward, the BK licensure requirement.

Since the 2005-2006 school year, NC Pre-K classrooms have used the early learning standards adopted by the State Board of Education. During the 2009-2010 school year, the State Board of Education provided a list of prekindergarten syllabi that support the early learning standards. NC Pre-K is assessed through an ongoing yearly procedure for both process quality and program impact/child outcomes.

North Carolina was granted funding through Race to the Top-Early Learning Challenge, although these funds have not been used specifically for NC Pre-K. There are, however, numerous actions intended to increase the quality of child care overall, support teacher and technical assistance providers, and provide professional development opportunities. The state has been involved in an ongoing court case concerning access to, and funding for, early education services, in order to meet the Constitutional right of a sound and basic education. In 2011, the state Superior Court ruled that the state pre-K program must assist all qualified children and could not create any obstacles for registration for at-risk 4-year-olds. This was upheld in 2012 by the North Carolina Court of Appeals.

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

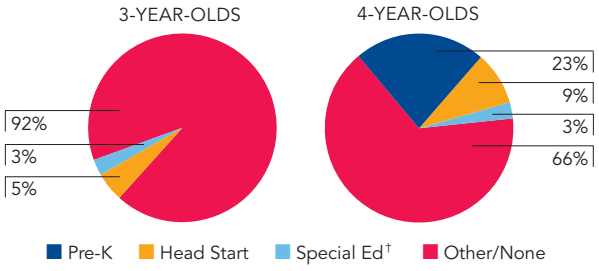
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
13	11

NORTH CAROLINA PRE-KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	29,572[1]
School districts that offer state program	100% (counties)
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	10,580
Federally funded Head Start enrollment, ages 3 and 4	18,037
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[2]	BA	☑
Teacher specialized training	NC B–K Lateral Entry License; NC B–K Standard Professional I License; NC Birth–K Standard Professional[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA or meets NCLB requirements (public); CDA (nonpublic)[3]	CDA or equivalent	☑
Teacher in-service	75 clock hours/5-year BK Licensure cycle	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, dental, developmental; and support services[4]	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	☑

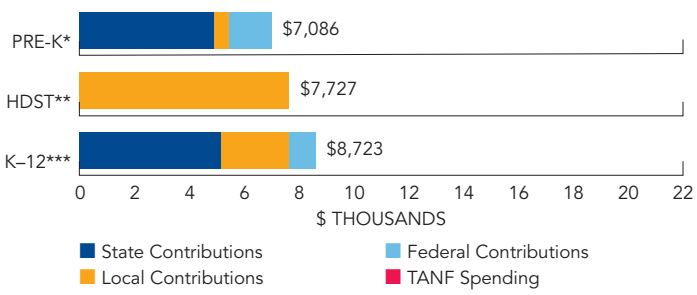
TOTAL BENCHMARKS MET

10

RESOURCES

Total state pre-K spending	$146,677,533
Local match required?	Yes
State spending per child enrolled	$4,960
All reported spending per child enrolled*	$7,086

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.

[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

While North Dakota does not provide state-funded pre-K as defined in this report, the Department of Public Instruction addresses early childhood education in several initiatives. The state provides two early childhood grant opportunities for educators and school districts. Early Childhood Continuing Education Grants provide support for preschool, childcare, and Head Start teachers and assistant teachers to enhance their credentials at North Dakota state colleges and universities. Early Childhood Environment Grants provide up to $5,000 to establish, support, or enhance new or expanded early childhood environments.

The North Dakota Pre-kindergarten Content Standards, published in 2013, 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, which are voluntary, were aligned with the Head Start Child Outcomes Framework as well as the state's standards for kindergarten. The state also provides professional development opportunities aligned with these standards for early childhood professionals.

North Dakota is a member of a consortium that received an Enhanced Assessment Grant from the U.S. Department of Education to support the development of a kindergarten entry assessment. The Department of Public Instruction was charged with the task of conducting a legislatively mandated study on early childhood care and education in the state of North Dakota, to be delivered to the Legislative Management Council in June 2014.

Data from the U.S. Department of Education indicate that at least 1,107 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

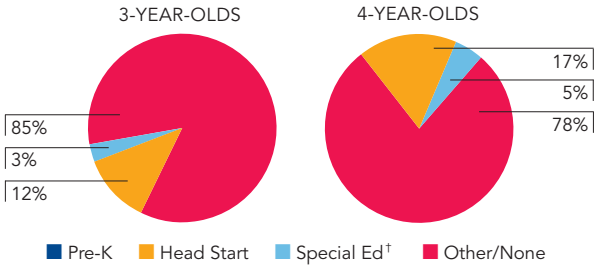
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,045
Federally funded Head Start enrollment	2,702
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

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

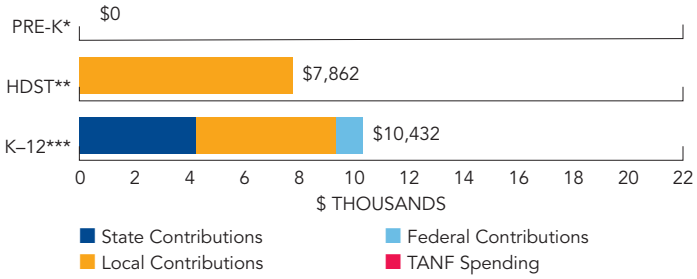
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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.

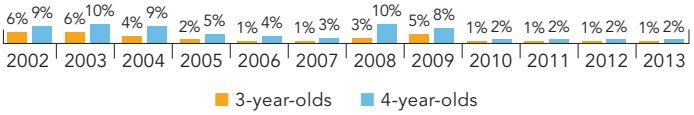
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

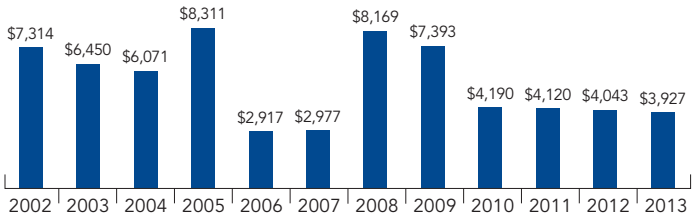


Ohio

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Ohio Public Preschool Program (PSP) was officially established in 1990, after four years as a pilot program. The program serves 3- and 4-year-olds from families with incomes up to 200 percent of the federal poverty level (FPL), and is also now known as Early Childhood Education (ECE). A sliding fee scale is used for families who live between 100 and 200 percent of FPL. Children from families with incomes above 200 percent of FPL may be enrolled, using parent tuition and local funds. In the 2012-2013 school year, Ohio funded 5,700 children with a per-child allocation of $4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds. ECE funding is dispersed to public schools; schools may then subcontract the services to Head Start programs, faith-based centers, and private child care centers that meet the program requirements.

Since 2011, sites have been observed annually through desk audits, internal monitoring materials, proposal of plans and documentation, along with an annual licensing visit, and testing on basic health and safety compliance indicators. Programs receive an on-site visit for monitoring program quality every three years. Programs participate in a continuous growth process, developing a program plan and rating themselves on compliance and performance indicators of program quality. Annual results are reported through the Integrated Monitoring Process and Continuous Improvement Tool (IMPACT). The Ohio Department of Education uses this data to tailor responses to programs. 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 will begin 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 included expanding child and program standards. Ohio's Early Learning and Development Standards, revised in 2012, now include all 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 K–12 Standards, including English Language Arts and Mathematics in the Common Core Standards K-12, and Ohio's Academic Standards in Social Studies and Science for K–12. Ohio's extended tiered quality rating and improvement system, fully implemented in October of 2013, has shared 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 QRIS.

In addition, Ohio is using Race to the Top and Race to the Top-Early Learning Challenge grant funding to develop and use 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 all areas of school readiness, with plans for statewide implementation in the 2014-2015 school year. Ohio is collaborating 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 are being piloted and field tested during the 2012-2013 and 2013-2014 school years, prior to statewide implementation.

External evaluation of the quality of the literacy environment of this program, using ELLCO, has been completed. The state currently reviews child progress and outcomes for children in ECE using the Get It, Got It, Go and the KRA-L. Ohio's program is poised to grow: During the 2013-2014 school year, $10 million dollars was added to expand the Early Childhood Education program, and continue into 2014-2015—with an additional $12 million to be added in 2014-2015. By 2014-2015, then, the number of children served in this program will have nearly doubled.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
39	24

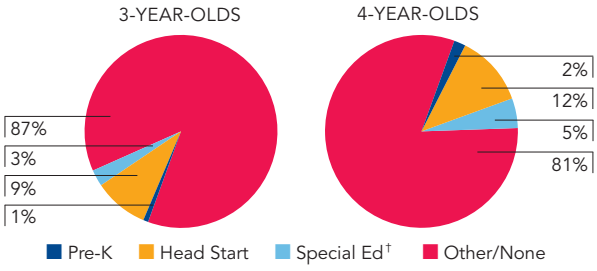
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
21	26

OHIO EARLY CHILDHOOD EDUCATION

ACCESS

Total state program enrollment	5,700[1]
School districts that offer state program	33%
Income requirement	200% FPL
Hours of operation	3-3.5 hours/day or 12.5 hours/week[2]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	14,687
Federally funded Head Start enrollment, ages 3 and 4	30,025
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA	BA	☐
Teacher specialized training	P–3 License, Pre-K License, EC Intervention Specialist License P–3, K–3 or K–8 Certificate plus 4 courses in ECE or CD (PK)	Specializing in pre-K	☑
Assistant teacher degree	HSD	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		20 or lower	☐
Staff-child ratio 3-year-olds 4-year-olds		1:10 or better 1:12 1:14	☐
Screening/referral and support services	Vision, hearing, psychological/behavioral, dental, 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	☑

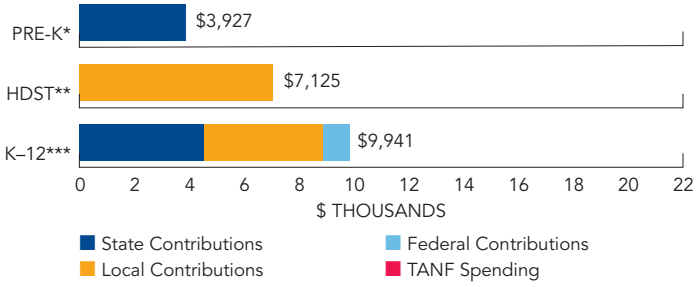
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	$22,385,387
Local match required?	No
State spending per child enrolled	$3,927
All reported spending per child enrolled*	$3,927

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.

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

[2] ECE funds 3 to 3.5 hours of services daily, 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.

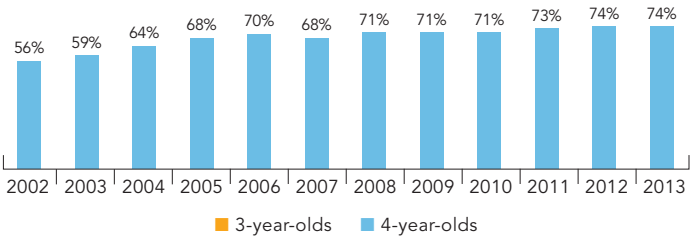
[3] Screening and referrals for hemoglobin and lead are also required. Support services include parent conferences or home visits, parent involvement activities, health services for children, information about nutrition, referral to social services, and transition to kindergarten activities.

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

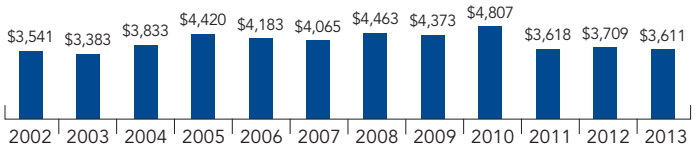
[5] Beginning in the 2011-2012 school year, Ohio began its on-site monitoring system where each site is visited once per three years by Ohio Department of Education program monitoring staff. Sites submit annual desk audits, internal monitoring requirements, plans and documentation annually. In addition, all sites receive a separate licensing visit annually.

Oklahoma

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 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 was amended proportionally with all other public school grade levels for the 2011-2012 school year.

Although the state does not specifically support services for typically developing 3-year-olds, some Oklahoma school boroughs provide preschool programs for these younger students. During the 2011-2012 school year, using a combination of special education, Title I, Head Start, and general funds, 3-year-olds were aided in various state-supported classrooms. In 2011, the Early Childhood Expansion Project used public and private backing to serve 314 children from birth through age 4. Oklahoma also delivered $2,191,700 in state funds to complement the federal Head Start program, supporting extended-day and additional services for the 2011-2012 school year.

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. In the 2011-2012 school year, 2,642 children from birth through age 3 were helped in this pilot program.

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 in 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. No major changes occurred during the 2012-2013 school year, and none are anticipated for 2013-2014.

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

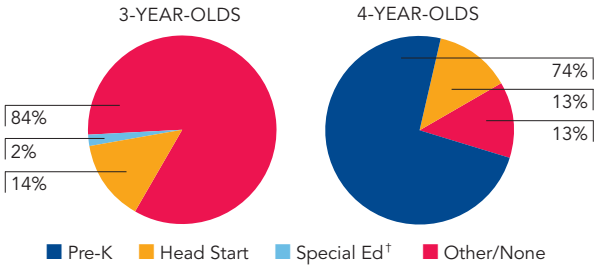
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
25	7

OKLAHOMA EARLY CHILDHOOD FOUR-YEAR-OLD PROGRAM

ACCESS

Total state program enrollment 40,114
School districts that offer state program 98%
Income requirement .....None
Hours of operation .....2.5 or 6 hours/day, 5 days/week[1]
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 4,156
Federally funded Head Start enrollment, ages 3 and 4 14,370
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA/BS	BA	☑
Teacher specialized training	EC Endorsement with or without SpEd, Pre-K–K (public)	Specializing in pre-K	☑
Assistant teacher degree	Other, see notes[3]	CDA or equivalent	☐
Teacher in-service	75 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	Immunizations; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch[5]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

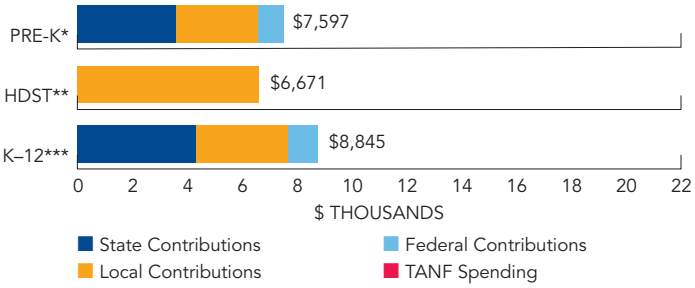
TOTAL BENCHMARKS MET

9

RESOURCES

Total state pre-K spending $144,859,409
Local match required? .....No
State Head Start spending .....$2,191,700 10[2]
State spending per child enrolled $3,611
All reported spending per child enrolled* $7,597

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.

[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.

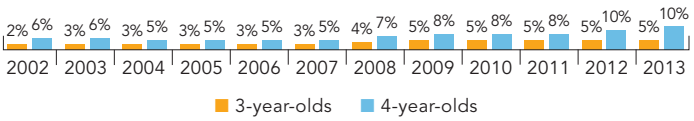
[3] Teacher Assistants are only required to hold a high school diploma or GED diploma and pass the FBI criminal history check. However, if the teacher assistant is employed in a Title I school, s/he must be highly qualified using one of the following methods: 1. Hold an associate's degree or higher. 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] Support services include parent conferences and/or home visits, 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).

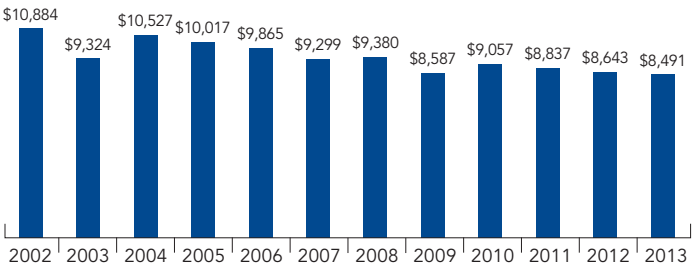
[5] At least one meal is provided through the Federal Child Nutrition Program. This federal program does not provide snacks for students, so snacks are determined locally.

Oregon

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Oregon Head Start Prekindergarten program was established in 1987 to provide comprehensive child and family development services for 3- and 4-year-old children from low-income families. Beginning in 1992, a state-federal partnership supporting a collaborative Head Start and state prekindergarten system was formalized between the Region X Office of Head Start and the Oregon Department of Education, thereby expanding enrollment to serve additional Head Start-eligible children.

Oregon Head Start Prekindergarten programs operate with federal and/or state funds. General fund dollars are allocated on a biennial basis by the state legislature, to provide state funding for the program. In the preceding biennium, all state agencies had a 9 percent funding cut, but state funding for the program was increased by $11 million for the 2011-2012 school year, and kept level for 2012-2013.

Funding for the Oregon Head Start Prekindergarten program is available to a number of organizations. All federal Head Start grantees in Oregon have been awarded state prekindergarten funds through a competitive state-wide grant process to increase enrollment. Competitive state prekindergarten funds have also been awarded to non-sectarian private and public organizations that do not receive federal Head Start funding, including public schools, private agencies, community action agencies, government agencies, and colleges and universities. Approximately 13 percent of children were served in public schools, 86 percent in Head Start classrooms, and the remainder in a variety of other settings. Oregon Head Start Prekindergarten programs ensure children receive services in inclusive settings; 18 percent of students receive special education services in regular classrooms. All programs must adhere to federal Head Start Performance Standards and meet monitoring requirements.

In 2012, the Head Start Child Development Early Learning Framework (HSCDELF) replaced the state Early Childhood Foundations for Children Birth to Five early learning standards, which had been in place since 2007. The HSCDELF are currently being aligned with the Common Core State Standards for K–12. Starting in July 2012, the Oregon Department of Education required all State Head Start Prekindergarten programs to use Teaching Strategies GOLD as their developmental assessment tool. To date, no formal assessment of the Oregon Head Start Prekindergarten program has been conducted.

The Oregon Department of Education Program monitors program quality through ongoing communication with grantees and the Regional Office of Head Start. All grantees receive on-site triennial evaluations either through the Oregon Department of Education and/or the Office of Head Start. Additional site visits are conducted as needed. All children enrolled in Oregon Head Start Prekindergarten programs, regardless of funding source, receive unique identifier numbers so that children's developmental progress can be followed as they enter the K–12 system. Oregon was one of five 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
31	13

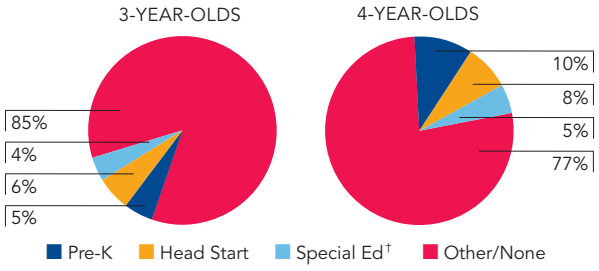
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
5	6

OREGON HEAD START PREKINDERGARTEN

ACCESS

Total state program enrollment	7,184
School districts that offer state program	100%
Income requirement	80% or 90% must be at or below 100% FPL[1]
Hours of operation	Determined locally[2]
Operating schedule	Academic year[2]
Special education enrollment, ages 3 and 4	6,416
Federally funded Head Start enrollment, ages 3 and 4	6,580
State-funded Head Start enrollment, ages 3 and 4	7,185[3]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[4]	BA	☐
Teacher specialized training	ECE Endorsement, with or without SpEd, Pre-K–K (public);[4] AA in ECE or CD (nonpublic)	Specializing in pre-K	☑
Assistant teacher degree	HSD[4]	CDA or equivalent	☐
Teacher in-service	15 clock hours/years	At least 15 hours/year	☑
Maximum class size 3-year-olds 4-year-olds	20 or lower 17 20		☑
Staff-child ratio 3-year-olds 4-year-olds	1:10 or better 2:17 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	☑

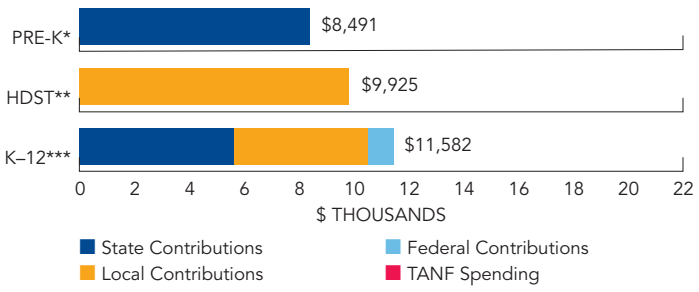
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$61,000,000[7]
Local match required?	No
State spending per child enrolled	$8,491
All reported spending per child enrolled*	$8,491

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.

[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.

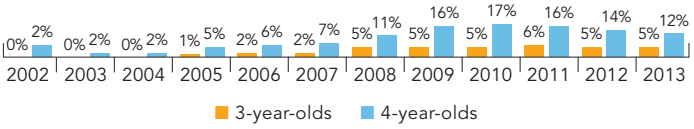
[5] Support services include parent conferences or home visits, parent education or job training, parenting support or training, parent involvement activities, health services for parents and children, information about nutrition, referral to social services, transition to kindergarten activities, and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

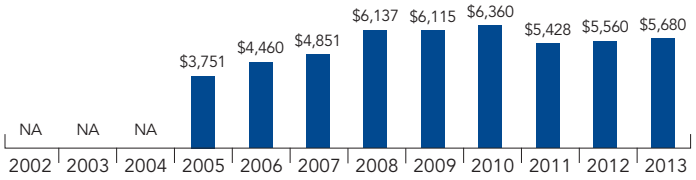
[7] This figure represents the state contribution to the Oregon Head Start Prekindergarten program, which is a state-funded Head Start model. All state pre-K spending is therefore directed toward Head Start programs.

Pennsylvania

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



While Pennsylvania did not have a state-funded prekindergarten program defined as such under state law before 2004, districts could deliver preschool education services through Pennsylvania's Kindergarten for Four-Year-Olds (K4) program or offer preschool to 4-year-olds through the School Based Pre-K program (SBPK). Districts providing the K4 program follow Pennsylvania's kindergarten guidelines, while districts using SBPK are required to follow the state's preschool regulations. Children served in the K4 program are partially funded through the state's basic instructional subsidy formula.

Districts have been able to provide prekindergarten through the Education Accountability Block Grant (EABG) since the 2004-2005 school year. Children may be eligible for services under EABG for the two years prior to the locally determined kindergarten entry age, and districts may set additional eligibility criteria such as low-income status or a lack of kindergarten readiness. As of the 2011-2012 school year, Act 24 implemented a two-year moratorium on professional development requirements, which affected both the EABG and the K4 and SBPK programs. The moratorium will be lifted as of the 2013-2014 school year, which will restore professional development requirements. Monitoring requirements may not be reinstated. Districts can use EABG funds for a range of educational opportunities, 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.

The Pennsylvania Head Start Supplemental Assistance Program (HSSAP) was established in the 2004-2005 school year with an original investment of $15 million. HSSAP provides extended-day services for federally funded Head Start children and provides additional Head Start openings. Federal Head Start grantees, as well as their child care partners who obtain a minimum STAR 3 level in the Keystone STARS quality initiative program, have access to this state-funded program. Regardless of location, all programs must follow federal Head Start Performance Standards.

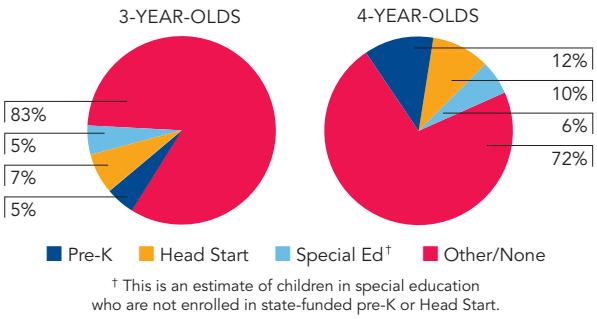
A fourth state-funded program, the Pennsylvania Pre-K Counts Program, was founded in the 2007-2008 school year. Similar to EABG, children are qualified for the program two years before their locally determined kindergarten eligibility age, although programs may set additional standards based on local need. Eligible children must have a household income of 300 percent of FPL or less, though districts may set a lower income threshold. PA Pre-K Counts funds are assigned through a competitive award system. Head Start programs, school districts, nursery schools, and child care centers that hold a STAR 3 or 4 rating in Keystone STARS, are all qualified for funding through this program.

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, the fifth page offers specific details about HSSAP, and the last page highlights the PA Pre-K Counts program.

STATE OVERVIEW

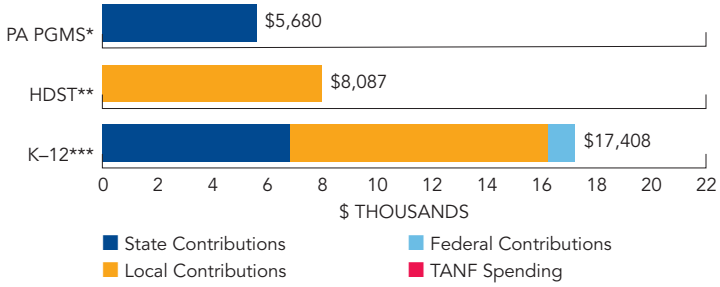
Total state program enrollment 25,622
Total state spending $145,529,413
State Head Start spending $37,278,000
State spending per child enrolled $5,680
All reported spending per child enrolled*.....$5,680

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
30	14

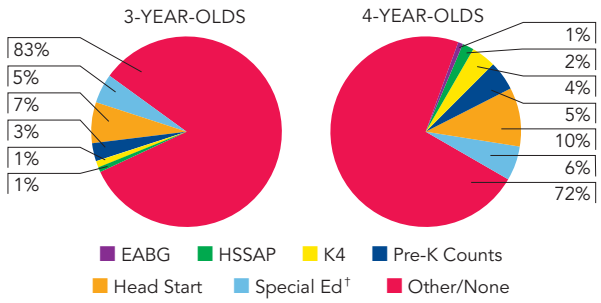
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
11	17

PENNSYLVANIA EDUCATION ACCOUNTABILITY BLOCK GRANT

ACCESS

Total state program enrollment ..... 2,381[1]
School districts that offer state program 3%
Income requirement ..... None[2]
Hours of operation ..... Determined locally, 5 days/week[3]
Operating schedule ..... Determined locally[3]
Special education enrollment, ages 3 and 4 21,737
Federally funded Head Start enrollment, ages 3 and 4 25,242
State-funded Head Start enrollment, ages 3 and 4 ..... 5,065[4]

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



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

QUALITY STANDARDS CHECKLIST

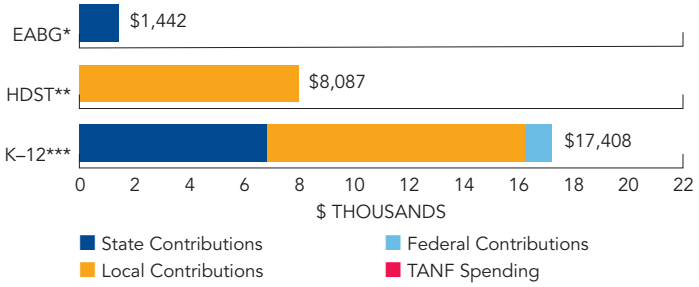
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA and ECE certification (public); AA in ECE (nonpublic)[5]	BA	☐
Teacher specialized training	ECE Certification (public); AA in ECE (nonpublic)[5]	Specializing in pre-K	☑
Assistant teacher degree	Meets NCLB requirements[6]	CDA or equivalent	☐
Teacher in-service	None[7]	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	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: 4

RESOURCES

Total state pre-K spending $3,432,384
Local match required? ..... No
State Head Start spending $37,278,000
State spending per child enrolled $1,442
All reported spending per child enrolled* $1,442

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.

[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 2011-2012.

[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 2011-2012.

[5] For nonpublic school settings contracted by an LEA prior to September 2006, teachers had until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. Beginning in January 2012, only PK-4 will be applicable for certification; prior to that, all ECE certifications apply.

[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. However, Act 24 issued a two-year moratorium on this PD requirement, beginning in 2011. This no longer meets NIEER's quality standard benchmark.

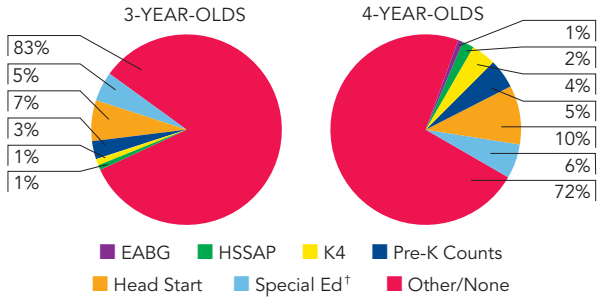
[8] There was no formalized monitoring of this program during the 2011-2012 school year. This no longer meets NIEER's quality standard benchmark.

PENNSYLVANIA HEAD START SUPPLEMENTAL ASSISTANCE PROGRAM

ACCESS

Total state program enrollment .....5,219[1]
School districts that offer state program 22%
Income requirement .....100% of FPL[2]
Hours of operation .....3.5 or 5.5 instructional hours, Determined locally[3]
Operating schedule .....Academic year[3]
Special education enrollment, ages 3 and 4 21,737
Federally funded Head Start enrollment, ages 3 and 4 25,242
State-funded Head Start enrollment, ages 3 and 4.....5,065[1]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[4]	BA	☐
Teacher specialized training	Meets CDA requirements[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD[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 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, 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	Site visits	☑

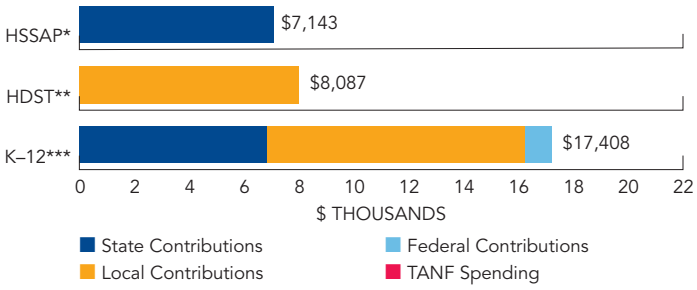
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending .....$37,278,000[6]
Local match required? .....No
State Head Start spending $37,278,000
State spending per child enrolled $7,143
All reported spending per child enrolled*.....$7,143

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.

[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 2011-2012.

[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.

[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.

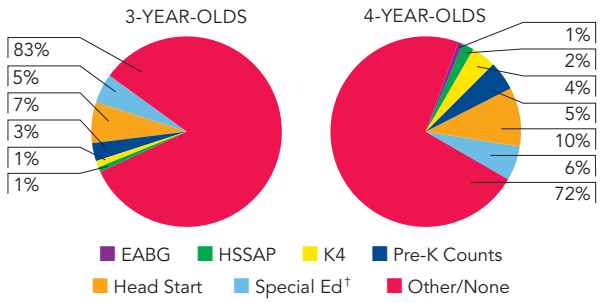
[6] All spending through this initiative is directed toward Head Start programs.

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

ACCESS

Total state program enrollment	6,631[1]
School districts that offer state program	18%
Income requirement	None
Hours of operation	2.5 or 5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	21,737
Federally funded Head Start enrollment, ages 3 and 4	25,242
State-funded Head Start enrollment, ages 3 and 4	5,065[2]

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



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

QUALITY STANDARDS CHECKLIST

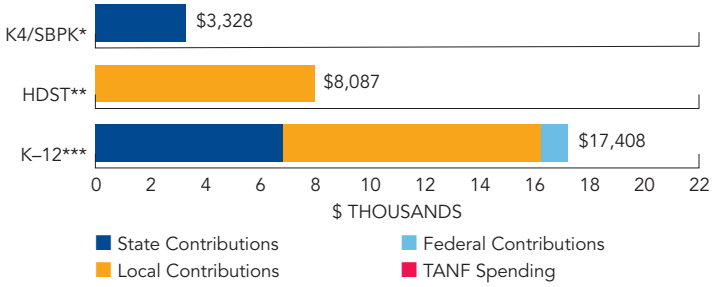
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	ECE or EE certification (K4); ECE certification (SBPK)	Specializing in pre-K	☐
Assistant teacher degree	Meets NCLB requirements (SBPK); No minimum degree required (K4)[3]	CDA or equivalent	☐
Teacher in-service	None[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	None	At least 1/day	☐
Monitoring	None	Site visits	☐

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending	$22,065,959
Local match required?	No
State Head Start spending	$37,278,000
State spending per child enrolled	$3,328
All reported spending per child enrolled*	$3,328

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.

[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 2011-2012.

[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 2011-2012.

[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. However, a two-year moratorium on this PD requirement was issued beginning 2011.

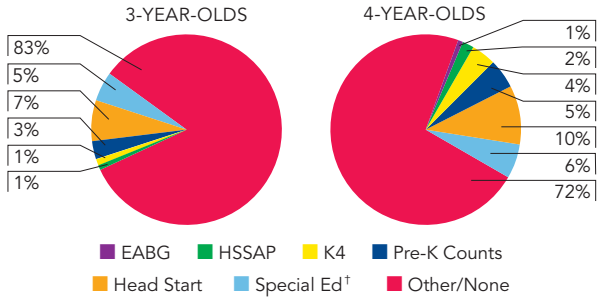
[5] The K4 program follows kindergarten requirements, which do not limit class size or staff-child ratio. However, most programs have 20 children and a 1:10 staff-child ratio. School Based Pre-K follows the PA School Board regulations, which require a maximum class size of 20 and a staff-to-child ratio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

PENNSYLVANIA PRE-K COUNTS

ACCESS

Total state program enrollment .....11,391[1]
School districts that offer state program 81%
Income requirement .....300% FPL[2]
Hours of operation .....2.5 or 5 instructional hours/day, 5 days/week
Operating schedule .....Determined locally
Special education enrollment, ages 3 and 4 21,737
Federally funded Head Start enrollment, ages 3 and 4 25,242
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA[5]	BA	☑
Teacher specialized training	Certification in N–3, P–4[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	None[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 and other monitoring	Site visits	☑

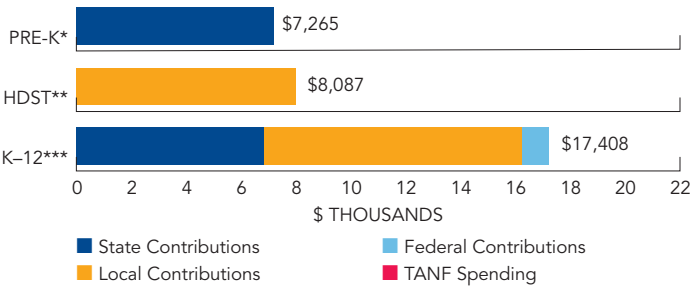
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending $82,753,070
Local match required? .....No
State Head Start spending $37,278,000
State spending per child enrolled $7,265
All reported spending per child enrolled* $7,265

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.

[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 2011-2012.

[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 2011-2012.

[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.

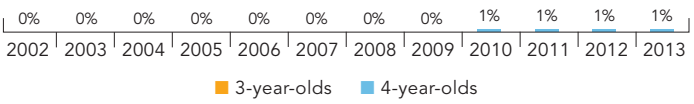
[6] Beginning with the 2009-2010 school year, all assistant teachers are required to meet NCLB requirements. This requires completing at least two years of postsecondary education, possessing an AA or higher, or passing a rigorous state or local assessment of knowledge of and ability to assist in instruction.

[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
(2013 DOLLARS)

The Rhode Island Pre-Kindergarten Program was launched as a prekindergarten demonstration initiative in the fall of 2009. As of September 2012, the program was available to 144 4-year-old children, in eight classrooms, located in five of the state's urban communities. 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. The Rhode Island Pre-Kindergarten Program is included in the state's school funding formula, enacted through legislation in 2010. The funding formula includes a 10-year expansion plan for Pre-K that will increase the state investment each year for ten years, up to $10 million total. The state budget for the 2012-2013 school year fully backed the education funding formula, including the state Pre-K program.

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.

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
41	None Served

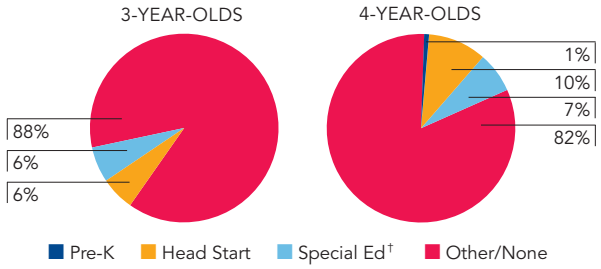
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
4	5

RHODE ISLAND PREKINDERGARTEN DEMONSTRATION PROJECT

ACCESS

Total state program enrollment	144
School districts that offer state program	18% (towns)
Income requirement	None
Hours of operation	6 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,717
Federally funded Head Start enrollment, ages 3 and 4	1,858
State-funded Head Start enrollment, ages 3 and 4	80[1]

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



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

QUALITY STANDARDS CHECKLIST

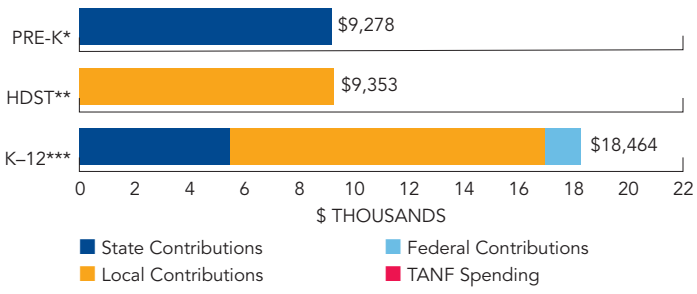
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Early Childhood (P-2)	Specializing in pre-K	☑
Assistant teacher degree	HSD + 12 college credits	CDA or equivalent	☑
Teacher in-service	20 clock hours/year	At least 15 hours/year	☑
Maximum class size	20 or lower		☑
3-year-olds	NA		
4-year-olds	18		
Staff-child ratio	1:10 or better		☑
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral, developmental[2]; 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: 10

RESOURCES

Total state pre-K spending	$1,336,000
Local match required?	No
State spending per child enrolled	$9,278
All reported spending per child enrolled*	$9,278

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.

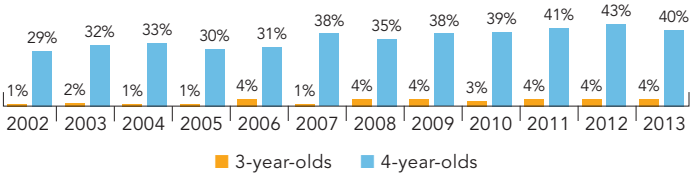
Data are for the '12-'13 school year, unless otherwise noted.

[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.

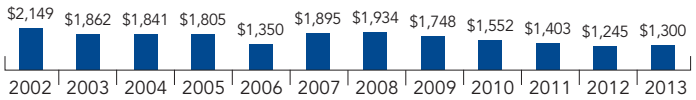
[2] Each program is required to collaborate with its local Child Outreach program, which conducts screenings and referrals. Support services include parent conferences and/or home visits, parent involvement activities, and transition to kindergarten activities.

South Carolina

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 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.

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.

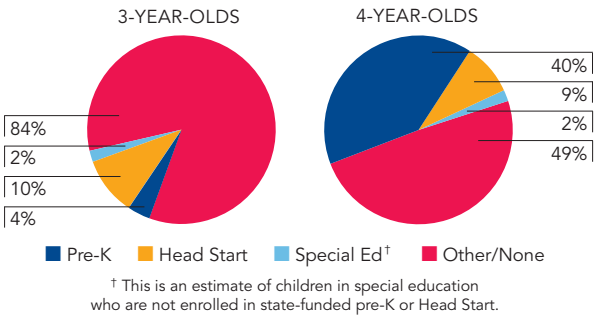
First Steps to School Readiness delivers additional services for preschool-age children and their families, such as Nurse-Family Partnership programs, home-visiting services, and parenting courses. First Steps County Partnerships distribute funds at the local level, and some communities use these assets along with 4K or CDEPP funds, to extend preschool services to a school-day program or offer additional enrollment.

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

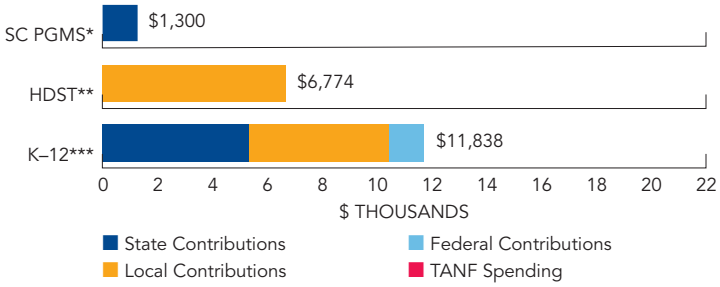
Total state program enrollment 27,477
Total state spending $35,708,905
State spending per child enrolled $1,300
All reported spending per child enrolled* $1,300

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
11	15

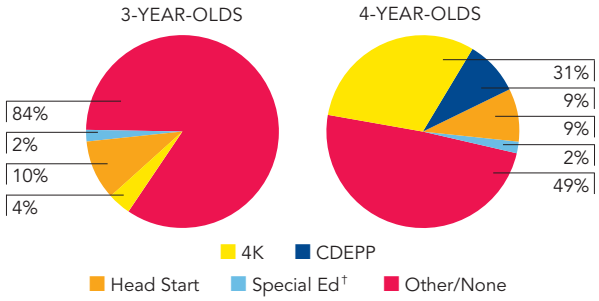
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
40	41

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

ACCESS

Total state program enrollment	21,694
School districts that offer state program	64%
Income requirement	185% FPL
Hours of operation	2.5 hours/day, 5 days/week
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	5,466
Federally funded Head Start enrollment, ages 3 and 4	11,556
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

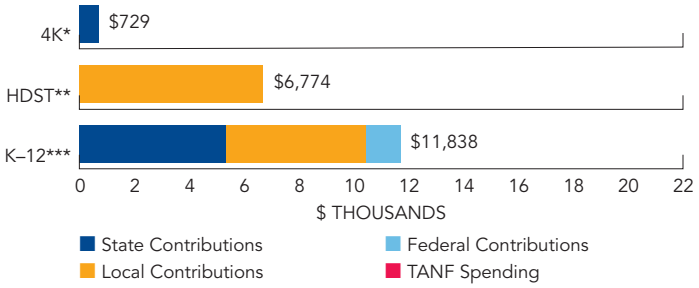
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	EC certification	Specializing in pre-K	☑
Assistant teacher degree	HSD	CDA or equivalent	☐
Teacher in-service	15 clock hours/year	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	1:10		
4-year-olds	1:10		
Screening/referral and support services	Support services only[1]	Vision, hearing, health; and at least 1 support service	☐
Meals	Snack	At least 1/day	☐
Monitoring	None[2]	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending	$15,813,846[3]
Local match required?	No
State spending per child enrolled	$729
All reported spending per child enrolled*	$729

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.

[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] For the 2011-2012 school year, reductions in staff at the state level do not allow for program review.

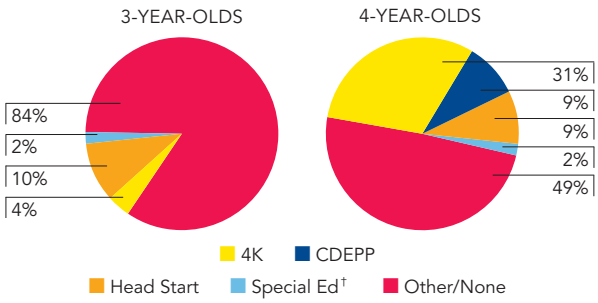
[3] Total state spending is the appropriated amount, rather than actual spending. As information is not available from all districts, this figure is an underestimate of total program funding.

SOUTH CAROLINA CHILD DEVELOPMENT EDUCATION PILOT PROGRAM (CDEPP)

ACCESS

Total state program enrollment 5,783
School districts that offer state program 40%
Income requirement .....185% FPL[1]
Hours of operation .....6.5 hours/day, 5 days/week
Operating schedule .....Academic year
Special education enrollment, ages 3 and 4 5,466
Federally funded Head Start enrollment, ages 3 and 4 11,556
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

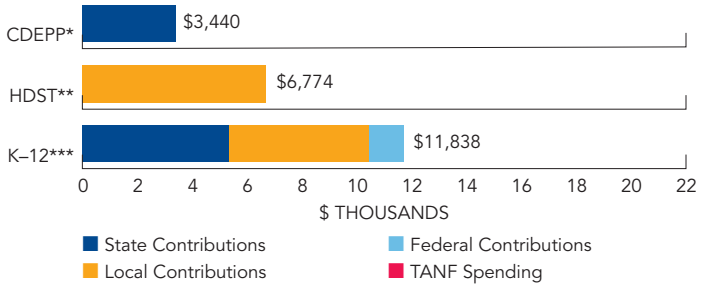
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[2]	BA	☐
Teacher specialized training	EC certification for B–3 (public); AA in ECE or CD (nonpublic)	Specializing in pre-K	☑
Assistant teacher degree	HSD[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, dental, developmental; and support services[4]	Vision, hearing, health; and at least 1 support service	☑
Meals	Breakfast and lunch	At least 1/day	☑
Monitoring	None[5]	Site visits	☐

TOTAL BENCHMARKS MET: 7

RESOURCES

Total state pre-K spending $19,895,059
Local match required? .....No
State spending per child enrolled .....$3,440[6]
All reported spending per child enrolled* .....$3,440[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 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.

[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 2011-2012 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. As information is not available from all districts, this figure is an underestimate of total program funding.

South Dakota

NO PROGRAM

While South Dakota does not provide state-funded pre-K as defined in this report, the state addresses early childhood education in several ways. The Department of Education has authority for the Birth to Three early intervention program, and early childhood special education, and houses the Head Start State Collaboration Office. The Division of Child Care Services, within the Department of Social Services, is responsible for licensing early childhood programs, and administers direct child care assistance payments to low-income families. As of 2011, the South Dakota Bright Start Initiative began to assure native South Dakota children get a sound start in life, focusing on infant brain development and early childhood development.

The South Dakota Early Learning Guidelines, developed by the University of South Dakota with support from the Department of Education's Head Start–State Collaboration Office and multiple stakeholders, are designed to be used in all settings that include children 3 to 5 years of age. The Guidelines are 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. Domains addressed in the early learning guidelines include: social-emotional development and approaches toward learning; language and literacy; mathematics; science; health and physical development; creative arts; and social studies.

Data from the U.S. Department of Education indicate that at least 2,801 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

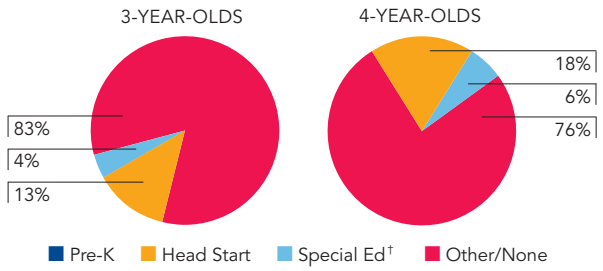
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,526
Federally funded Head Start enrollment	3,683
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

TOTAL BENCHMARKS MET
No Program

RESOURCES

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

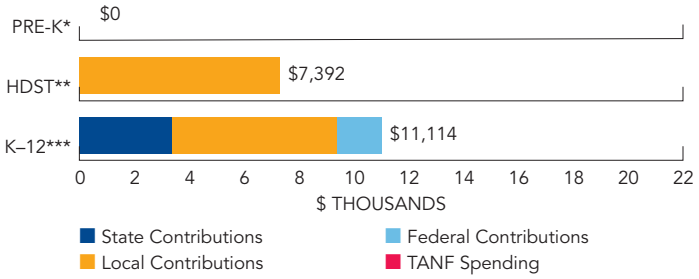
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** Head Start per-child spending for the 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.

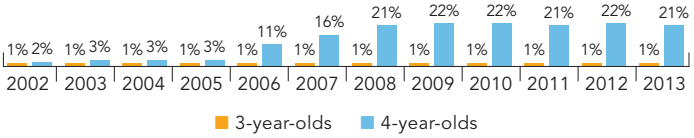
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

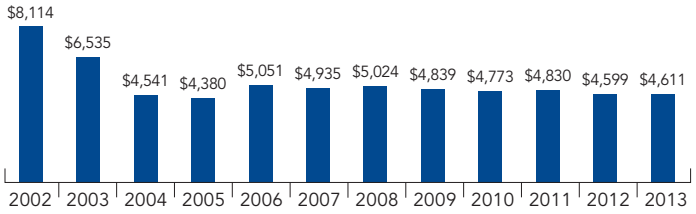


Tennessee

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Tennessee's Early Childhood Education (ECE) Pilot Project began operating in 1998 with 30 classrooms in a variety of settings, through a competitive grant program. The Voluntary Pre-K for Tennessee Act of 2005 prompted the launch of the Tennessee Voluntary Pre-K (VPK) program, adding 300 new classrooms to the existing ECE Pilot Project. A total of 18,609 children were enrolled in VPK classrooms throughout the state by the 2011-2012 school year, with every district offering at least one classroom. Updated figures for 2012-2013 were not available but are estimated to be similar to figures in 2011-2012, due to no changes in available programs.

In 2011 the Tennessee Department of Education restructured to create the Division of Special Populations (DSP). Situated within DSP, the Office of Early Learning (OEL) was responsible for VPK and oversight of the Head Start State Collaboration Office, Family Resource Centers, and the School Administered Child Care Program. The OEL was responsible for program administration, training, technical assistance, monitoring, and data collection for VPK. This office 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. In January 2013, the Tennessee Department of Education restructured the DSP. 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.

Grants for the state-funded VPK are available only to public schools through a competitive process, though these schools may 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. All 136 school systems have at least one VPK classroom. Programs contracted to provide VPK services must operate within the jurisdiction of the school district. Due to lack of funding to expand the VPK program, school systems have submitted continuation applications for operating previously awarded VPK classrooms since the 2011-12 school year.

Eligibility is determined using a three-tier prioritization system. First priority is given to tier one 4-year-olds whose family income qualifies them 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 will be 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. The VPK program received a $650,000 increase in state funds in the 2012-2013 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 2012-2013.

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 2012-2013 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
21	25

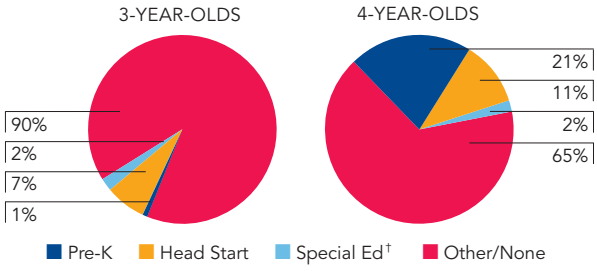
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
16	15

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 6,589
Federally funded Head Start enrollment, ages 3 and 4 15,034
State-funded Head Start enrollment, ages 3 and 4 0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA	BA	☑
Teacher specialized training	Teaching license and EC endorsement[4]	Specializing in pre-K	☑
Assistant teacher degree	Other[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	☑

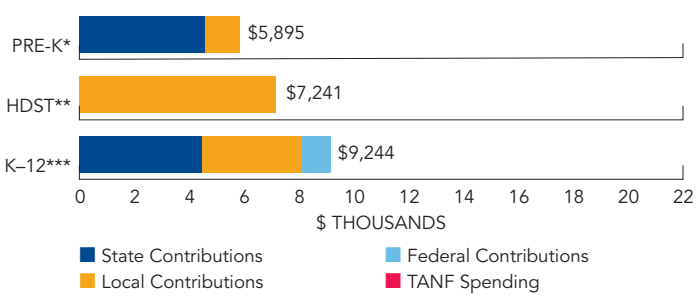
TOTAL BENCHMARKS MET

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 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.

[1] Enrollment figures for 2012-2013 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.

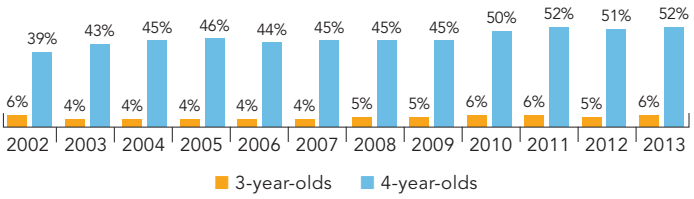
[7] In mixed-age groups, a maximum of eight 3-year-olds can be in the class with 12 4-year-olds. If there are nine or more 3-year-olds, the classroom capacity is 16 students.

[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.

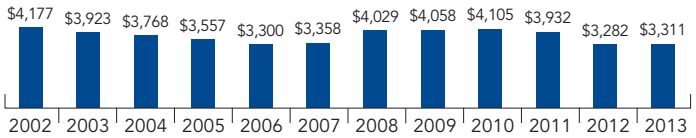
[8] The state Basic Education Plan (BEP) funding formula determines the state share and the amount of the local match for the classroom component based on each county's tax base. The local match may be in actual dollars or in-kind contributions e.g., (facilities, utilities, staffing, etc.).

Texas

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



In 1985, the Texas Public School Prekindergarten initiative began offering half-day preschool services to at-risk 4-year-olds. School districts are required to provide the program if they have 15 or more eligible 4-year-olds. A school district may offer prekindergarten classes if the district identifies 15 or more eligible children who are at least three years old. Risk factors that govern eligibility include: homelessness, qualifying for a free or reduced-price lunch (185 percent of the federal poverty level), inability to speak or comprehend the English language, participation in foster care, or a parent on active military duty or who has been injured or killed on duty. Non-eligible children are able to register at the discretion of the district if parents pay tuition. School districts receive funding directly and are encouraged to collaborate with licensed child care centers and Head Start programs to provide preschool services. Both state and local funds finance the Texas Public School Prekindergarten program. This initiative is a part of the K–12 funding system through the Foundation School Program, which provides funding for half-day services based on Average Daily Attendance (ADA). An additional $30 million was appropriated for the 2014-2015 year for supplemental prekindergarten funding for students meeting the eligibility criteria.

Since the 2007-2008 school year, the state has used the Texas School Ready Certification System (SRCS), a quality rating system intended to increase school readiness among pre-K students. The SRCS was used by public preschool programs, Head Start grantees, and both nonprofit and for-profit licensed child care centers that participated in the Texas School Ready! program and the previous Prekindergarten Early Start (PKES) grant. In the 2011-2012 school year, the SRCS was re-launched as the Kindergarten Readiness System (KRS), which included changes such as a simplified data collection system. Funds were not appropriated for the continuation of KRS, and TEA has made the decision to move the data collection in-house.

The Texas Prekindergarten Curriculum Guidelines have been applied statewide since 2008. Twenty Regional Education Service Centers (ESCs) provide training on the guidelines and offer professional development and technical assistance to early childhood education providers within that area. In September 2009, the reorganized Prekindergarten Expansion Grant Program became the Prekindergarten Early Start grant, which provided grant funds to qualified school districts and charter schools to prepare preschoolers for kindergarten. However, funding was terminated for this program in the 2011-2012 school year.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
9	12

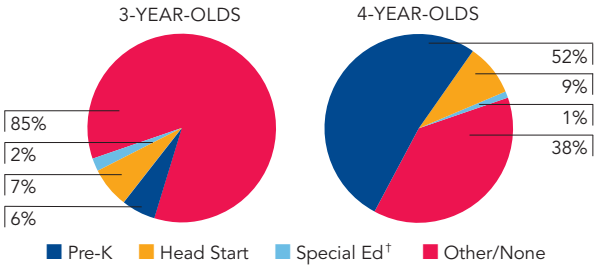
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
30	33

TEXAS PUBLIC SCHOOL PREKINDERGARTEN

ACCESS

Total state program enrollment	227,555
School districts that offer state program	22%
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	24,091
Federally funded Head Start enrollment, ages 3 and 4	63,422
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

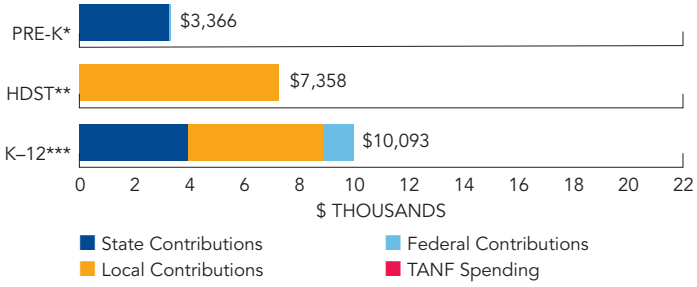
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); None (nonpublic)[2]	BA	☐
Teacher specialized training	Generalist (EC–6th); Bilingual (EC–6th); ESL (EC–6th); SpEd (EC–6th) (public);[2] None (nonpublic)	Specializing in pre-K	☐
Assistant teacher degree	HSD (public); None (nonpublic)	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	Immunizations[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	Depend on length of program day[5]	At least 1/day	☐
Monitoring	None	Site visits	☐

TOTAL BENCHMARKS MET

RESOURCES

Total state pre-K spending	$753,338,055
Local match required?	No
State spending per child enrolled	$3,311
All reported spending per child enrolled*	$3,366

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.

[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 2014, the state approved future investment in some early learning programming, through a partnership between businesses and the state. The Utah School Readiness Initiative 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; 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 in a results-based contract with the board. The initiative is set to begin serving children in the 2014-2015 school year, though regulations are still being developed.

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.

Data from the U.S. Department of Education indicate that at least 6,367 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

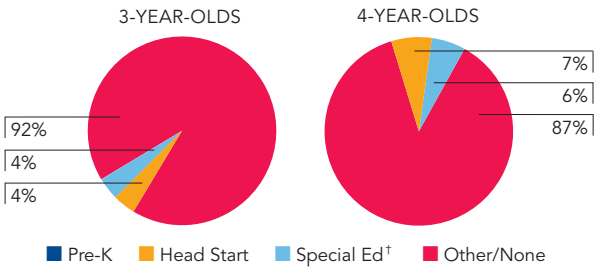
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	6,003
Federally funded Head Start enrollment	5,790
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

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

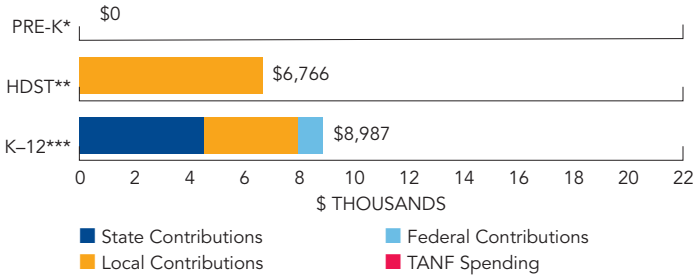
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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.

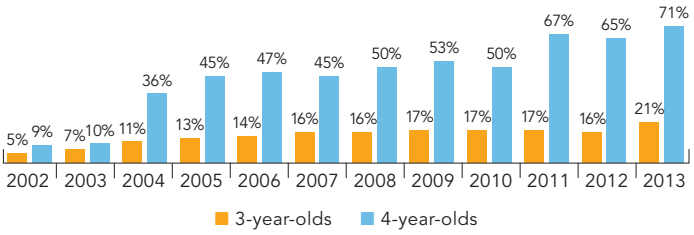
Data are for the '12-'13 school year, unless otherwise noted.

SPENDING PER CHILD ENROLLED

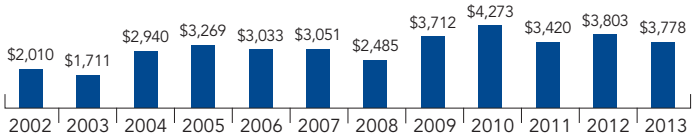


Vermont

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Vermont Early Education Initiative (EEI) was established in law in 1987 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 below 185 percent of the federal poverty level, a developmental delay, limited English proficiency, a history of mistreatment or neglect, or social isolation. EEI grant proposals must be from partnerships of at least one school district and one community early care and education program; either partner may be the grantee. Over the past few years, EEI financial support has remained relatively constant. EEI is not the state's designed pre-K program; however, because EEI funds can be used to provide preschool education services to 3- and 4-year-olds, it is included as a program in this report.

Vermont established its designated preschool program in 2003. It allows school districts to subsidize prekindergarten education by including 3-to 5-year-olds in their school census. Initially called the Publicly Funded Prekindergarten using Average Daily Memberships (PFP-ADM), the program underwent significant changes in 2007, with the passage of Vermont Prekindergarten Education-Act 62. Before 2007 local education agencies could include 3- to 5-year-olds in their school census, but there were few policies for implementing services. Under Act 62, pre-K programs are supported through the state's Education Fund in the same way K–12 education is funded. Child enrollment is voluntary, and districts are not required to provide the program, though roughly 80 percent of Vermont's local education agencies (LEAs) are able to provide it 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. "Publicly funded prekindergarten education" is defined in Act 62 as 6 to 10 hours per week of preschool education services for children ages 3 to 5 and "full-time" pre-K is 10 hours per week during the school year. Public schools may contract with other preschool providers, including Head Start agencies and family child care homes for service provision, and private child care to provide pre-K. The state originally limited the number of pre-K children a district could count in its school census, but limitations were lifted in all towns effective in the 2011-2012 school year.

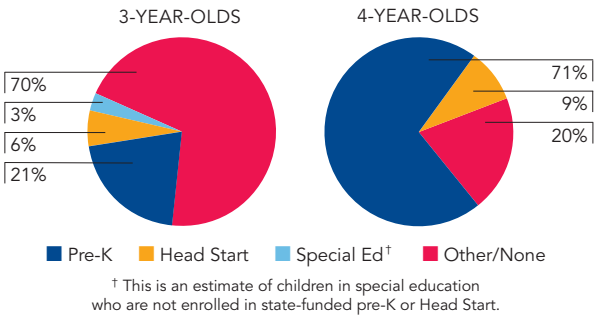
Since the 2008-2009 school year, Act 62 programs operating in nonpublic locations require one teacher per center to have a ECE or ECSE educator license, rather than requiring one such teacher in each preschool classroom. Most classrooms, however, do have a lead teacher with a BA and early childhood or early childhood special educator license, in both the public and private settings. Act 62 requires all pre-K programs, including those operated by public schools, to attain at least 4 out of 5 stars in Vermont's Step Ahead Recognition Systems (STARS), Vermont's quality rating system, or to hold NAEYC accreditation. Both EEI and Act 62 use Teaching Strategies GOLD to track child outcomes.

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

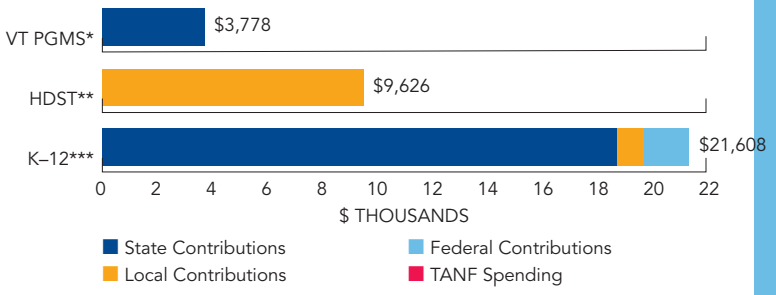
Total state program enrollment 5,948
Total state spending $22,469,844
State spending per child enrolled $3,778
All reported spending per child enrolled*.....$3,778

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

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

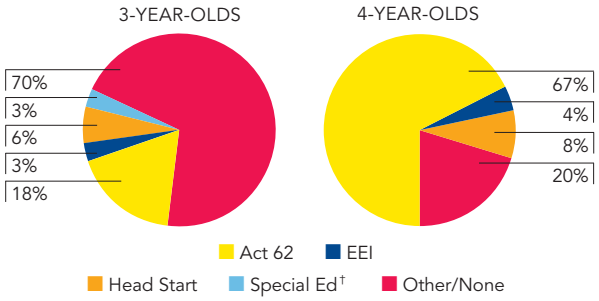
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
22	27

VERMONT PREKINDERGARTEN EDUCATION - ACT 62

ACCESS

Total state program enrollment	5,535
School districts that offer state program	88% (communities)
Income requirement	None
Hours of operation	Determined locally[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	1,144
Federally funded Head Start enrollment, ages 3 and 4	916
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); Meets child care regulations (nonpublic)[2]	BA	☐
Teacher specialized training	ECE, Limited ECEor ECSE endorsement[2]	Specializing in pre-K	☐
Assistant teacher degree	AA (public); HSD + CD course (nonpublic)[3]	CDA or equivalent	☐
Teacher in-service	9 credit hours/7 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	Determined locally; and support services[4]	Vision, hearing, health; and at least 1 support service	☐
Meals	No meals are required	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

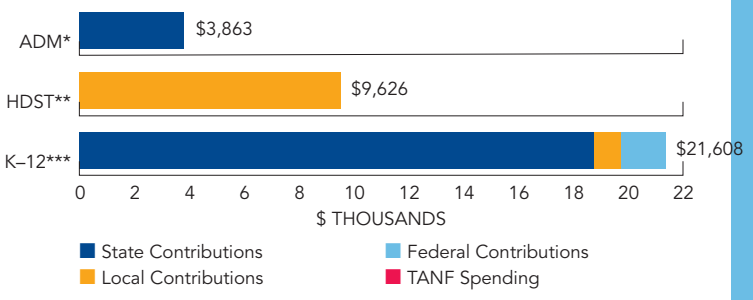
TOTAL BENCHMARKS MET

4

RESOURCES

Total state pre-K spending	$21,379,945
Local match required?	No
State spending per child enrolled	$3,863
All reported spending per child enrolled*	$3,863

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.

[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.

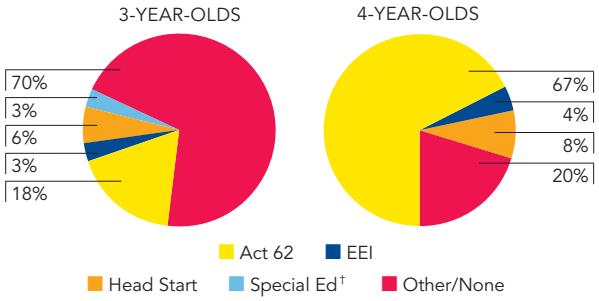
[4] Screenings and referrals are determined locally. Support services include home visits or parent conferences, parent involvement activities, and transition to kindergarten activities. All other comprehensive services are determined locally.

VERMONT EARLY EDUCATION INITIATIVE

ACCESS

Total state program enrollment	1,102[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	1,144
Federally funded Head Start enrollment, ages 3 and 4	916
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

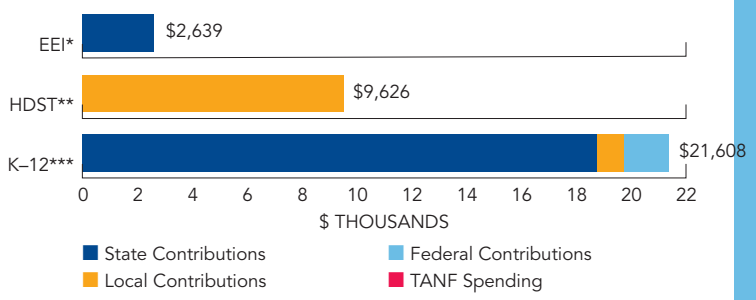
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); Meets child care regulations (nonpublic)	BA	☐
Teacher specialized training	ECE, Limited ECE, or ECSE (public); Meets child care regulations (nonpublic)[5]	Specializing in pre-K	☑
Assistant teacher degree	AA (public); HSD + 30 hr 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 are required	At least 1/day	☐
Monitoring	None[7]	Site visits	☐

TOTAL BENCHMARKS MET: 4

RESOURCES

Total state pre-K spending	$1,089,899
Local match required?	No
State spending per child enrolled	$2,639
All reported spending per child enrolled*	$2,639

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.

[1] Of the 1,102 children receiving services through the EEI program, 689 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 41 grants were awarded in 2012-2013.

[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.

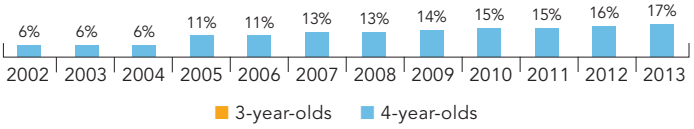
[5] Teachers in public settings must have a BA with an Early Childhood Educator (ECE) birth-grade 3 or Early Childhood Special Educator (ECSE) birth-age 5 certification. State policy does not explicitly require teachers in nonpublic settings to hold a BA. All teachers in nonpublic settings must have 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.

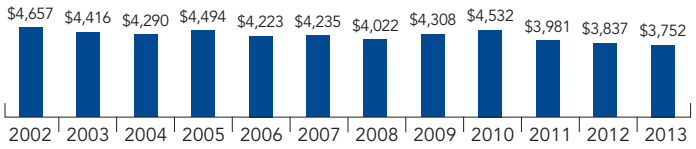
[7] State policy does not formally require monitoring for EEI, except for financial reports and a program's annual report, including child progress data. Department of Educations staff may conduct unannounced site visits.

Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED
(2013 DOLLARS)



Since 1995, the Virginia Preschool Initiative (VPI) has served at-risk 4-year-olds who are not enrolled in existing preschool programs. In the 2012-2013 school year, VPI enrollment increased for the second consecutive year by 4 percent, serving 17,295 4-year-olds. VPI classrooms operate in 88 percent of school districts with the majority of children participating in public school settings. While funding allocations to local school divisions are based on number of students eligible for free lunch, 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.

Funding for VPI is distributed to public school districts and local departments of social services, though these agencies may subcontract with Head Start programs or private child care centers to provide prekindergarten education services. Communities are required to contribute matching funds, as calculated by a local composite index of district resources. During the 2012-2013 school year, the required local match remained capped at one-half the per-pupil amount, regardless of local composite index, with the state contributing at least half of the $6,000 per-pupil rate. Local matching funds accounted for more than 35 percent of total costs statewide. Programs operating on a part-day schedule receive half of the full-day funding allocation.

State funding for VPI in the 2012-2013 school year increased $2.0 million from the previous year. Re-benchmarking in 2011-2012 of the VPI formula for the 2012-14 biennium generates additional funding for as many as 24,500 openings each year. Lottery revenues continue to account for all state funding for VPI in the 2012-2013 school year.

VPI curricula are aligned with Virginia's Foundation Blocks of Early Learning Standards, which were expanded in the 2012-2013 school year to include music and the visual arts.

The Virginia Preschool Initiative was evaluated for both program quality and child outcomes in 2011 by the Curry School of Education at the University of Virginia. Prior to 2011-2012, program monitoring by state education staff and consultants was conducted through biennial site visits to review program facilities, on-site safety procedures, and program record checks. Budget constraints in 2011-2012 caused the elimination of site visits, resulting in Virginia meeting six of NIEER's quality standards benchmarks, down from seven benchmarks in previous years. Desk monitoring of local plans and results of child assessments continue as methods to conduct an annual review of program-level outcomes.

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

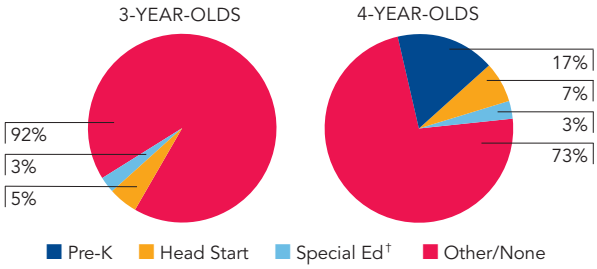
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
23	16

VIRGINIA PRESCHOOL INITIATIVE

ACCESS

Total state program enrollment	17,295
School districts that offer state program	88%
Income requirement	None
Hours of operation	3 hours/day or 5.5 hours/day, 5 days/week[1]
Operating schedule	Academic year
Special education enrollment, ages 3 and 4	9,345
Federally funded Head Start enrollment, ages 3 and 4	11,668
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

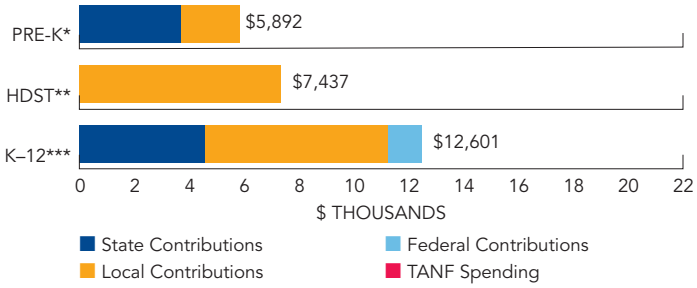
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); HSD (nonpublic)[2]	BA	☐
Teacher specialized training	Certification in P–3 or P–6[2]	Specializing in pre-K	☑
Assistant teacher degree	HSD (public); None (nonpublic)	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	18		
Staff-child ratio		1:10 or better	☑
3-year-olds	NA		
4-year-olds	1:9		
Screening/referral and support services	Vision, hearing, health; and support services[3]	Vision, hearing, health; and at least 1 support service	☑
Meals	No meals required[4]	At least 1/day	☐
Monitoring	Other monitoring	Site visits	☐

TOTAL BENCHMARKS MET: 6

RESOURCES

Total state pre-K spending	$64,953,097
Local match required?	Yes
State spending per child enrolled	$3,752
All reported spending per child enrolled*	$5,886

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.

[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.

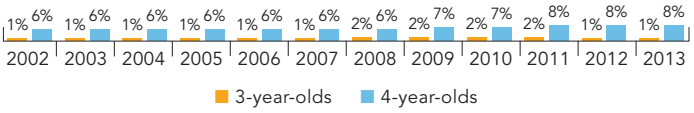
[2] For program sites where public funds are paying for nonpublic personnel, localities report the highest degree and/or credential for only the teacher who is the instructional lead. The instructional lead, who must hold a BA and appropriate specialized training, supervises the classroom teachers and 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.

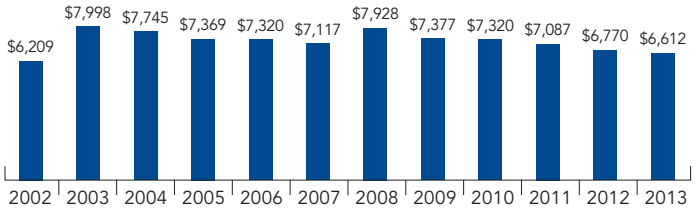
[4] Currently, the state offers the opportunity for all programs to provide meals, but programs are not required to do so. The number of programs providing at least one meal is not known.

Washington

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



The Washington Early Childhood Education and Assistance Program (ECEAP), created in 1985, is overseen by the Department of Early Learning (DEL) whose mission is to help create safe, healthy, nurturing learning experiences for all Washington children, focusing on the early years. ECEAP prepares 3- and 4-year-old children from low-income families for success in school and in life. The program is operated by educational service districts, public school districts, local governments, nonprofit organizations, and community colleges in 37 of the state's 39 counties. Most ECEAP children are 4-year-olds from families at or below 110 percent of the federal poverty level, though about 14 percent of enrolled students were 3-year-olds in the 2012-2013 year. Up to 10 percent of enrolled children may be over the income cutoff if they have other specific risk factors that affect school success. Children who qualify for special education services are eligible regardless of income. ECEAP provides comprehensive nutrition, health, education, and family support services to the most at-risk children. Parents are involved in the classroom, program governance, and other volunteer roles.

Washington continues to integrate early learning programs. All ECEAP contractors now use Teaching Strategies GOLD, the same whole-child assessment used in the state's kindergarten transition process, WaKIDS. Washington implemented the Early Achievers quality rating and improvement system statewide for licensed child care, ECEAP contractors, and Head Start grantees. CLASS and ECERS-R are used as part of this system. In 2013, the state completed a pilot evaluation of nine ECEAP and Head Start programs (50 sites) to inform a reciprocity plan for participation in Early Achievers. All ECEAP contractors will join by July 2015, to ensure a common quality framework across early learning programs. The state released its Early Learning Management System in 2012, to improve accuracy and reporting ability of ECEAP data, and link with the P20 data warehouse.

The state is working towards implementing ECEAP as a statutory entitlement for eligible children as of fall 2018. Washington has taken steps towards this goal, adding 367 slots for children in the 2011-2012 school year, and 1,700 more in the 2013-15 biennium. Beginning in fall 2014, expansion slots will support innovative models such as full-day programming, integration with Early Achievers, evidence-based curriculum, and flexible comprehensive services based on family need.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
32	20

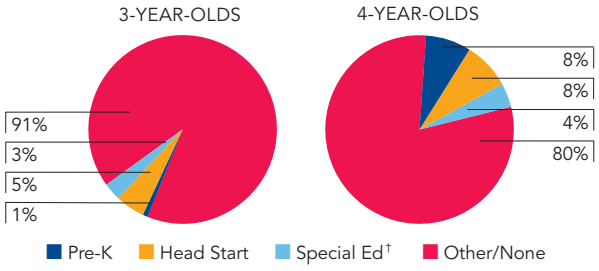
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
9	13

WASHINGTON EARLY CHILDHOOD EDUCATION AND ASSISTANCE PROGRAM (ECEAP)

ACCESS

Total state program enrollment	8,391
School districts that offer state program	95% (counties)
Income requirement	110% FPL
Hours of operation	Determined locally[1]
Operating schedule	Academic year[1]
Special education enrollment, ages 3 and 4	8,483
Federally funded Head Start enrollment, ages 3 and 4	10,991[1]
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

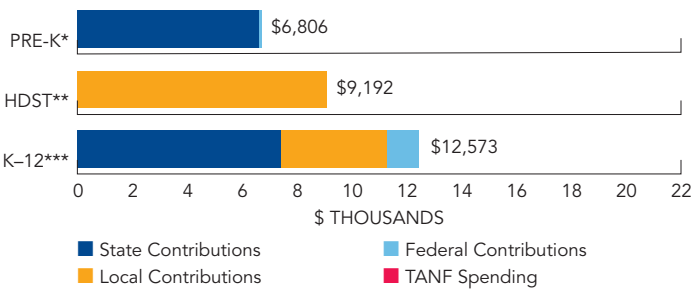
POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	AA[2]	BA	☐
Teacher specialized training	30 quarter credits in ECE[2]	Specializing in pre-K	☑
Assistant teacher degree	CDA or 12 credits in ECE	CDA or equivalent	☑
Teacher in-service	15 clock hours per 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, health, psychological/ behavioral, dental; and support services[3]	Vision, hearing, health; and at least 1 support service	☑
Meals	At least 1 meal[4]	At least 1/day	☑
Monitoring	Site visits and other monitoring	Site visits	☑

TOTAL BENCHMARKS MET: 9

RESOURCES

Total state pre-K spending	$55,980,678
Local match required?	No
State spending per child enrolled	$6,672
All reported spending per child enrolled*	$6,806

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 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.

[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.

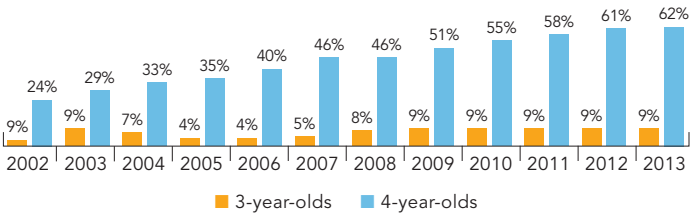
[2] Lead teachers must have an AA or higher with the equivalent of 30 credits in early childhood education or have valid state teaching certification with an endorsement in ECE (Pre-K–3) or EC Special Education.

[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.

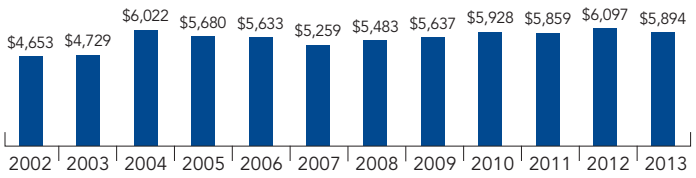
[4] Programs of fewer than 3 hours must provide breakfast or lunch. An additional snack or meal must be offered for programs lasting more than 3 hours.

West Virginia

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 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. As of 2004, 3-year-olds have only been qualified for state-funded preschool if they have an Individualized Education Plan (IEP). 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, federal Head Start, and Titles I and II. However, districts are moving towards more state aid funding as the state moves toward universal access.

The West Virginia Board of Education has required programs to supply meals, regardless of the hours of instruction, since the 2009-2010 school year. 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. Programs were required to create a process for phasing in support for lead teachers in community partnerships to have a bachelor's degree, compulsory for all newly hired teachers as of August 2013. West Virginia also planned to modify and reinforce requirements for assistant teachers during the 2012-2013 school year, with the state Department of Education recommending that assistant teachers be mandated to hold a CDA.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
6	8

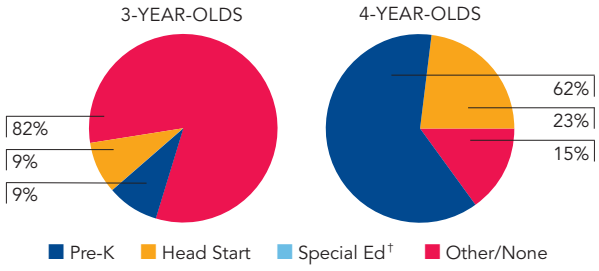
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
10	4

WEST VIRGINIA UNIVERSAL PRE-K

ACCESS

Total state program enrollment	15,770
School districts that offer state program	100%
Income requirement	None
Hours of operation	Determined locally, minimum of 12 hours/week[1]
Operating schedule	Academic year[1]
Special education enrollment, ages 3 and 4	2,755
Federally funded Head Start enrollment, ages 3 and 4	6,789
State-funded Head Start enrollment, ages 3 and 4	0

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	BA (public); AA (nonpublic)[2]	BA	☐
Teacher specialized training	EC Endorsement; SN (public); AA in ECE or CD (nonpublic)[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD (public and nonpublic)	CDA or equivalent	☐
Teacher in-service	15 clock hours per 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, health, psychological/ behavioral, developmental, 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	☑

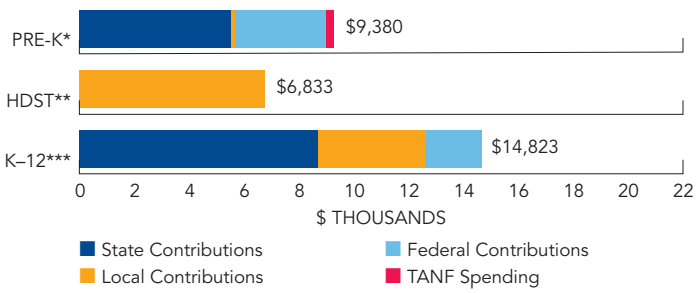
TOTAL BENCHMARKS MET

8

RESOURCES

Total state pre-K spending	$92,946,182
Local match required?	No
State spending per child enrolled	$5,894
All reported spending per child enrolled*	$9,380

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.

[1] Hours of operation are determined locally, but programs must operate for at least 12 hours per week and at least 128 instructional days.

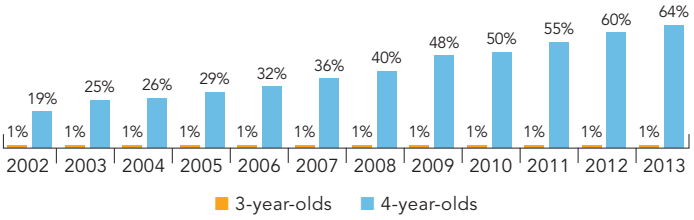
[2] Beginning August 1, 2013, all newly hired teachers in nonpublic school settings will be required to have a minimum of a BA. Beginning July 1, 2014, all assistant teachers must have a CDA or equivalent determined by the WVBE.

[3] eachers 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.

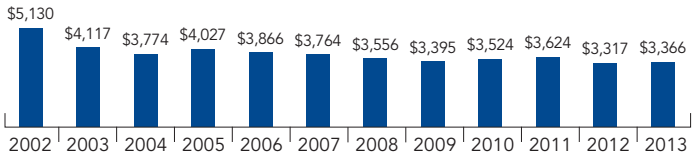
[4] Support services include parent conferences and/or home visits, transition to kindergarten activities, and other locally determined services.

Wisconsin

PERCENT OF STATE POPULATION ENROLLED



STATE SPENDING PER CHILD ENROLLED (2013 DOLLARS)



Wisconsin's Constitution has included a promise to provide free, voluntary education for 4-year-olds since it became a state in 1848. Funds for 4K are paid to public schools, which then may subcontract with private child-care centers, community-based programs, or Head Start agencies. Programs providing parent support are allocated 60 percent of the standard per-pupil K–12 state funding amount, while part-day 4K spaces receive 50 percent.

Registration in 4K programs has grown recently, due to interest from more districts, and spaces added to existing programs. In 2012-13, 91% of the state's school districts offered the 4K program. Approximately one third of these districts include partnerships between Head Start grantees or child care programs to offer preschool education services. The state has provided 4K start-up grants since the 2008-2009 school year.

In the 2011-2012 school year, Wisconsin implemented a statewide early literacy assessment for kindergarten students, and 4K programs will begin 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.

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. 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.

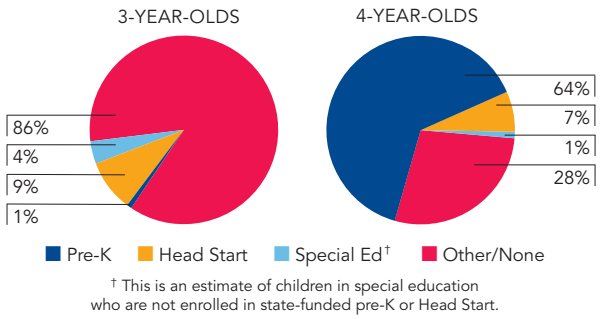
Wisconsin is a recipient of Race to the Top-Early Learning Challenge funds, and many of the tasks supported by the grant involve 4K, including alignment with their QRIS and LDS. The department is revising the 4K policy bulletin.

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

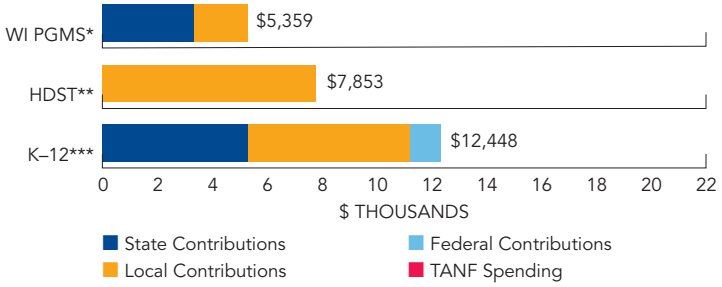
Total state program enrollment 49,687
Total state spending $167,264,100
State spending per child enrolled $3,366
All reported spending per child enrolled*.....$5,359

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



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

SPENDING PER CHILD ENROLLED



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

** Head Start per-child spending for the 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.

ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
5	22

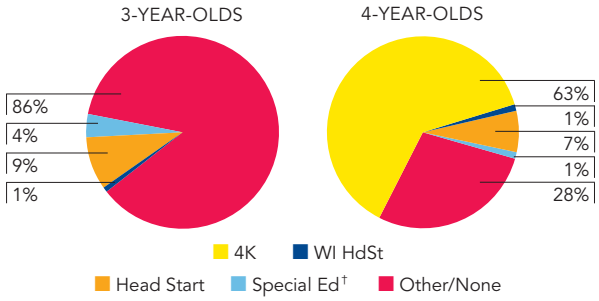
RESOURCES RANKINGS	
STATE SPENDING	ALL REPORTED SPENDING
29	20

WISCONSIN FOUR-YEAR-OLD KINDERGARTEN PROGRAM

ACCESS

Total state program enrollment	48,590
School districts that offer state program	91%
Income requirement	None
Hours of operation	Determined locally[1]
Operating schedule	Determined locally[1]
Special education enrollment, ages 3 and 4	9,086
Federally funded Head Start enrollment, ages 3 and 4	11,286
State-funded Head Start enrollment, ages 3 and 4	1,097[2]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	Other	BA	☑
Teacher specialized training	EC Endorsement, with or without special education; ECE; K to 3rd[3]	Specializing in pre-K	☑
Assistant teacher degree	HSD[3]	CDA or equivalent	☐
Teacher in-service	6 credit hours per 5 years	At least 15 hours/year	☑
Maximum class size		20 or lower	☐
3-year-olds	NA		
4-year-olds	Determined locally		
Staff-child ratio		1:10 or better	☐
3-year-olds	NA		
4-year-olds	Determined locally		
Screening/referral and support services	Full physical exam[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	☑

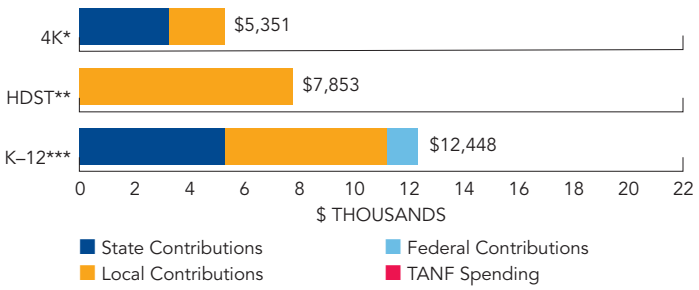
TOTAL BENCHMARKS MET

5

RESOURCES

Total state pre-K spending	$161,000,000
Local match required?	Yes
State spending per child enrolled	$3,313
All reported spending per child enrolled*	$5,351

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 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.

[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.

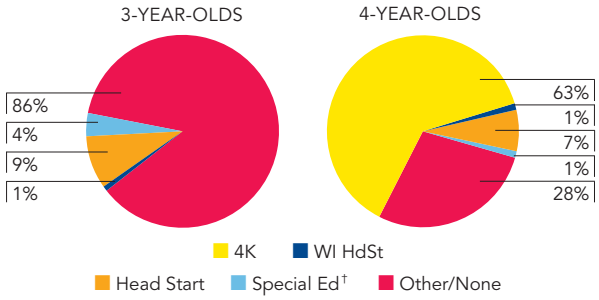
[5] If a school-based program operates longer than 2.5 hours, it is required to provide a meal or snack through the school nutrition program. Programs implemented in child care or Head Start must follow applicable requirements.

WISCONSIN HEAD START STATE SUPPLEMENT

ACCESS

Total state program enrollment	1,097[1]
School districts that offer state program	92%
Income requirement	100% FPL[2]
Hours of operation	Determined locally, most common is 3 hours/day[3]
Operating schedule	Determined locally[3]
Special education enrollment, ages 3 and 4	9,086
Federally funded Head Start enrollment, ages 3 and 4	11,286
State-funded Head Start enrollment, ages 3 and 4	1,097[1]

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



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

QUALITY STANDARDS CHECKLIST

POLICY	STATE PRE-K REQUIREMENT	BENCHMARK	DOES REQUIREMENT MEET BENCHMARK?
Early learning standards	Comprehensive	Comprehensive	☑
Teacher degree	Other[4]	BA	☐
Teacher specialized training	ECE; ECE (public); AA in CD(nonpublic)[4]	Specializing in pre-K	☑
Assistant teacher degree	HSD[4]	CDA or equivalent	☐
Teacher in-service	15 clock hours per year	At least 15 hours/year	☑
Maximum class size		20 or lower	☑
3-year-olds	17[5]		
4-year-olds	20[5]		
Staff-child ratio		1:10 or better	☑
3-year-olds	2:17[5]		
4-year-olds	1:10[5]		
Screening/referral and support services	Vision, hearing, health, psychological/behavioral developmental, dental and support services	Vision, hearing, health; and at least 1 support service	☑
Meals	Lunch; snack[7]	At least 1/day	☑
Monitoring	Other monitoring[8]	Site visits	☐

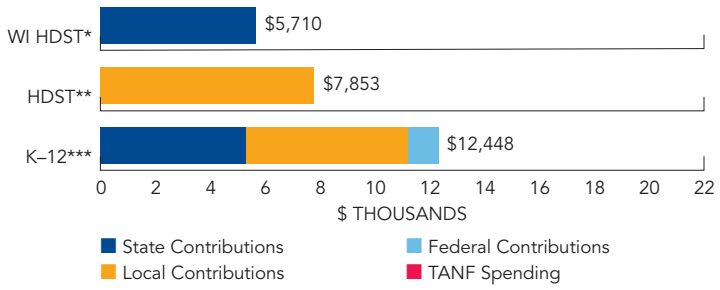
TOTAL BENCHMARKS MET

7

RESOURCES

Total state pre-K spending	$6,264,100[9]
Local match required?	No
State Head Start spending	$6,264,100[9]
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 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.

[1] Wisconsin did not break this figure into specific numbers of 3- or 4-year-olds. As a result, age breakdowns used in the Access pie chart were estimated, using proportions of federal Head Start enrollees in each age category.

[2] State pre-K children must meet the federal Head Start income guidelines. Effective as of 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. Children in foster care, or who are homeless, are also eligible. Children eligible for free lunch are eligible for this program with a Federal waiver. Grantees can prioritize their risk-selection process; children with more risk factors have greater priority.

[3] 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.

[4] 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.

[5] For mixed-age groups, the maximum is 16 for class size and 1:8 for staff-to-child ratio.

[6] 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, transition to kindergarten activities, and other support services in accordance with federal Head Start performance standards.

[7] The federal Head Start Performance Standards require that part-day programs provide children with at least one-third of their daily nutritional needs, and full-day programs provide one-half to two-thirds of daily nutritional needs, depending on the length of the program day.

[8] The state itself does not conduct monitoring of these programs though grantees are monitored by the federal Head Start system. Information such as grant applications, budget reports, sections of the federal application, and submission of the Head Start PIR are included.

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

Wyoming

NO PROGRAM

While Wyoming does not have a state-funded pre-K program, the state does have a number of programs aimed at supporting early childhood education, though collaboration is limited. Numerous private preschool and childcare facilities providing academic instruction are licensed by the Department of Family Services (DFS), as well as several program through the University of Wyoming, community colleges, and school districts. Many programs, both licensed and non-licensed by the state, pursue accreditation through the National Association for the Education of Young Children (NAEYC). School districts may use a portion of their Title I funds for early education, though this information would not necessarily be reported to the state. There are a number of developmental preschools administered and funded through the Department of Health. Thirteen schools in Wyoming are funded with TANF dollars through DFS, though the funding and administration of the program are through the Wyoming Department of Education. These funds are awarded through a competitive grant process and provide high-quality preschool services to children starting at age 3, whose families qualify for TANF (at or below 185 percent FPL).

The Wyoming Early Childhood State Advisory Council, which was created in 2010, is a collaboration of a number of individuals from different disciplines, with the mission 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. The Early Intervention Council focuses on children with special needs and services.

The Wyoming Early Learning Foundations, adopted in 2012, are comprehensive, covering the following domains: Physical well-being/ motor development; social/emotional development; approaches toward learning; language development; and cognition and general knowledge.

Data from the U.S. Department of Education indicate that at least 611 general education students were enrolled in district-operated preschool programs in the 2011-2012 school year.

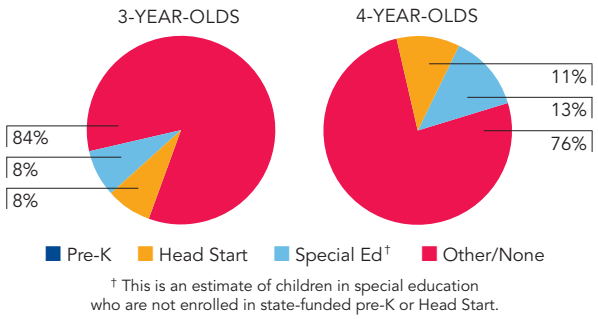
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	1,565
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

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

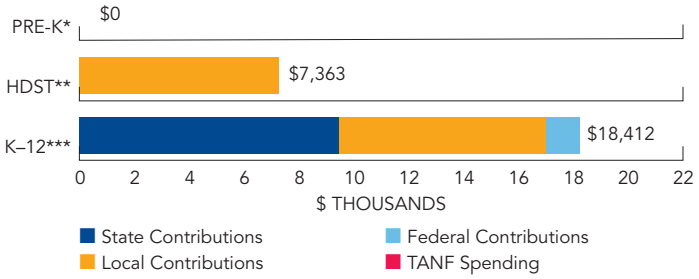
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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

While American Samoa does not provide state-funded pre-K as defined in this report, the territory supports early education in several ways. Early Childhood Education/Head Start (ECE/HS) is a division within the American Samoa Department of Education (ASDOE). The ASDOE operates 22 early childhood education centers in addition to elementary and secondary schools.

American Samoa has early learning guidelines for children ages 3 to 5, 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.

American Samoa 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.

Operating under the Office of the Governor, the American Samoa Children's Cabinet serves as the state early childhood advisory council, with representation from the ASDOE, Department of Human and Social Services, and Department of Health.

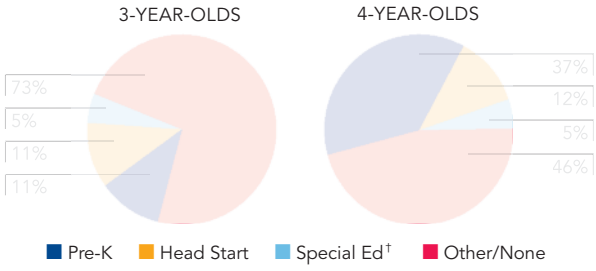
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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 1,332
State-funded Head Start enrollment 0

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



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

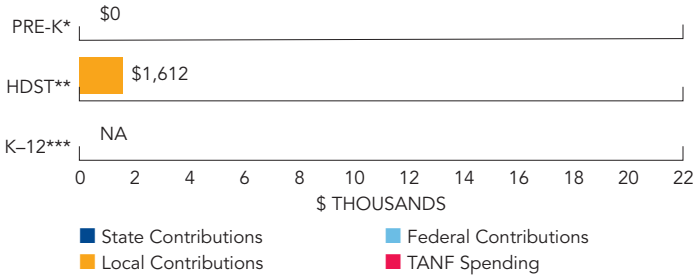
QUALITY STANDARDS CHECKLIST

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.

Guam

NO PROGRAM

While Guam does not provide state-funded pre-K as defined in this report, the state addresses early education through several initiatives. The Guam Department of Education serves as the grantee for the federally funded Head Start and Early Head Start programs, contributing 20 percent toward program costs. Head Start programs operate as part of most elementary schools in Guam, open on a school-year calendar.

Children eligible for early childhood special education receive services through the Guam Department of Education, Division of Special Education, which administers IDEA, Part B for children ages 3 through 5 years. The agency also oversees the Guam Early Intervention System (GEIS) for young children from birth to 3 years who have, or are at risk for, developmental delays and disabilities.

The Guam Early Learning Council, established in 2008, serves as the state early childhood advisory council and collaborating entity for the early childhood system. The Center for Excellence in Developmental Disabilities, Education, Research, and Service (Guam CEDDERS) at the University of Guam serves as the lead agency to coordinate council activities, with representation from the Department of Education and Department of Public Health and Social Services.

The Guam Early Learning Guidelines for Young Children Ages Three to Five, developed in 2005, address multiple domains including: physical development and health and safety; self-concept and social-emotional development; communication, language development, and literacy; and cognitive development. Guidelines for infants and toddlers also have been developed. A revised kindergarten entrance assessment aligned with the Common Core State Standards is under consideration.

The Guam Evaluation and Improvement Rating System (GEIRS), intended to provide a systematic means for identifying, evaluating, and improving the quality of early childhood programs, is currently being developed.

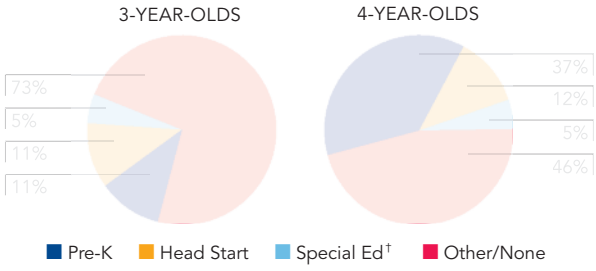
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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 534
State-funded Head Start enrollment 0

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



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

QUALITY STANDARDS CHECKLIST

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

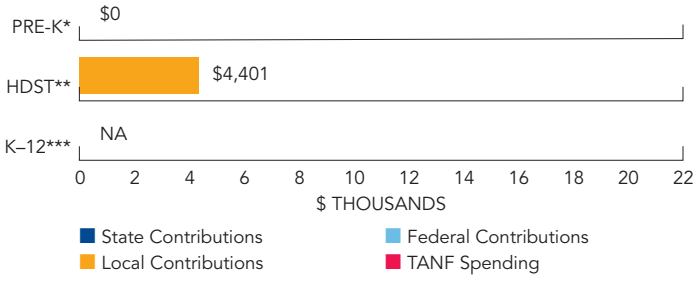
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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



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 operates under the auspices of the Public School System (PSS). 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 out of the school year. CNMI served 420 preschool-age children in 2012-2013. Specialized services for children with special needs are also provided for young children.

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.

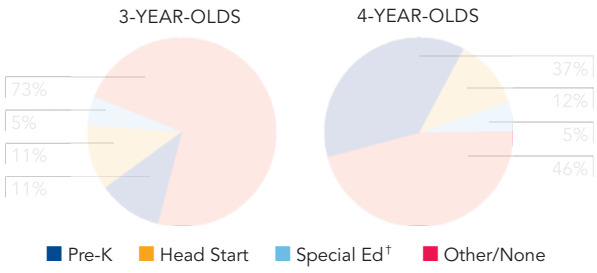
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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 462
State-funded Head Start enrollment 0

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



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

QUALITY STANDARDS CHECKLIST

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

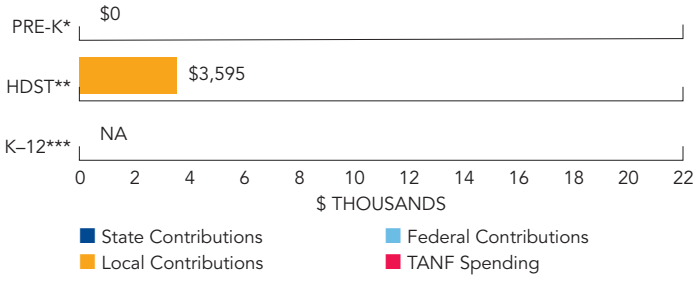
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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



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 schools 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 31 center-based classes for 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 ten 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 the development of a National Framework on Early Childhood Development for School Readiness.

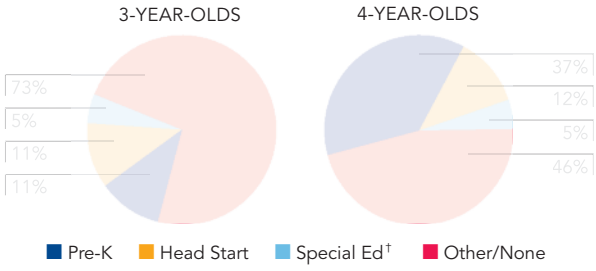
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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 186
State-funded Head Start enrollment 0

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



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

QUALITY STANDARDS CHECKLIST

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

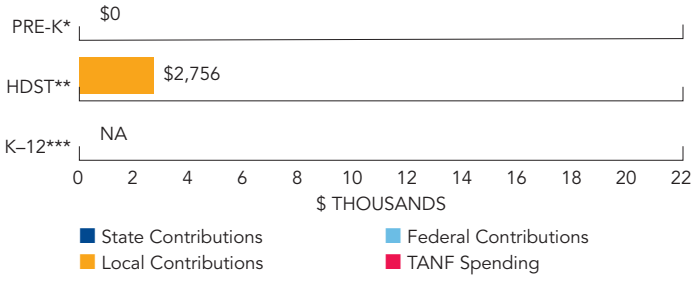
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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



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 all academic standards, and issue licenses to educational institutions wishing to operate in Puerto Rico. 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 serves as the administrative agency supporting Puerto Rico's 16 -member Early Childhood Advisory Board (ECAB). With representation from agencies responsible for education, child care, higher education, Head Start, and other constituent groups, the 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, including a section on early education. In collaboration with the Department of Education, the ECAB developed and promoted the use of the Early Learning Guidelines by all early learning programs. In 2012-2013, approximately 1,400 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.

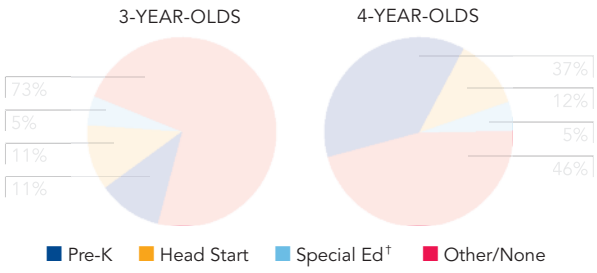
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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	31,648
State-funded Head Start enrollment	0

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



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

QUALITY STANDARDS CHECKLIST

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

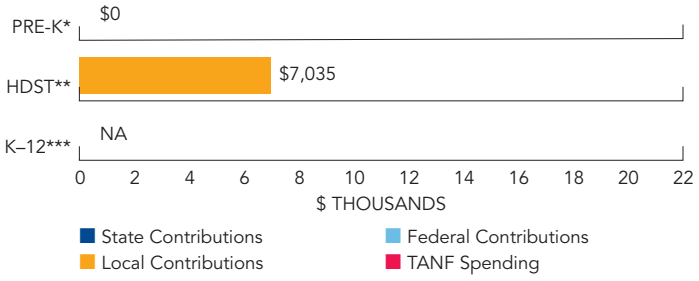
* Pre-K programs may receive additional funds from federal or local sources that are not included in this figure.

** 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



Virgin Islands

NO PROGRAM

While the Virgin Islands does not have a pre-K program meeting the requirements for this report, the Office of Child Care and Regulatory Services oversees early childhood education and care in a number of settings. The Department of Human Services uses local funds beyond what is 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 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. Content of the Guidelines is aligned with the National Common Core Standards, adopted by the Department of Education, and 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.

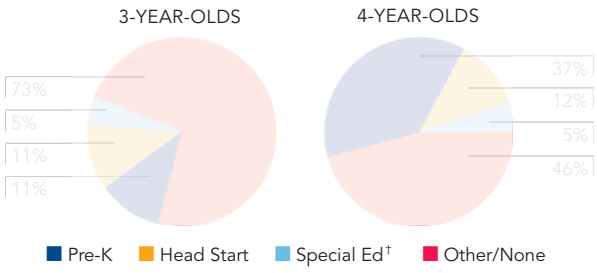
ACCESS RANKINGS	
4-YEAR-OLDS	3-YEAR-OLDS
No Program	

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 893
State-funded Head Start enrollment 0

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



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

QUALITY STANDARDS CHECKLIST

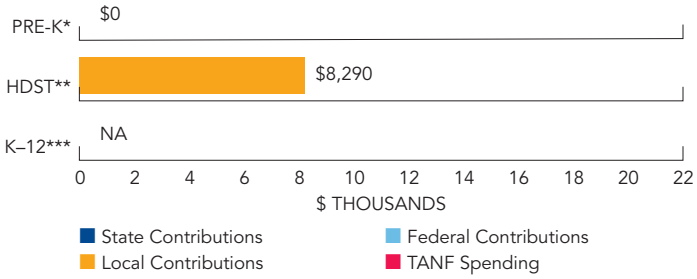
TOTAL BENCHMARKS MET

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.

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. 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. More than one agency supports early childhood education programs in some states. As a result, some states have more than one respondent.

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. While the data can take considerable effort to prepare for entry into the data collection tool, the web-based collection instrument allows respondents to break off and log in several times without losing previously entered information. 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 National Institute for Early Education Research (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. Prior 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 21.

This report covers the same initiatives as our 2012 report, with two small exceptions. The 2011-2012 school year was the first time Arizona's First Things First Prekindergarten Scholarship Program was included in this report. This year, the state was also able to provide information on the Quality First Scholarships program, a similarly structured early childhood education initiative. The two programs are reported together. Additionally, past years have seen the District of Columbia profiled in two different programs: one program serving children in public schools and community-based organizations, and another in charter schools. At the advice of the D.C. Office of the State Superintendent for Education (OSSE), the program is only profiled as one program, with the same requirements against sectors.

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. In the previous year, total federal, state, and local expenditures on K-12 education were calculated by NIEER based on data from the National Education Association's report, *Rankings and Estimates: Rankings of the States 2012 and Estimates of School Statistics 2013*. This year, however, the K–12 funding figures come from Common Core of Data as reported by the National Center for Education Statistics (NCES), and cover the 2011-2012 school year, as this is the most recent year for which data are available. The K–12 spending for each state includes current operating expenditures plus annual capital outlays and interest on school debt, and is comparable to past years' data. 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. Expenditure per child was calculated for each state by dividing total expenditures by the fall 2011 enrollment.

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 2012-2013 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.

The 2013 *State Preschool Yearbook* also supplies some data on child care programs, which can be found in Appendix C. State-by-state data on income eligibility for child care assistance were obtained from *Pivot Point: State Child Care Assistance Policies 2013*, a report from the National Women's Law Center. Estimated funding for child care through the Child Care and Development Fund (CCDF) and Temporary Assistance for Needy Families (TANF) was acquired from the federal Child Care Bureau and the Administration for Children and Families, respectively. Information on state licensing requirements for child care were obtained from *The 2011 Child Care Licensing Study*, a report prepared by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration, in advance of its publication. This is the most recent year for which information is available. Average child care worker salaries in each state were attained from the Bureau of Labor Statistics.

Populations of 3- and 4-year-olds in each state were obtained from the Census Bureau's datasets and are shown in Appendix D. As in the past, NIEER used estimates for the July immediately preceding the program year (e.g., July 2012 for the 2012-2013 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 2012-2013 program year. These data are provided in Appendix E.

In the 2013 *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-one states reported including children in special education in their state preschool enrollment figures, while nine do not include these children in their enrollment count. Twenty of the 31 states were able to provide the number of 3- and 4-year-olds in special education who were also counted in their enrollment; 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 8 remaining states were unable to report special education enrollment numbers and therefore estimates were used based on the average percent of special education students in state pre-K and enrollment numbers for each program (See Table 4). It should be noted that Kentucky, Oklahoma, Texas, and Vermont served all of their 3- and/or 4-year-olds with disabilities in their state preschool education programs.

Three- and 4-year-olds enrolled in Head Start with an IEP or IFSP, as reported in the 2012-2013 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.

Recently released information from the U. S. Department of Education's Office of Civil Rights (OCR) provides, for the first time, a glimpse at districts providing preschool programs through their own funding apparatus, separate from state-funded pre-K programs. These data have been provided in the narratives for "no program" states to give a glimpse of where children are served. They have also been combined with NIEER data from the 2010-2011 school year as to whether children in state-funded programs are physically served in public or nonpublic settings to provide a national estimate of the minimum number of children served in state- and local- pre-K programs. These calculations are not available at the state level.

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 and, in one state, the Community Development Block Grant for disaster recovery) 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 are omitted from all rankings and instead receive notations of "No Program" on their state profile pages.

This is the sixth year NIEER has looked at whether states were funding their prekindergarten initiatives at adequate levels to meet the NIEER quality benchmarks. For this analysis, state estimates were constructed from a national estimate in the Institute for Women's Policy Research report, *Meaningful Investments in Pre-K: Estimating the Per-Child Costs of Quality Programs,*[1] and adjusted for state cost of education differences using the state cost index from the Institute of Education Sciences report, *A Comparable Wage Approach to Geographic Cost Adjustment.*[2] A state's per-child spending from all reported sources was compared to the per-child spending estimate for a part- or school-day program depending on the operating schedule of the state's program. If a state's program(s) 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.

[1] Gault, B., Mitchell, A.W., & Williams, E. (2008). *Meaningful investments in pre-K: Estimating the per-child costs of quality programs.* Washington, DC: Institute for Women's Policy Research.

[2] Taylor, L., & Fowler, W. (2006). *A comparable wage approach to geographic cost adjustment.* Washington, DC: Institute of Education Sciences, U.S. Department of Education.

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APPENDIX A: STATE SURVEY DATA 2012-2013

STATE	ACCESS
	Name of state prekindergarten initiative
Alabama	First Class: Alabama's Voluntary Pre-Kindergarten Program
Alaska	Alaska Pilot Prekindergarten Program
Arizona	First Things First Pre-Kindergarten and 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-Kindergarten (DCPS, PCS & CBOs)
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 State Pre-K	Kansas At-Risk Four-Year-Old Children Program
Kansas Preschool	Kansas Pre-K 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	Massachusetts Universal Pre-Kindergarten (UPK) and Grant 391
Michigan	Michigan Great Start Readiness Program
Minnesota	Minnesota Head Start
Missouri	Missouri Preschool Project
Nebraska	Nebraska Early Childhood Education Programs - Ages 3 to 5
Nevada	Nevada State Pre-Kindergarten Education Program (PEP)
New Jersey Abbott	New Jersey Former Abbott Preschool Program
New Jersey ECPA	New Jersey Former Non-Abbott Early Childhood Program Aid
New Jersey ELLI	New Jersey Former Early Launch to Learning Initiative
New Mexico	New Mexico PreK
New York	New York Universal Prekindergarten
North Carolina	NC 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
Penn. K4 & SBPK	Pennsylvania Kindergarten for Four-Year-Olds and School Based Pre-K
Penn. Pre-K Counts	Pennsylvania Pre-K Counts
Rhode Island	Rhode Island Pre-Kindergarten Program
South Carolina 4K	South Carolina Half-Day Child Development Program (4K)
South Carolina CDEPP	South Carolina Child Development Education Pilot Program (CDEPP)
Tennessee	Tennessee Voluntary Pre-K
Texas	Texas Public School Prekindergarten
Vermont Act 62	Vermont Prekindergarten Education - Act 62
Vermont EEI	Vermont Early Education Initiative
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 '12-'13 school year, except Minnesota which is for the '11-'12 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 & Early Development[1]
Arizona	First Things First, a state agency
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 State Department of Education[1]
Delaware	Early Development and Learning Resources
District of Columbia	Office of the State Superintendent of Education (OSSE)[1]
Florida	Florida Department of Education 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 State Pre-K	Kansas State Department of Education
Kansas Preschool	Kansas State Department of Education
Kentucky	Kentucky Department of Education
Louisiana LA4	Louisiana Department of Education[1]
Louisiana 8(g)	Louisiana State Board of Elementary and Seconday Education Louisiana State Board of Elementary and Seconday 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
Missouri	Missouri Department of Elementary & Secondary Education
Nebraska	Nebraska Department of Education
Nevada	Office of Educational Opportunity
New Jersey Abbott	Division of Early Childhood Education Department of Human Services, 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 Jersey ELLI	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	New York State Department of Education, Office of Early learning
North Carolina	North Carolina Department of Health and Human Services, Division of Child Development and Early Education
Ohio	Office of Early Learning and School Readiness
Oklahoma	Oklahoma State Department of Education
Oregon	Early Learning Division, Oregon Department of Education
Pennsylvania EABG	Pennslyvania Department of Education[1]
Pennsylvania HSSAP	Pennslyvania Department of Education
Penn. K4 & SBPK	Office of Child Development and Early Learning[1]
Penn. Pre-K Counts	Pennslyvania Department of Education
Rhode Island	Rhode Island Department of Elementary and Secondary Education
South Carolina 4K	Office of Instructional Practices and Evaluation
South Carolina CDEPP	Office of Instructional Practices S.C. First Steps[1]
Tennessee	Tennessee Department of Education, Division of Curriculum and Instruction[1]
Texas	Texas Education Agency
Vermont Act 62	Vermont Agency of Education Agency of Human Services, Department for Children and Families[1]
Vermont EEI	Vermont Agency of Education
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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS	
	Availability of program	Are districts, etc., required to offer programs?
Alabama	65 out of 67 counties (97%)	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	234 out of 239 school districts (98%)	Required for some[1]
California	56 out of 58 counties (97%)	No, competitive
Colorado	170 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 (100%)	No, competitive[1]
District of Columbia	1 out of 1 school districts (100%)[2]	No, optional[2]
Florida	67 out of 67 counties (100%)	Required for all[2]
Georgia	159 out of 159 counties (100%)[1]	No, competitive
Illinois	102 out of 102 counties (100%)[1]	No, competitive
Iowa Shared Visions	32 out of 348 school districts (9%)[1]	No, optional
Iowa SVPP	314 out of 348 school districts (90%)	No, optional[1]
Kansas State Pre-K	181 out of 286 school districts (63%)	No, optional[1]
Kansas Preschool	14 out of 105 counties (13%)	No, competitive
Kentucky	173 out of 173 school districts (100%)	Required for all
Louisiana LA4	63 out of 71 school districts (89%)[2]	No, optional
Louisiana 8(g)	68 out of 70 school districts (97%)	No, optional
Louisiana NSECD	64 out of 64 Parishes (100%)	No, optional[2]
Maine	201 out of 319 elementary schools with Kindergarten (63%)[1]	No, optional[2]
Maryland	24 out of 24 school districts (100%)[1]	Required for all
Massachusetts	94 out of 351 towns/communities (27%)[2]	No, competitive[3]
Michigan	320 out of 549 school districts (58%)[1]	No, competitive for agencies, allocated by formula to disctricts that choose to participate[2]
Minnesota	87 out of 87 counties (100%)	Required for all[1]
Missouri	146 out of 520 school districts (28%)[1]	No, competitive
Nebraska	188 out of 249 school districts (76%)	No, competitive[1]
Nevada	10 out of 17 school districts (59%)[1]	No, competitive[1]
New Jersey Abbott	35 out of 590 school districts (6%)[2]	Required for some[1]
New Jersey ECPA	94 out of 590 school districts (16%)[2]	Required for some[1]
New Jersey ELLI	24 out of 590 school districts (4%)[2]	No, competitive[1]
New Mexico	44 out of 89 school districts (49%)[1]	No, competitive[1]
New York	443 out of 677 school districts (65%)[1]	Required for some[1]
North Carolina	100 out of 100 counties (100%)	No, optional[1]
Ohio	201 out of 612 school districts (33%)	No, competitive[1]
Oklahoma	512 out of 522 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[2]
Pennsylvania HSSAP	112 out of 500 school districts (22%)	No, competitive[1]
Penn. K4 & SBPK	91 out of 500 school districts (18%)	No, optional
Penn. Pre-K Counts	405 out of 500 school districts (81%)	No, competitive[1]
Rhode Island	5 out of 40 towns/communities (13%)	No, competitive
South Carolina 4K	53 out of 83 school districts (64%)	Required for some[1]
South Carolina CDEPP	33 out of 83 school districts (40%)	Required for some[2]
Tennessee	135 out of 135 school districts (100%)	No, competitive
Texas	1040 out of 1226 school districts (85%)	Required for some[1]
Vermont Act 62	222 out of 251 towns/communities (88%)	No, optional
Vermont EEI	35 out of 61 school districts (57%)[1]	No, competitive[1]
Virginia	119 out of 136 school districts (88%)	No, optional[1]
Washington	37 out of 39 counties (95%)[1]	No, competitive[2]
West Virginia	55 out of 55 school districts (100%)	Required for all
Wisconsin 4K	375 out of 413 school districts (91%)[1]	No, optional[2]
Wisconsin HdSt	36 out of 39 Head Start grantees (92%)	Required for some[1]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS		
	Program enrollment – Fall 2012, total	Program enrollment – Fall 2012, by age	Number of English Language Learners
Alabama	3,897	3,897 4-year-olds	175
Alaska	345	345 4-year-olds	Exact number unknown
Arizona	6,516	433 3-year-olds; 611 4-year-olds; 298 5-year-olds[4]	Exact number unknown
Arkansas	20,129	955 under age 3; 5,503 3-year-olds; 13,240 4-year-olds; 431 5-year-olds[2]	1,011
California	129,577	2,640 under age 3; 47,463 3-year-olds; 79,474 4-year-olds	Exact number unknown
Colorado	19,538	227 under age 3; 4,481 3-year-olds; 14,789 4-year-olds; 41 5-year-olds[3]	Exact number unknown
Connecticut	9,487	2,517 3-year-olds; 5,302 4-year-olds; 1,668 5-year-olds[3]	Exact number unknown
Delaware	843	843 4-year-olds[2]	395
District of Columbia	11,919	5,401 3-year-olds; 6,518 4-year-olds	1,481
Florida	174,145	174,145 4-year-olds	Exact number unknown
Georgia	81,683	81,683 4-year-olds[2]	7,973
Illinois	75,623	29,981 3-year-olds; 45,324 4-year-olds; 318 5-year-olds[2]	13,263
Iowa Shared Visions	1,726	601 3-year-olds; 1,103 4-year-olds; 22 5-year-olds	Exact number unknown.
Iowa SVPP	24,917	861 3-year-olds; 23,607 4-year-olds; 449 5-year-olds[2]	Exact number unknown.
Kansas State Pre-K	7,094	7,094 4-year-olds	1,805
Kansas Preschool	1,420	1,420 4-year-olds[1]	Exact number unknown
Kentucky	20,817	4,178 3-year-olds; 16,639 4-year-olds[1]	1,479[2]
Louisiana LA4	16,028	16,028 4-year-olds[3]	5% of total
Louisiana 8(g)	2,643	2,643 4-year-olds	Exact number unknown
Louisiana NSECD	1,200	1,200 4-year-olds[3]	Exact number unknown
Maine	5,088	4,850 4-year-olds; 238 5-year-olds	98
Maryland	29,407	3,005 3-year-olds; 26,402 4-year-olds[2]	Exact number unknown
Massachusetts	13,335	Exact breakdown unknown[4]	Exact number unknown
Michigan	24,547	24,547 4-year-olds[3]	3,138
Minnesota	1,813	Exact breakdown unknown	5,231
Missouri	3,675	977 3-year-olds; 2,698 4-year-olds[2]	126
Nebraska	10,442	474 under age 3; 2,979 3-year-olds; 6,914 4-year-olds; 75 5-year-olds	631
Nevada	1,393	13 under age 3; 107 3-year-olds; 1,272 4-year-olds; 1 5-year-olds[2]	443
New Jersey Abbott	43,671	20,202 3-year-olds; 23,469 4-year-olds	Exact number unknown.
New Jersey ECPA	7,515	504 3-year-olds; 7,011 4-year-olds	Exact number unknown
New Jersey ELLI	540	540 4-year-olds[3]	Exact number unknown
New Mexico	5,331	5,331 4-year-olds	Exact number unknown
New York	103,347	215 3-year-olds; 103,132 4-year-olds[2]	Exact number unknown
North Carolina	29,572	29,572 4-year-olds	6,099
Ohio	5,700	1,360 3-year-olds; 3,457 4-year-olds; 823 5-year-olds; 60 of other age[2]	53
Oklahoma	40,114	401,14 4-year-olds[1]	Exact number unknown
Oregon	7,184	14 under age 3; 2,449 3-year-olds; 4,716 4-year-olds; 5 5-year-olds[1]	2,592
Pennsylvania EABG	2,381	Exact breakdown unknown	Exact number unknown
Pennsylvania HSSAP	5,219	Exact breakdown unknown[2]	Exact number unknown
Penn. K4 & SBPK	6,631	Exact breakdown unknown	Exact number unknown
Penn. Pre-K Counts	11,391	3,612 3-year-olds; 7,779 4-year-olds[2]	1,170
Rhode Island	144	144 4-year-olds	Exact number unknown
South Carolina 4K	21,694	2,548 3-year-olds; 19,146 4-year-olds	Exact number unknown
South Carolina CDEPP	5,783	5,783 4-year-olds[3]	Exact number unknown
Tennessee	18,609	601 3-year-olds; 17,893 4-year-olds; 115 5-year-olds[2]	Exact number unknown
Texas	227,555	22,120 3-year-olds; 205,056 4-year-olds; 379 5-year-olds	90,511
Vermont Act 62	5,535	Exact breakdown unknown[2]	Exact number unknown
Vermont EEI	1,102	429 3-year-olds; 649 4-year-olds; 24 5-year-olds[2]	64
Virginia	17,295	17,295 4-year-olds	Exact number is unknown
Washington	8,391	1,150 3-year-olds; 7,241 4-year-olds[3]	2,852
West Virginia	15,770	102 under age 3; 1,912 3-year-olds; 13,394 4-year-olds; 362 5-year-olds	63
Wisconsin 4K	48,590	Exact breakdown unknown[3]	1,230
Wisconsin HdSt	1,097	Exact breakdown unknown[2]	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS
	Are children receiving special education services counted in enrollment total?
Alabama	Yes[2]
Alaska	Yes
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[3]
Florida	Yes
Georgia	Yes[3]
Illinois	Yes
Iowa Shared Visions	Yes
Iowa SVPP	Yes[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
Kansas Preschool	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[4]
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	Yes
Maryland	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[2]
Massachusetts	Yes[5]
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 ECPA	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment
New Jersey ELLI	No, children who receive special education services may attend state pre-K classrooms, but are not counted in state pre-K enrollment[4]
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
Penn. K4 & SBPK	Yes
Penn. Pre-K Counts	Yes
Rhode Island	Yes
South Carolina 4K	Yes[2]
South Carolina CDEPP	Yes[4]
Tennessee	Yes[3]
Texas	Yes[2]
Vermont Act 62	Yes[2]
Vermont EEI	Yes
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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS
	Total number of children who received special education services
Alabama	214
Alaska	Exact number unknown, estimated at 10%.
Arizona	Exact number unknown
Arkansas	2,866
California	Exact number unknown
Colorado	NA
Connecticut	527
Delaware	140
District of Columbia	917
Florida	Approximately 5% of enrolled children
Georgia	3,085
Illinois	11,096
Iowa Shared Visions	209
Iowa SVPP	1,439
Kansas State Pre-K	NA
Kansas Preschool	NA
Kentucky	9,661
Louisiana LA4	1,138
Louisiana 8(g)	Exact number unknown
Louisiana NSECD	Unknown
Maine	18
Maryland	N/A
Massachusetts	2,344
Michigan	6,702
Minnesota	Exact number unknown
Missouri	517
Nebraska	3,136
Nevada	184
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	Exact number unknown
North Carolina	1,507
Ohio	923
Oklahoma	2,621
Oregon	1,267
Pennsylvania EABG	Exact number unknown
Pennsylvania HSSAP	Exact number unknown
Penn. K4 & SBPK	Exact number unknown
Penn. Pre-K Counts	218
Rhode Island	Exact number unknown
South Carolina 4K	Exact number unknown
South Carolina CDEPP	Exact number unknown
Tennessee	Exact number unknown
Texas	9,004
Vermont Act 62	926
Vermont EEI	199
Virginia	Exact number unknown
Washington	741
West Virginia	2,490
Wisconsin 4K	4,842
Wisconsin HdSt	Exact number unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS
	Special education enrollment, by age
Alabama	214 4-year-olds[2]
Alaska	Exact breakdown unknown
Arizona	Exact breakdown unknown
Arkansas	519 3-year-olds; 2,347 4-year-olds
California	Exact breakdown unknown
Colorado	NA
Connecticut	Exact breakdown unknown
Delaware	140 4-year-olds
District of Columbia	272 3-year-olds; 645 4-year-olds[3]
Florida	Exact breakdown unknown
Georgia	3,085 4-year-olds[3]
Illinois	5,162 3-year-olds; 5,616 4-year-olds; 318 5-year-olds
Iowa Shared Visions	Exact breakdown unknown
Iowa SVPP	316 3-year-olds; 1,004 4-year-olds; 119 5-year-olds[2]
Kansas State Pre-K	NA
Kansas Preschool	NA
Kentucky	4,178 3-year-olds; 5,483 4-year-olds
Louisiana LA4	1,138 4-year-olds[4]
Louisiana 8(g)	Exact breakdown unknown
Louisiana NSECD	NA
Maine	18 4-year-olds
Maryland	NA[2]
Massachusetts	Exact breakdown unknown[5]
Michigan	6,702 4-year-olds
Minnesota	Exact breakdown unknown
Missouri	143 3-year-olds; 374 4-year-olds
Nebraska	274 under age 3; 1,132 3-year-olds; 1,655 4-year-olds; 75 5-year-olds
Nevada	Exact breakdown unknown
New Jersey Abbott	NA
New Jersey ECPA	NA
New Jersey ELLI	NA
New Mexico	NA
New York	NA
North Carolina	1,507 4-year-olds
Ohio	33 under age 3; 246 3-year-olds; 471 4-year-olds; 173 5-year-olds
Oklahoma	2,621 4-year-olds[1]
Oregon	3 under age 3; 432 3-year-olds; 832 4-year-olds; 1 5-year-old
Pennsylvania EABG	Exact breakdown unknown
Pennsylvania HSSAP	Exact breakdown unknown
Penn. K4 & SBPK	Exact breakdown unknown
Penn. Pre-K Counts	64 3-year-olds; 154 4-year-olds
Rhode Island	Exact breakdown unknown
South Carolina 4K	Exact breakdown unknown[2]
South Carolina CDEPP	Exact breakdown unknown[4]
Tennessee	Exact breakdown unknown[3]
Texas	1,085 3-year-olds; 7,832 4-year-olds; 87 5-year-olds[2]
Vermont Act 62	Number unknown[2]
Vermont EEI	Number unknown
Virginia	Exact breakdown unknown[2]
Washington	117 3-year-olds; 624 4-year-olds
West Virginia	102 under age 3; 913 3-year-olds; 1,321 4-year-olds; 154 5-year-olds
Wisconsin 4K	3951 4-year-olds; 859 5-year-olds[4]
Wisconsin HdSt	Exact breakdown unknown

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	ACCESS
	Program enrollment – Fall 2012, by type of administering agency
Alabama	Public schools, 2,088; Nonpublic schools, 1,809
Alaska	Public schools, 34[2]
Arizona	Public schools, 6,516[5]
Arkansas	Breakdown not available[3]
California	Public schools, 96,305; Nonpublic schools, 33,272
Colorado	Public schools, 19,538[4]
Connecticut	Public schools, 3,153; Nonpublic schools, 6,334
Delaware	Public schools, 387; Nonpublic schools, 456
District of Columbia	Public schools, 11,446; Nonpublic schools, 473
Florida	Public schools, 30,135; Nonpublic schools, 146,219[3]
Georgia	Public schools, 37,414; Nonpublic schools, 44,269
Illinois	Public schools, 70,428; Nonpublic schools, 5,191
Iowa Shared Visions	Public schools, 987; Nonpublic schools, 739
Iowa SVPP	Public schools, 23,572[3]
Kansas State Pre-K	Public schools, 7,094
Kansas Preschool	Breakdown not available
Kentucky	Public schools, 20,817[3]
Louisiana LA4	Public schools, 15,869; Nonpublic schools, 159[5]
Louisiana 8(g)	Public schools, 2,643
Louisiana NSECD	Nonpublic schools, 1,200[5]
Maine	Public schools, 5,088[3]
Maryland	Public schools, 29,407
Massachusetts	Public schools, 6,87; Nonpublic schools, 7,048
Michigan	Public schools, 23,405; Nonpublic schools, 1,142
Minnesota	Public schools, 48; Nonpublic schools, 1,765
Missouri	Public schools, 3,542; Nonpublic schools, 133[2]
Nebraska	Public schools, 10,422
Nevada	Public schools, 1,360; Nonpublic schools, 33
New Jersey Abbott	Public schools, 43,671[3]
New Jersey ECPA	Public schools, 7,515
New Jersey ELLI	Public schools, 540
New Mexico	Public schools, 2,850; Nonpublic schools, 2,481
New York	Public schools, 103,347
North Carolina	Public schools, 10,280; Nonpublic schools, 19,292
Ohio	Public schools, 3,990; Nonpublic schools, 1,710[2]
Oklahoma	Public schools, 40,114[2]
Oregon	Public schools, 992; Nonpublic schools, 6,193[2]
Pennsylvania EABG	Public schools, 2,381[3]
Pennsylvania HSSAP	Public schools, 946; Nonpublic schools, 4,273
Penn. K4 & SBPK	Public schools, 6,631
Penn. Pre-K Counts	Public schools, 3,293; Nonpublic schools, 8,098
Rhode Island	Public schools, 18; Nonpublic schools, 126
South Carolina 4K	Public schools, 21,694
South Carolina CDEPP	Public schools, 5,200; Nonpublic schools, 583
Tennessee	Public schools, 18,609[4]
Texas	Public schools, 227,568
Vermont Act 62	Public schools, 5,535[3]
Vermont EEI	Public schools, 864; Nonpublic schools, 238[3]
Virginia	Public schools, 15,627; Nonpublic schools, 1,668
Washington	Public schools, 3,686; Nonpublic schools, 4,705
West Virginia	Public schools, 15,770[2]
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 '12-'13 school year, except Minnesota which is for the '11-'12 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 hours/day	No
Alaska	Determined locally, at least 3 hours/day but no more than 5[3]	No
Arizona	Determined locally[6]	No[6]
Arkansas	School day, 7 hours/day	No
California	School day, minimum of 6 hours/day; Part day, minimum of 3 hours/day[1]	Yes, California regulations allow Head Start to braid and blend funding[1]
Colorado	Part day, at least 2.5 hours/day for 4 days/week or equivalent[5]	No[5]
Connecticut	Determined locally[4]	Yes, partnerships through state grants and contracts
Delaware	Part day, at least 3.5 hours/day[3]	Yes[3]
District of Columbia	School day, 6.5 hours/day	Yes[4]
Florida	Determined locally[4]	No
Georgia	School day, 6.5 hours/day	Yes[4]
Illinois	School day, 4.5 to 8 hours/day; Part day, 2.5 to 3.5 hours/day[3]	No[3]
Iowa Shared Visions	Determined locally, hours vary by program, or another operating schedule is used[2]	No[2]
Iowa SVPP	Part day, Minimum of 10 hours/week[4]	No[4]
Kansas State Pre-K	Part day, 3 hours/day[2]	No[2]
Kansas Preschool	Determined locally[2]	No[2]
Kentucky	Part day, 2.5 hours/day plus a meal[4]	No[5]
Louisiana LA4	Extended day, 10 hours/day; School day, 6 hours/day[6]	No[6]
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[3]	Yes[3]
Massachusetts	Determined locally[6]	No[6]
Michigan	School day, 6.5 hours/day; Part day, 3 hours/day[5]	Yes[6]
Minnesota	Determined locally[2]	No[2]
Missouri	Determined locally, 3 - 6.5 hours/day[3]	No
Nebraska	Determined locally, varies by program[2]	No[2]
Nevada	Determined locally, minimum of 10 hours/week[3]	No[3]
New Jersey Abbott	School day, at least 6 hours/day[4]	Yes[4]
New Jersey ECPA	Determined locally, 2.5 - 6 hours/day[3]	Yes[3]
New Jersey ELLI	School day, 6 hours/day or more; Part day, 2.5 hours/day or more[5]	Yes[5]
New Mexico	Determined locally, most common schedule is 2.5 to 3.5 hours/day[3]	No
New York	Part day, 2.5 hours/day[3]	No[3]
North Carolina	School day, 6.5 hours/day[2]	No[2]
Ohio	Determined locally, 3-3.5 hours/day or 12.5 hours/week[3]	No[3]
Oklahoma	School day, 6 hours/day; Part day, 2.5 hours/day[3]	No[3]
Oregon	School day, 6 hours/day; Part day, 3.5 hours/day[3]	Yes[3]
Pennsylvania EABG	Determined locally[4]	No
Pennsylvania HSSAP	School day, 5.5 instructional hours/day; Part day, 3.5 instructional hours/day[3]	No[4]
Penn. K4 & SBPK	School day, 5 hours/day; Part day, 2.5 hours/day	No
Penn. Pre-K Counts	School day, 5 instructional hours/day; Part day, 2.5 instructional hours/day	No[3]
Rhode Island	School day, 6 hours/day	No[1]
South Carolina 4K	Part day, 2.5 hours/day[3]	No[3]
South Carolina CDEPP	School day, 6.5 hours/day	No
Tennessee	School day, minimum of 5.5 hours/day[5]	No
Texas	Part day, 3 hours/day	No
Vermont Act 62	Determined locally[4]	No[4]
Vermont EEI	Determined locally[4]	No[4]
Virginia	School day, 5.5 hours/day; Part day, 3 hours/day	No
Washington	Determined locally[4]	No
West Virginia	Determined locally, minimum of 12 hours/week[3]	Yes[3]
Wisconsin 4K	Determined locally[5]	Yes[6]
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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	OPERATING SCHEDULE		
	Program enrollment - Fall 2012, by operating schedule	Days of operation per week	Yearly operating schedule
Alabama	School day, 3,897[3]	5 days per week	Academic year
Alaska	Breakdown not available[3]	Determined locally, at least 3 hours/day but no more than 5 hours/day	Academic year
Arizona	Breakdown not available[6]	Determined locally[6]	Determined locally[6]
Arkansas	School day, 20,129	5 days per week	Academic year
California	Full day, 39,411; Part day, 90,166[1]	5 days per week[1]	Determined locally[1]
Colorado	Breakdown not available[5]	5 days per week[5]	Academic year
Connecticut	Full day, 7,197; School day, 1,656; Part day, 1,963[4]	5 days per week[4]	Determined locally[4]
Delaware	Breakdown not available	5 days per week	Determined locally
District of Columbia	School day, 11,919	5 days per week[4]	Academic year[4]
Florida	Breakdown not available[5]	Determined locally[4]	Determined locally[4]
Georgia	School day, 81,683	5 days per week	Academic year
Illinois	Breakdown not available[3]	5 days per week	Academic year
Iowa Shared Visions	Full day, 952; School day, 644; Part day, 130	Determined locally[2]	Determined locally[2]
Iowa SVPP	Part day, 23,572	Determined locally, 10 hours per week[4]	Academic year
Kansas State Pre-K	Part day, 7,094[2]	Determined locally[2]	Academic year
Kansas Preschool	Determined locally, 1,420[2]	Determined locally[2]	Determined locally[2]
Kentucky	Breakdown not available[5]	Determined locally[5]	Academic year[5]
Louisiana LA4	Full day, 823; School day, 16,028[6]	5 days per week[5]	Academic year
Louisiana 8(g)	School day, 2,643	Determined locally[5]	Academic year
Louisiana NSECD	Full day, 1,200	5 days per week[5]	Academic year
Maine	Determined locally 5,088[4]	Determined locally, 10 hours per week[5]	Academic year
Maryland	School day, 8,754; Part day, 20,653	5 days per week[5]	Academic year
Massachusetts	Full day, 6,922; School day, 218; Part day, 102[6]	Determined locally[5]	Determined locally[6]
Michigan	;School day, 8,382 Part day, 16,123; Other, 42	4 days per week[5]	30 weeks/year[5]
Minnesota	Locally determined 1,813[2]	Determined locally[5]	Determined locally[2]
Missouri	School day, 2,457; Part day, 1,218	5 days per week[5]	Determined locally[3]
Nebraska	Breakdown not available[2]	Determined locally[5]	Academic year
Nevada	Part day, 1,393	Determined locally, 10 hours per week[5]	Academic year
New Jersey Abbott	School day, 43,543[5]	5 days per week	Academic year[6]
New Jersey ECPA	School day, 2,499; Part day, 5,016[3]	5 days per week	Academic year
New Jersey ELLI	School day, 205; Part day, 335	5 days per week	Academic year
New Mexico	Determined locally 5,331	Determined locally[3]	Academic year[3]
New York	School day, 25,077; Part day, 78,270	5 days per week	Academic year
North Carolina	School day, 29,572	5 days per week	Academic year[2]
Ohio	Breakdown not available[3]	Determined locally, 12.5 hours per week[3]	Academic year
Oklahoma	School day, 28,789; Part day, 11,325	5 days per week[3]	Academic year[3]
Oregon	Full day, 706; School day, 5,800; Other, 679[3]	Determined locally[3]	Academic year[3]
Pennsylvania EABG	Breakdown not available	5 days per week[4]	Determined locally[4]
Pennsylvania HSSAP	Breakdown not available	Determined locally[3]	Academic year[3]
Penn. K4 & SBPK	Breakdown not available	5 days per week	Academic year
Penn. Pre-K Counts	School day, 8,864; Part day, 2,527	5 days per week	Determined locally, 180 days/year[3]
Rhode Island	School day, 144	5 days per week	Academic year
South Carolina 4K	Breakdown not available[3]	5 days per week	Academic year
South Carolina CDEPP	School day, 5,783	5 days per week	Academic year
Tennessee	School day, 18,609[4]	5 days per week	Academic year
Texas	Part day, 227,568	5 days per week	Academic year
Vermont Act 62	Determined locally, 5,535	Determined locally[4]	Academic year[4]
Vermont EEI	Determined locally, 1,102	Determined locally[4]	Academic year[4]
Virginia	School day, 16,639; Part day, 656	5 days per week	Academic year
Washington	School day, 1,591; Part day, 6,800[5]	Determined locally[4]	Academic year[4]
West Virginia	School day, 13,247; Part day, 2,523	Determined locally, 4 or 5 days/week is permissible[3]	Academic year[3]
Wisconsin 4K	Breakdown not available	Determined locally[5]	Determined locally[5]
Wisconsin HdSt	Other, 1,098	Determined locally[4]	Determined locally[4]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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 September 1
Arizona	3 by September 1	5 by September 1
Arkansas	3 by August 1	5 by August 1
California	3 by November 2	5 by November 2
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 30	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 State Pre-K	4 by August 31	5 by August 31
Kansas Preschool	4 by August 31	5 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 December 1	5 by December 1
Minnesota	3 by September 1	3 by September 1
Missouri	3 by July 31	5 by July 31
Nebraska	Locally determined	5 on August 1
Nevada	3 by September 30	5 by September 30
New Jersey Abbott	3 by locally determined date	5 by locally determined date
New Jersey ECPA	3 by locally determined date	5 by locally determined date
New Jersey ELLI	4 by locally determined date	5 by locally determined date
New Mexico	4 by 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 August 1 or September 30	5 by August 1 or September 30
Oklahoma	4 by September 1	4 by September 1
Oregon	3 by September 1	4 by September 1
Pennsylvania EABG	Locally determined	Locally determined
Pennsylvania HSSAP	Locally determined	Locally determined
Penn. K4 & SBPK	Locally determined	Locally determined
Penn. Pre-K Counts	Locally determined	Locally determined
Rhode Island	4 by September 1	5 by September 1
South Carolina 4K	4 by September 1	5 by September 1
South Carolina CDEPP	4 by September 1	Locally determined
Tennessee	4 by September 30	5 by September 30
Texas	3 by September 1	5 by September 1
Vermont Act 62	3 by locally determined date	6 by locally determined date
Vermont EEI	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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	AGE ELIGIBILITY	
	Kindergarten eligibility age	Exceptions to the age requirements?
Alabama	5 by September 1	No
Alaska	5 by September 1	Yes, for children with IEPs[4]
Arizona	5 by September 1	No
Arkansas	5 by August 1	Yes[4]
California	5 by November 2	Yes[2]
Colorado	5 by October 1	Yes[6]
Connecticut	5 by January 1	Yes[5]
Delaware	5 by August 31	Yes[4]
District of Columbia	5 by September 30	No
Florida	5 by September 1	Yes[6]
Georgia	5 by September 1	Yes, for children with IEPs[5]
Illinois	5 by September 1	Yes, for children with IEPs[4]
Iowa Shared Visions	5 by September 15	Yes, children with IEPs may participate
Iowa SVPP	5 by September 15	Yes, children with IEPs may participate
Kansas State Pre-K	5 by August 31	No
Kansas Preschool	5 by August 31	No
Kentucky	5 by October 1	Yes[6]
Louisiana LA4	5 by September 30	Yes[7]
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[4]
Massachusetts	Locally determined	No[7]
Michigan	5 by December 1	No
Minnesota	3 by September 1	Yes[3]
Missouri	5 by July 31	Yes
Nebraska	5 by July 31	Yes, children with IEPs may participate based on their IEPs[3]
Nevada	5 by September 30	No
New Jersey Abbott	5 by locally determined date	Yes[7]
New Jersey ECPA	5 by locally determined date	Yes[4]
New Jersey ELLI	5 by locally determined date	Yes[6]
New Mexico	5 by August 31	Yes[4]
New York	5 by December 1	Yes[2]
North Carolina	5 by August 31	Yes[3]
Ohio	5 by August 1 or September 30	Yes[2]
Oklahoma	4 by September 1	Yes, determined locally[4]
Oregon	5 by September 1	Yes4
Pennsylvania EABG	Locally determined	Yes, determined locally[5]
Pennsylvania HSSAP	Locally determined	Yes, determined locally[5]
Penn. K4 & SBPK	Locally determined	Yes
Penn. Pre-K Counts	Locally determined	Yes, local boards may decide exceptions for kindergarten[4]
Rhode Island	5 by September 1	Yes, determined locally[2]
South Carolina 4K	5 by September 1	No
South Carolina CDEPP	5 by September 1	Yes[5]
Tennessee	5 by September 30	Yes[6]
Texas	5 by September 1	No
Vermont Act 62	Locally determined	Yes[5]
Vermont EEI	5 years by locally determined date	Yes[5]
Virginia	5 by September 30	Yes[3]
Washington	5 by August 31	No
West Virginia	5 by September 1	Yes[4]
Wisconsin 4K	5 by September 1	Yes, determined locally[7]
Wisconsin HdSt	5 by September 1	Yes, determined locally[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

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[4]
California	Children may not enroll in pre-K if they are age-eligible for kindergarten
Colorado	Kindergarten age-eligible children may only enroll in pre-K if they have not attended 4-year-old pre-K before
Connecticut	Kindergarten age-eligible children may enroll in pre-K at local program's discretion[5]
Delaware	Children may not enroll in pre-K if they are age-eligible for kindergarten
District of Columbia	Children may not enroll in pre-K if they are age-eligible for kindergarten
Florida	Children may not enroll in VPK if they are age-eligible for kindergarten[6]
Georgia	Children may not enroll in pre-K if they are age-eligible for kindergarten[5]
Illinois	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[4]
Iowa Shared Visions	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion
Iowa SVPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year[5]
Kansas State Pre-K	Children may not enroll in pre-K if they are age-eligible for kindergarten
Kansas Preschool	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[6]
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	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[4]
Massachusetts	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[7]
Michigan	Children may not enroll in pre-K if they are age-eligible for kindergarten
Minnesota	Children may not enroll in pre-K if they are age-eligible for kindergarten
Missouri	Kindergarten age-eligible children with documented disabilities may enroll in pre-K
Nebraska	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[3]
Nevada	Children may not enroll in pre-K if they are age-eligible for kindergarten[2]
New Jersey Abbott	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[7]
New Jersey ECPA	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[4]
New Jersey ELLI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[6]
New Mexico	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Other kindergarten eligible children may not enroll in pre-K[4]
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[2]
Oklahoma	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K[4]
Oregon	Children may not enroll in pre-K if they are age-eligible for kindergarten
Pennsylvania EABG	State policy does not regulate the enrollment of kindergarten age-eligible children in pre-K
Pennsylvania HSSAP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K[5]
Penn. K4 & SBPK	Districts may determine if they will accept both 3- and 4-year-olds or if enrollment will be limited to only 4-year-olds
Penn. 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 4K	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion; Kindergarten age-eligible children may enroll in pre-K and repeat the 4-year-old pre-K year
South Carolina CDEPP	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K 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[6]
Texas	Children may not enroll in pre-K if they are age-eligible for kindergarten[3]
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]
Vermont EEI	Kindergarten age-eligible children with documented disabilities may enroll in pre-K; Kindergarten age-eligible children may enroll in pre-K at local program's discretion[5]
Virginia	Kindergarten age-eligible children may enroll in pre-K at local program's discretion[3]
Washington	Children younger than 3 or older than 4 by August 31 are not admitted to pre-K; Younger children can be admitted to kindergarten via testing but this is rare
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[7]
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 '12-'13 school year, except Minnesota which is for the '11-'12 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, are eligible
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[5]
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[5]
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 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 State Pre-K	Eligibility is determined by individual child or family characteristics in addition to age
Kansas Preschool	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[7]
Louisiana LA4	All age-eligible children in districts offering the program may enroll[8]
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
Massachusetts	All age-eligible children in districts offering the program, or in the entire state, may enroll
Michigan	Eligibility is determined by individual child or family characteristics in addition to age
Minnesota	Eligibility is determined by individual child or family characteristics in addition to age
Missouri	All age-eligible children in districts offering the program, or in the entire state, may enroll
Nebraska	Eligibility is determined by individual child or family characteristics in addition to age[4]
Nevada	All age-eligible children in districts offering the program, or in the entire state, may enroll[4]
New Jersey Abbott	All age-eligible children in districts offering the program, or in the entire state, may enroll[8]
New Jersey ECPA	All age-eligible children in districts offering the program, or in the entire state, may enroll[2]
New Jersey ELLI	Eligibility is determined by individual child or family characteristics in addition to age[7]
New Mexico	All age-eligible children in districts offering the program, or in the entire state, may enroll[5]
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[4]
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[6]
Penn. 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)
Penn. 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 4K	Eligibility is determined by individual child or family characteristics in addition to age
South Carolina CDEPP	Eligibility is determined by individual child or family characteristics in addition to age
Tennessee	Eligibility is determined by individual child or family characteristics in addition to age
Texas	Eligibility is determined by individual child or family characteristics in addition to age
Vermont Act 62	All age-eligible children in districts offering the program, or the entire state, may enroll[6]
Vermont EEI	Eligibility is determined by individual child or family characteristics in addition to age[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[8]
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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	INCOME REQUIREMENT	
	Income requirement	To whom does the income requirement apply?
Alabama	No income requirement	No income requirement
Alaska	130% FPL[5]	All children[5]
Arizona	200% FPL	All children
Arkansas	200% FPL[5]	90% of the children served
California	70% FPL	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	185% FPL[7]	Income is the most frequently used risk factor for eligibility[7]
Connecticut	75% SMI[6]	60% of children[6]
Delaware	100% FPL[5]	90% of children[5]
District of Columbia	No income requirement	No income requirement
Florida	No income requirement	No income requirement
Georgia	No income requirement	No income requirement
Illinois	No income requirement	No income requirement
Iowa Shared Visions	130% FPL	80% of children[3]
Iowa SVPP	No income requirement	No income requirement
Kansas State Pre-K	130% FPL	Every child must have at least one risk factor[3]
Kansas Preschool	185% FPL	At least 50% of chidlren must have at least one risk factor
Kentucky	150% FPL	At-risk children (approximately 54% of children)
Louisiana LA4	185% FPL[8]	All children[8]
Louisiana 8(g)	No income requirement	No income requirement
Louisiana NSECD	200% FPL	All children
Maine	No income requirement	No income requirement
Maryland	185% FPL	All children
Massachusetts	85% SMI (UPK); No income requirement (Grant 391)[8]	All children receiving subsidy money (UPK); None (Grant 391)[8]
Michigan	300% FPL	At least 75% in each grantee/agency[7]
Minnesota	100% FPL[4]	At least 90% must meet income requirements, be receiving TANF, or be categorically eligible (homeless or in foster care)[4]
Missouri	No income requirement	No income requirement
Nebraska	185% FPL[4]	70% of each program's grant funding must be used to serve children having at least one risk factors, only one of which is family income
Nevada	No income requirement	No income requirement
New Jersey Abbott	No income requirement	No income requirement
New Jersey ECPA	No income requirement	No income requirement
New Jersey ELLI	185% FPL[7]	All children, unless an exception is granted
New Mexico	No income requirement[5]	No income requirement
New York	No income requirement	No income requirement
North Carolina	75% SMI[4]	At least 80% of children[4]
Ohio	200% FPL[4]	All children except those with IEPs[4]
Oklahoma	No income requirement	No income requirement
Oregon	100% FPL[5]	80% to 90% of children[5]
Pennsylvania EABG	No income requirement	No income requirement
Pennsylvania HSSAP	100% FPL[6]	At least 90% of children
Penn. K4 & SBPK	No income requirement	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	300% FPL[5]	All children
Rhode Island	No income requirement	No income requirement
South Carolina 4K	185% FPL	All children
South Carolina CDEPP	185% FPL	All children
Tennessee	185% FPL	All children as first priority for enrollment
Texas	185% FPL	All children
Vermont Act 62	No income requirement	No income requirement
Vermont EEI	185% FPL[6]	Low-income status is one possible eligibility criterion
Virginia	No income requirement	No income requirement
Washington	110% FPL	At least 90% of children.
West Virginia	No income requirement	No income requirement
Wisconsin 4K	No income requirement	No income requirement
Wisconsin HdSt	100% FPL[6]	90% of children[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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[5]
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; Teen parent; Low birth weight or other child health risk; Child history of foster care; Incarcerated parent; Parent is activated for overseas military duty[5]
California	History of abuse, neglect, or family violence; Homelessness or unstable housing; 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 include: child is in need of language development, parent or guardian has not successfully completed a high school education, frequent relocation by the child's family, and poor social skills[7]
Connecticut	Not applicable
Delaware	Not applicable[5]
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; Low income[5]
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[3]
Iowa SVPP	Not applicable
Kansas State Pre-K	Low parental education level; Non-English speaking family members; Teen parent; Other state-specified risk factors, Single parent; Department for Children and Families referral migrant status, developmentally or academically delayed[3]
Kansas Preschool	Low parental education level; Non-English speaking family members; Teen parent; Parental active military duty; Department for Children and Famlies referral; Developmentally or academically delayed based upon valid assessment; Early childhood referral from another program[3]
Kentucky	Child disability or developmental delay; Homelessness or unstable housing; Child history of 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 Locally determined risk factors[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[5]
Massachusetts	Not applicable[8]
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[4]
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[5]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	OTHER ELIGIBILITY REQUIREMENTS
	Risk factors besides income that can be used to determine eligibility
New Jersey Abbott	Not applicable
New Jersey ECPA	Not applicable
New Jersey ELLI	Locally determined risk factors[8]
New Mexico	Not applicable[5]
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; Chronic health condition and/or child has as IEP[4]
Ohio	Not applicable
Oklahoma	Not applicable
Oregon	Child disability or developmental delay; Locally determined risk factors[5]
Pennsylvania EABG	Locally determined risk factors[6]
Pennsylvania HSSAP	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
Penn. K4 & SBPK	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	Child disability or developmental delay; Low parental education level;l 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 4K	Child disability or developmental delay; Low parental education level; History of abuse, neglect, or family violence; Homelessness or unstable housing; Non-English speaking family members; Parental substance abuse; Risk that child will not be ready for kindergarten; Teen parent; Low birth weight or other child health risk; Child history of foster care; Parental active military duty
South Carolina CDEPP	Child disability or developmental delay; Homelessness or unstable housing; Child receiving Medicaid services
Tennessee	Locally determined risk factors (underserved or unserved children with no access to early childhood programs)[7]
Texas	Homelessness or unstable housing; Non-English speaking family members; Child history of foster care; Parental active military duty; Parent was injured or killed on active military duty
Vermont Act 62	Not applicable
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]
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: 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[4]
Wisconsin 4K	Not applicable
Wisconsin HdSt	Locally determined risk factors Federal Head Start eligibility[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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	NA	NA
Arkansas	1[6]	NA
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	NA
Delaware	NA[5]	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[6]	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[3]
Iowa SVPP	NA	No income requirement
Kansas State Pre-K	1	Meeting the income cutoff can count as one of the risk factors[3]
Kansas Preschool	1[3]	Meeting the income cutoff can count as one of the risk factors
Kentucky	1[8]	Meeting the income cutoff can count as one of the risk factors
Louisiana LA4	NA	NA
Louisiana 8(g)	Determined locally	No income requirement[4]
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[5]
Massachusetts	NA	NA
Michigan	1 to 3[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	No income requirement[4]
Nebraska	1	Meeting the income cutoff can count as one of the risk factors
Nevada	NA	No income requirement
New Jersey Abbott	NA	No income requirement
New Jersey ECPA	NA	No income requirement
New Jersey ELLI	NA	Other[7]
New Mexico	NA[5]	No income requirement
New York	NA	No income requirement
North Carolina	1	80% must meet income requirement 20% may meet another risk factor[4]
Ohio	NA	NA
Oklahoma	NA	No income requirement
Oregon	Locally determined risk factors determine priority for services[5]	80-90% of children must meet income requirements[5]
Pennsylvania EABG	Determined locally	No income requirement[5]
Pennsylvania HSSAP	Determined locally[6]	Children must have the specified number of risk factors in addition to meeting the income cutoff[6]
Penn. K4 & SBPK	None (K4); Determined locally (SBPK)[6]	None (K4); Determined locally (SBPK)
Penn. Pre-K Counts	Determined locally[6]	Meeting the income cutoff can count as one of the risk factors[5]
Rhode Island	NA[6]	No income requirement
South Carolina 4K	1 or more[6]	Children must have the above number of risk factors in addition to meeting the income cutoff
South Carolina CDEPP	1[6]	Meeting the income cutoff can count as one of the risk factors
Tennessee	1 or more determined locally[7]	Meeting the income cutoff can count as one of the risk factors[7]
Texas	1	Meeting the income cutoff can count as one of the risk factors
Vermont Act 62	NA	No income requirement
Vermont EEI	1	Meeting the income cutoff can count as one of the risk factors
Virginia	1[4]	No income requirement
Washington	1[6]	Meeting the income cutoff can count as one of the risk factors[6]
West Virginia	NA	No income requirement
Wisconsin 4K	NA	No income requirement
Wisconsin HdSt	Per federal Head Start requirements[6]	Income is the first consideration[6]

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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[4]	No
Alaska	No	No
Arizona	No	Yes[7]
Arkansas	Yes, for those between 200-250% FPL	No
California	Yes[3]	Yes, only for full-day programs[4]
Colorado	No	No
Connecticut	Yes, for all children[7]	Yes[8]
Delaware	No	No
District of Columbia	No	No
Florida	No	No
Georgia	No	No
Illinois	No	No
Iowa Shared Visions	Yes, for 20% of children	No
Iowa SVPP	No	No
Kansas State Pre-K	No	No
Kansas Preschool	No	No
Kentucky	Determined locally[9]	No[10]
Louisiana LA4	Determined locally[9]	No
Louisiana 8(g)	No	No
Louisiana NSECD	No	No
Maine	No	No
Maryland	No	No
Massachusetts	Determined locally[9]	No
Michigan	No	No
Minnesota	No	Yes[5]
Missouri	Determined locally[4]	No
Nebraska	Yes[5]	No
Nevada	No	No
New Jersey Abbott	No	Yes[9]
New Jersey ECPA	No	Yes[5]
New Jersey ELLI	No	Yes[9]
New Mexico	No	No
New York	No	No
North Carolina	No	No
Ohio	Yes, for children of families that are 101-200% of FPL	No
Oklahoma	No	No
Oregon	No	No
Pennsylvania EABG	No	No
Pennsylvania HSSAP	No	No
Penn. K4 & SBPK	No	No
Penn. Pre-K Counts	No	No
Rhode Island	No	No
South Carolina 4K	No	No
South Carolina CDEPP	No	No
Tennessee	No	No
Texas	No	Yes, at the beginning of each year of eligibility[4]
Vermont Act 62	No	No
Vermont EEI	No	No
Virginia	No	No
Washington	No	No
West Virginia	No	No
Wisconsin 4K	No	No
Wisconsin HdSt	No	No

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STATE	PROGRAM STANDARDS	
	Maximum class size	Staff-child ratio requirement
Alabama	4-year-olds, 18[5]	4-year-olds, 1:9[5]
Alaska	4-year-olds, 20	4-year-olds, 1:10
Arizona	3-year-olds, 18; 4-year-olds, 20[8]	3-year-olds, 1:9; 4-year-olds, 1:10[8]
Arkansas	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
California	3- and 4-year-olds, No limit[5]	3- and 4-year-olds, 1:8
Colorado	3- and 4-year-olds, 16	3- and 4-year-olds, 1:8
Connecticut	3- and 4-year-olds, 20[9]	3- and 4-year-olds, 1:10
Delaware	4-year-olds, 20	4-year-olds, 1:10
District of Columbia	3-year-olds, 16; 4-year-olds, 20[5]	3-year-olds, 2:16; 4-year-olds, 2:20[5]
Florida	4-year-olds, 20 (540-hour program); 12 (300-hour program)	4-year-olds, 1:11 or 2:12-20 (540-hour program); 1:12 (300-hour program)
Georgia	4-year-olds, 22[6]	4-year-olds, 1:11[6]
Illinois	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Iowa Shared Visions	3-year-olds, 18; 4-year-olds, 20[4]	3- and 4-year-olds, 1:8
Iowa SVPP	3-year-olds, 18; 4-year-olds, 20	3-year-olds, 1:9; 4-year-olds, 1:10
Kansas State Pre-K	3-year-olds, NA; 4-year-olds, 20	4-year-olds, 1:10
Kansas Preschool	3-year-olds, NA; 4-year-olds, 20	4-year-olds, 1:10
Kentucky	3- and 4-year-olds, 20[11]	3- and 4-year-olds, 1:10[11]
Louisiana LA4	4-year-olds, 20	4-year-olds, 1:10
Louisiana 8(g)	4-year-olds, 20	4-year-olds, 1:10
Louisiana NSECD	4-year-olds, 20[7]	4-year-olds, 1:10[7]
Maine	4-year-olds, No Limit[7]	4-year-olds, 1:15[7]
Maryland	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1:10
Massachusetts	3- and 4-year-olds, 20	3-year-olds, 1:10 (UPK); 1:7-10 (Grant 391); 4-year-olds, 1:10 (UPK) ;1:7-10 (Grant 391)[10]
Michigan	4-year-olds, 18[8]	4-year-olds, 1:8[8]
Minnesota	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Missouri	3- and 4-year-olds, 20[5]	3- and 4-year-olds, 1:10[5]
Nebraska	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Nevada	3-year-olds, 16; 4-year-olds, 20	3-year-olds, 1:8; 4-year-olds, 1:10
New Jersey Abbott	3-year-olds, 15; 4-year-olds, 15	3- and 4-year-olds, 2:15
New Jersey ECPA	3- and 4-year-olds, 18	3- and 4-year-olds, 1:9
New Jersey ELLI	4-year-olds, 20	4-year-olds, 1:10
New Mexico	4-year-olds, 20	4-year-olds, 1:10
New York	3- and 4-year-olds, 20[4]	3-year-olds, 1:8; 4-year-olds, 1:9[4]
North Carolina	4-year-olds, 18	4-year-olds, 1:9
Ohio	3-year-olds, 24; 4-year-olds, 28	3-year-olds, 1:12; 4-year-olds, 1:14
Oklahoma	4-year-olds, 20	4-year-olds, 1:10
Oregon	3-year-olds, 17; 4-year-olds, 20	3-year-olds, 2:17; 4-year-olds, 1:10
Pennsylvania EABG	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
Pennsylvania HSSAP	3- and 4-year-olds, 20[7]	3- and 4-year-olds, 1:10[7]
Penn. K4 & SBPK	3- and 4-year-olds, No limit (K4); 20 (SBPK)[2]	3- and 4-year-olds, 1:10[2]
Penn. Pre-K Counts	3- and 4-year-olds, 20[6]	3- and 4-year-olds, 1:10[6]
Rhode Island	4-year-olds, 18	4-year-olds, 1:9
South Carolina 4K	3- and 4-year-olds, 20	3- and 4-year-olds, 1:10
South Carolina CDEPP	4-year-olds, 20	4-year-olds, 1:10
Tennessee	3-year-olds, 16; 4-year-olds, 20[8]	3-year-olds, 1:8; 4-year-olds, 1:10
Texas	3- and 4-year-olds, No limit[5]	3- and 4-year-olds, No limit[5]
Vermont Act 62	3-year-olds, 20; 4-year-olds, 20	3-and 4-year-olds, 1:10
Vermont EEI	3-year-olds, 20; 4-year-olds, 20	3-and 4-year-olds, 1:10
Virginia	4-year-olds, 18	4-year-olds, 1:9
Washington	3- and 4-year-olds, 20	3- and 4-year-olds, 1:9
West Virginia	3- and 4-year-olds, 20[5]	3- and 4-year-olds, 1:10[5]
Wisconsin 4K	4-year-olds, determined locally[9]	4-year-olds, determined locally[9]
Wisconsin HdSt	3-year-olds, 1:7; 4-year-olds, 20[7]	3-year-olds, 2:17; 4-year-olds, 1:10[7]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PROGRAM STANDARDS
	Meal requirement
Alabama	Lunch; Snack[6]
Alaska	Breakfast or Lunch and one snack
Arizona	Depends on length of program day[9]
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	At least one meal and snack[6]
District of Columbia	Breakfast; Lunch[6]
Florida	Depends on length of program day[7]
Georgia	Lunch[7]
Illinois	Lunch and Snack (school day); Snack (part day)
Iowa Shared Visions	Lunch; Snack[5]
Iowa SVPP	Snack[6]
Kansas State Pre-K	Snack
Kansas Preschool	Snack
Kentucky	At least one meal a day, Breakfast or Lunch
Louisiana LA4	Lunch; Snack[10]
Louisiana 8(g)	Breakfast; Lunch; Snack
Louisiana NSECD	Breakfast; Lunch; Snack
Maine	No meals are required[8]
Maryland	Breakfast and Lunch (school day); Breakfast or Lunch (part day)
Massachusetts	Depends on length of program day[11]
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[6]
Nebraska	Snack[6]
Nevada	No meals are required[5]
New Jersey Abbott	Breakfast; Lunch; Snack
New Jersey ECPA	Depends on length of program day[6]
New Jersey ELLI	Depends on length of program day[10]
New Mexico	At least one meal per day, breakfast or lunch depending on schedule
New York	Depends on length of program day[5]
North Carolina	Lunch and either Breakfast or Snack
Ohio	Depends on length of program day[5]
Oklahoma	Lunch[5]
Oregon	Lunch and either Breakfast or Snack[6]
Pennsylvania EABG	No meals are required
Pennsylvania HSSAP	Lunch and either breakfast or snack
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Snack (part day); Snack and one meal (school day)
Rhode Island	Lunch; Snack
South Carolina 4K	Lunch; Snack
South Carolina CDEPP	Breakfast; Lunch
Tennessee	Lunch and either Breakfast or Snack
Texas	Depends on length of program day[6]
Vermont Act 62	No meals are required[7]
Vermont EEI	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[6]
Wisconsin 4K	Depends on length of program day[10]
Wisconsin HdSt	Lunch; Snack[8]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PROGRAM STANDARDS
	Screening and referral requirements
Alabama	Vision; Hearing; Immunizations; Full physical exam; Developmental; Dental; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral[7]
Alaska	Vision; Hearing; Immunizations; Psychological/Behavioral; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Full physical exam[6]
Arizona	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental[10]
Arkansas	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
California	Locally determined[7]
Colorado	Immunizations; Full physical exam; Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral
Connecticut	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Delaware	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
District of Columbia	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Dental
Florida	Locally determined[8]
Georgia	Vision; Hearing; Immunizations; Dental[8]
Illinois	Vision; Hearing; Immunizations; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Dental
Iowa Shared Visions	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental[6]
Iowa SVPP	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Kansas State Pre-K	Locally determined[4]
Kansas Preschool	Locally determined[4]
Kentucky	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
Louisiana LA4	Vision; Hearing; Immunizations; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Louisiana 8(g)	Immunizations; Psychological/Behavioral; Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Full physical exam
Louisiana NSECD	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Developmental; Dental[8]
Maine	Vision; Hearing; Developmental; Immunizations; Locally determined: Height/Weight/BMI; Blood pressure; Psychological/Behavioral
Maryland	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Locally determined: Developmental[7]
Massachusetts	Vision; Hearing; Developmental[12]
Michigan	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Full physical exam; Developmental; Locally determined: Psychological/Behavioral[10]
Minnesota	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Missouri	Vision; Hearing; Height/Weight/BMI; Immunizations; Full physical exam; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral[7]
Nebraska	Locally determined
Nevada	Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental[6]
New Jersey Abbott	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral; Full physical exam
New Jersey ECPA	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Blood pressure; Psychological/Behavioral; Full physical exam; Other
New Jersey ELLI	Vision; Hearing; Height/Weight/BMI; Immunizations; Developmental; Dental; Locally determined: Blood pressure; Psychological/Behavioral; Full physical exam
New Mexico	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Full physical exam; Developmental; Dental; Other; Locally determined: Psychological/Behavioral[6]
New York	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other[6]
North Carolina	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Ohio	Vision; Hearing; Height/Weight/BMI; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other includes Hemoglobin and Lead; Locally determined: Blood pressure
Oklahoma	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental[6]
Oregon	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other[7]
Pennsylvania EABG	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Pennsylvania HSSAP	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental
Penn. K4 & SBPK	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Penn. Pre-K Counts	Locally determined[7]
Rhode Island	Vision; Hearing; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Other: Speech/language development
South Carolina 4K	Developmental; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Dental[4]
South Carolina CDEPP	Vision; Hearing; Developmental; Locally determined: Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Dental
Tennessee	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental
Texas	Immunizations; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Vermont Act 62	Locally determined[8]
Vermont EEI	Locally determined[8]
Virginia	Vision; Hearing; Immunizations; Determined locally: Height/Weight/BMI; Blood pressure; Psychological/Behavioral; Full physical exam; Developmental
Washington	Vision; Hearing; Height/Weight/BMI; Immunizations; Full physical exam; Developmental; Dental
West Virginia	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental[7]
Wisconsin 4K	Full physical exam; Locally determined: Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Developmental[11]
Wisconsin HdSt	Vision; Hearing; Height/Weight/BMI; Blood pressure; Immunizations; Psychological/Behavioral; Full physical exam; Developmental; Dental; Other as determined by federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PROGRAM STANDARDS
	Support services for English Language Learners and families
Alabama	State policy does not regulate services for English Language Learners[8]
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[7]
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; ESL services must be provided; 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[7]
District of Columbia	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; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; State policy does not regulate services for English Language Learners
Florida	State policy does not regulate services for English Language Learners[9]
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[9]
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; ESL services must be provided; Translators or bilingual staff are available if children do not speak English
Iowa Shared Visions	A home language survey is sent home at the beginning of the school year[7]
Iowa SVPP	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; A home language survey is sent home at the beginning of the school year
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[5]
Kansas Preschool	Information must be presented to parents in their primary language[5]
Kentucky	Bilingual non-English classes are permitted in pre-K[12]
Louisiana LA4	Bilingual non-English classes are permitted in pre-K; Monolingual non-English classes are permitted in pre-K; ESL services must be provided; Other[11]
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[9]
Maryland	Bilingual non-English classes are permitted in pre-K; Information must be presented to parents in their primary language
Massachusetts	State policy does not regulate services for English Language Learners[13]
Michigan	Bilingual non-English classes are permitted in pre-K[11]
Minnesota	Translators or bilingual staff are available if children do not speak English; Other, support services as 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	State policy does not regulate services for English Language Learners[6]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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, bilingual classes are encouraged[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; Other, bilingual classes are encouraged[7]
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; Other, bilingual classes are encouraged[11]
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[7]
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; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners; Translators or bilingual staff are available if children do not speak English; Other, Commissioner's Regulations require all districts and schools to have a plan in place to serve ELL students appropriately[7]
North Carolina	Professional development or coaching is provided for teachers; A systematic, written plan must be in place on how to work with English Language Learners[5]
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; Other, required to have list maintained
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 support services provided as per federal Head Start Performance Standards[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
Penn. K4 & SBPK	State policy does not regulate services for English Language Learners[3]
Penn. 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 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
South Carolina CDEPP	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; 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
Tennessee	State policy does not regulate services for English Language Learners[9]
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; 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[7]
Vermont Act 62	State policy does not regulate services for English Language Learners
Vermont EEI	State policy does not regulate services for English Language Learners
Virginia	State policy does not regulate services for English Language Learners
Washington	Bilingual non-English classes are permitted in pre-K; Programs are required to screen and assess all children; Other ELL service plans are locally determined[8]
West Virginia	Programs are required to screen and assess all children; A home language survey is sent home at the beginning of the school year; Information must be presented to parents in their primary language; ESL services must be provided; A systematic, written plan must be in place on how to work with English Language Learners
Wisconsin 4K	Bilingual 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[12]
Wisconsin HdSt	Follows federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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; Other support services locally determined
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: 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 consultation for children if needed
District of Columbia	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
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 State Pre-K	Parent involvement activities; 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
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
Louisiana 8(g)	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Other: GED and adult literacy training; Housing/utility assistance referrals
Louisiana NSECD	Parenting support or training; Parent involvement activities; Child health services; Referral for social services; Transition to K activities; Other support services locally determined[9]
Maine	Parent conferences and/or home visits; Other support services locally determined
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	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
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

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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 ECPA	Parent involvement activities; Child health 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 Mexico	Parent education or job training; Parenting support or training; Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
New York	Parent education or job training; Parenting support or training; Parent involvement activities; Parent health services; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
North Carolina	Parent involvement activities; 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[6]
Ohio	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences and/or home visits
Oklahoma	Parent involvement activities; Child health services; Nutrition information; Referral for social services; Transition to K activities; Parent conferences; and/or home visits; Other[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
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Parent involvement activities; Referral for social services; Transition to K activities[8]
Rhode Island	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
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
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
Tennessee	Parenting support or training; Parent involvement activities; Referral for social services; Transition to K activities; Parent conferences and/or home visits; Other support services locally determined
Texas	Support services locally determined
Vermont Act 62	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Vermont EEI	Parent involvement activities; Transition to K activities; Parent conferences and/or home visits
Virginia	Parent involvement activities; Child health services; Referral for social services; Other support services 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[8]
Wisconsin 4K	Parent involvement activities; Child health services; Referral for social services; Parent conferences and/or home visits; Other: Referral for special education, Access to school nurse, school psychologist, school social worker[13]
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, 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 '12-'13 school year, except Minnesota which is for the '11-'12 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
Colorado	Building Blocks to the Colorado K-12 Content Standards
Connecticut	The Connecticut Preschool Curriculum Framework
Delaware	Delaware Early Learning Foundations
District of Columbia	Early Learning Standards: Infant, Toddlers and Pre-kindergarten
Florida	Florida Early Learning and Developmental Standards for Four-Year-Olds (2011)
Georgia	Georgia's Pre-K Content Standards
Illinois	Illinois Early Learning Standards (IELS)
Iowa Shared Visions	Iowa Early Learning Standards
Iowa SVPP	Iowa Early Learning Standards
Kansas State Pre-K	Kansas Early Learning Standards
Kansas Preschool	Kansas Early Learning Standards
Kentucky	Kentucky Early Childhood Standards
Louisiana LA4	Louisiana Standards for Programs Serving Four-Year-Old Children (through April 2013) and Birth to Five Early Learning and Development Standards (present)
Louisiana 8(g)	Louisiana Standards for Programs Serving Four-Year-Old Children (through April 2013) and Birth to Five Early Learning and Development Standards (present)
Louisiana NSECD	Louisiana Standards for Programs Serving Four-Year-Old Children and Birth to Five Early Learning and Development Standards
Maine	State of Maine Early Learning Guidelines
Maryland	The Social Foundations Framework, Maryland Common Core State Curriculum Frameworks, and Maryland State Curriculum for Career and College Readiness
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 Standards
Nebraska	Nebraska Early Learning Guidelines for Ages 3 to 5
Nevada	Nevada Pre-Kindergarten Standards
New Jersey Abbott	Preschool Teaching and Learning Standards
New Jersey ECPA	Preschool Teaching and Learning Standards
New Jersey ELLI	Preschool Teaching and Learning Standards
New Mexico	New Mexico Early Learning Outcomes - Full Version
New York	New York State Prekindergarten Foundation for the Common Core
North Carolina	North Carolina Foundations for Early Learning and Development
Ohio	Ohio's Early Learning and Development Standards and Ohio's Early Learning Program Guidelines
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
Penn. K4 & SBPK	Pennsylvania Learning Standards for Early Childhood
Penn. Pre-K Counts	Pennsylvania Learning Standards for Early Childhood
Rhode Island	Rhode Island Early Learning and Development Standards
South Carolina 4K	South Carolina Good Start, Grow Smart Early Learning Standards
South Carolina CDEPP	South Carolina Good Start Grow Smart Early Learning Standards
Tennessee	Tennessee Early Learning Developmental Standards for 4 Year Olds- Revised
Texas	Texas Prekindergarten Guidelines
Vermont Act 62	Vermont Early Learning Standards
Vermont EEI	Vermont Early Learning Standards
Virginia	Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds
Washington	2010 ECEAP Performance Standards and Washington State Early Learning and Development 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 '12-'13 school year, except Minnesota which is for the '11-'12 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://humanservices.arkansas.gov/dccece/Pages/default.aspx
California	http://www.cde.ca.gov/sp/cd/re/psfoundations.asp
Colorado	No longer available
Connecticut	http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Early/Preschool_framework.pdf
Delaware	http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/elg.shtml
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	http://www.decal.ga.gov/Prek/ContentStandards.aspx
Illinois	http://www.isbe.net/earlychi This document has been replaced by the Illinois Early Learning and Development Standards (IELDS)
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 State Pre-K	www.ksde.org
Kansas Preschool	www.ksde.org
Kentucky	http://kidsnow.ky.gov/School%20Readiness/Pages/Early-Childhood-Standards-2013.aspx
Louisiana LA4	http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4
Louisiana 8(g)	http://www.louisianaschools.net/lde/uploads/17057.pdf (until April) and http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4
Louisiana NSECD	http://www.louisianabelieves.com/docs/early-childhood/early-childhood---birth-to-five-standards.pdf?sfvrsn=4
Maine	http://www.maine.gov/education/fouryearold/guidelines.html
Maryland	http://www.marylandpublicschools.org/MSDE/divisions/child_care/early_learning/docs/SocialFoundationsFramework080113.pdf and http://mdk12.org/instruction/commoncore/index.html and http://mdk12.org/instruction/curriculum/index.html
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/eel/el/PreK_Standards/index.htm
Nebraska	http://www.education.ne.gov/OEC/elg.html
Nevada	http://www.doe.nv.gov/Early_Childhood/
New Jersey Abbott	http://www.state.nj.us/education/cccs/PreSchoolFinal.doc
New Jersey ECPA	http://www.state.nj.us/education/ece/guide/
New Jersey ELLI	http://www.state.nj.us/education/ece/guide/
New Mexico	https://www.newmexicoprek.org/Docs/PreKMaterials2010_2011/ELGs_Birth-Kindergarten_fullversion.pdf
New York	http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/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://education.ohio.gov/Topics/Early-Learning/Early-Childhood-Education/Early-Learning-Program-Guidelines
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
Penn. K4 & SBPK	http://www.pakeys.org/pages/get.aspx?page=career_standards
Penn. Pre-K Counts	http://www.pakeys.org/pages/get.aspx?page=career_standards
Rhode Island	http:rields.com
South Carolina 4K	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
South Carolina CDEPP	http://ed.sc.gov/agency/programs-services/64/documents/EarlyLearningGoodStart.pdf
Tennessee	http://www.tennessee.gov/education/ci/earlychildhood/doc/Revised_TNELDS_4yearolds.pdf
Texas	http://www.tea.state.tx.us/index2.aspx?id=2147495508&menu_id=2147483718
Vermont Act 62	http://education.vermont.gov/documents/vels_03.pdf
Vermont EEI	http://education.vermont.gov/documents/vels_03.pdf
Virginia	http://www.doe.virginia.gov/instruction/early_childhood/preschool_initiative/foundationblocks.pdf
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 '12-'13 school year, except Minnesota which is for the '11-'12 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	2011
Colorado	2007	2013
Connecticut	1999	Under revision 2013 new Early Learning & Developments Standards 0-5. As of Fall 2013 the new Early Learning and Development Standards 0-5 were completed and introduced[12]
Delaware	2003	N/A
District of Columbia	2013	2012
Florida	2011	2011
Georgia	1996	Under revision[10]
Illinois	IELS - 2003; IELDS - 2013	Revision completed in 2013 training on IELDS in 2013 and impelmentation in 2014
Iowa Shared Visions	2012	2012
Iowa SVPP	2012	2012
Kansas State Pre-K	2006	2009
Kansas Preschool	2006	2009
Kentucky	2003	2013
Louisiana LA4	2013	April 2013
Louisiana 8(g)	2013	April 2013
Louisiana NSECD	2013	April 2013
Maine	2005	Under revision completion anticipated Summer 2014
Maryland	2012	2012
Massachusetts	2003	2003
Michigan	1986	2013
Minnesota	2003	2005
Missouri	2009	Under revision
Nebraska	2005	Under revision
Nevada	2010	2010
New Jersey Abbott	2002	2013
New Jersey ECPA	2002	2013
New Jersey ELLI	2002	2013
New Mexico	2005	January 2012
New York	2011	2011
North Carolina	2013	2013
Ohio	2012 for ELDS 2005 ELPG	2011 ELDS 2009 ELPG
Oklahoma	1996	Oklahoma Academic Standards
Oregon	2012	2012 (Head Start Child Development and Early Learning Framework replaced the Early Childhood Foundations)
Pennsylvania EABG	2005	Under revision
Pennsylvania HSSAP	2005	Under revision
Penn. K4 & SBPK	2005	Under revision
Penn. Pre-K Counts	2005	Under revision
Rhode Island	2013	2013
South Carolina 4K	2007	Under review for possible revision
South Carolina CDEPP	2007	Under revision
Tennessee	2012	2012
Texas	2008	2008
Vermont Act 62	2003	Under revision
Vermont EEI	2003	Under revision
Virginia	2004	2013
Washington	2010 for Standards, 2012 for Guidelines	2013 for Standards and 2012 for Guidelines.
West Virginia	2004	2010
Wisconsin 4K	2003	2011
Wisconsin HdSt	2003	2011

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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[8]
Arizona	Yes
Arkansas	Yes[7]
California	Yes[8]
Colorado	No[9]
Connecticut	Yes[12]
Delaware	Yes
District of Columbia	Yes[7]
Florida	Yes
Georgia	Alignment is in progress[10]
Illinois	Yes
Iowa Shared Visions	Yes[8]
Iowa SVPP	Yes[7]
Kansas State Pre-K	Yes[6]
Kansas Preschool	Yes[6]
Kentucky	Yes[14]
Louisiana LA4	Yes[12]
Louisiana 8(g)	Yes[5]
Louisiana NSECD	Yes[10]
Maine	Alignment is in progress[10]
Maryland	Yes[8]
Massachusetts	Yes[14]
Michigan	Yes
Minnesota	Alignment is in progress
Missouri	Alignment is in progress
Nebraska	No[8]
Nevada	Alignment is in progress
New Jersey Abbott	Yes[11]
New Jersey ECPA	Yes[8]
New Jersey ELLI	Yes[12]
New Mexico	Yes
New York	Yes[8]
North Carolina	Yes
Ohio	Yes
Oklahoma	Alignment is in progress[8]
Oregon	Alignment is in progress[9]
Pennsylvania EABG	Alignment is in progress[7]
Pennsylvania HSSAP	Alignment is in progress[8]
Penn. K4 & SBPK	Alignment is in progress[4]
Penn. Pre-K Counts	Alignment is in progress[9]
Rhode Island	Yes
South Carolina 4K	Alignment is in progress
South Carolina CDEPP	Alignment is in progress
Tennessee	Yes[10]
Texas	No
Vermont Act 62	Alignment is in progress[9]
Vermont EEI	Alignment is in progress[9]
Virginia	No[6]
Washington	Yes
West Virginia	Yes
Wisconsin 4K	Yes[14]
Wisconsin HdSt	Yes[9]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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[8]
Colorado	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[9]
Connecticut	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[12]
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[7]
Florida	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Georgia	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Illinois	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Iowa Shared Visions	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Iowa SVPP	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[7]
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[14]
Louisiana LA4	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[12]
Louisiana 8(g)	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[5]
Louisiana NSECD	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[10]
Maine	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[10]
Maryland	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
Massachusetts	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[14]
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 '12-'13 school year, except Minnesota which is for the '11-'12 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[8]
New York	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]
North Carolina	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[7]
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[9]
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[4]
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[14]
Wisconsin HdSt	Physical well-being/motor development; Social/emotional development; Approaches toward learning; Language development; Cognitive and general knowledge[8]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PERSONNEL
	Minimum teacher degree requirement
Alabama	BA (public and nonpublic)
Alaska	BA (public and nonpublic)[9]
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic)[11]
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)[10]
Connecticut	CDA (public and nonpublic)[13]
Delaware	AA (public and nonpublic)[8]
District of Columbia	BA (public and nonpublic)
Florida	BA (summer); CDA or equivalent (school year)[10]
Georgia	BA (public and nonpublic)[11]
Illinois	BA (public and nonpublic)
Iowa Shared Visions	BA (public); CDA (nonpublic)[9]
Iowa SVPP	BA with ECE endorsement (public and nonpublic)
Kansas State Pre-K	BA (public)
Kansas Preschool	BA (public); AA in ECE working towards BA within five years (nonpublic)[7]
Kentucky	BA (public and nonpublic)[15]
Louisiana LA4	BA (public and nonpublic)[13]
Louisiana 8(g)	BA (public)
Louisiana NSECD	BA (nonpublic)[11]
Maine	BA (public and nonpublic)
Maryland	BA (public and nonpublic)[9]
Massachusetts	BA (public) None (nonpublic)[15]
Michigan	BA (public and nonpublic)[12]
Minnesota	BA (public) AA (nonpublic)[8]
Missouri	BA (public and nonpublic)[8]
Nebraska	BA (public and nonpublic)[9]
Nevada	BA (public and nonpublic)[7]
New Jersey Abbott	BA (public and nonpublic)
New Jersey ECPA	BA (public and nonpublic)
New Jersey ELLI	BA (public and nonpublic)
New Mexico	BA (public) HSD (nonpublic)[8]
New York	BA and NYS teaching certificate (public); BA in early childhood or related field with 5-year plan to become certified (nonpublic)[9]
North Carolina	BA (public and nonpublic)[8]
Ohio	AA (public and nonpublic)
Oklahoma	BA/BS and ECE certification (public and nonpublic)[9]
Oregon	BA and teaching license plus 15 ECE credits (public); AA (nonpublic)[10]
Pennsylvania EABG	BA (public); AA (nonpublic)[8]
Pennsylvania HSSAP	AA (public and nonpublic)[9]
Penn. K4 & SBPK	BA (public and nonpublic)
Penn. Pre-K Counts	BA (public and nonpublic)[10]
Rhode Island	BA (public and nonpublic)
South Carolina 4K	BA (public)
South Carolina CDEPP	BA (public); AA (nonpublic)[7]
Tennessee	BA and ECE certification (public and nonpublic)
Texas	BA (public); None (nonpublic)[8]
Vermont Act 62	BA (public); Meets child care requirements (nonpublic)[10]
Vermont EEI	BA (public); Meets child care requirements (nonpublic)[10]
Virginia	BA (public); HSD (nonpublic)[7]
Washington	AA (public and nonpublic)[10]
West Virginia	BA (public); AA (nonpublic)[9]
Wisconsin 4K	BA and early childhood teacher license (public and nonpublic)
Wisconsin HdSt	BA (public); AA working toward BA by 2017 (nonpublic)[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
Alabama	EC Education (P-3) (Public); Child Development (PreK) (Nonpublic)[9]
Alaska	ECE endorsement (P-3) (Public and nonpublic)[9]
Arizona	12 college credit hours in ECE or related fields or a CDA (public and nonpublic)[11]
Arkansas	BA with P-4 certification (B-pre-K) (Public); BA in EC or child development (B-pre-K) (Nonpublic)[8]
California	Child Development Associate Teacher Permit (Public and nonpublic)[9]
Colorado	None[10]
Connecticut	Meets CDA requirements with 12 EC credits (Public and nonpublic)[13]
Delaware	None
District of Columbia	EC Education Child Development (Public and nonpublic)
Florida	BA or higher in: EC education prekindergarten or primary education, preschool education, family and consumer science, or teacher certification in any area (Summer program only); CDA and emergent literacy training (School year program)[10]
Georgia	Elementary Grades (P-8), Special Education General Curriculum Consultative/ECE (P-5), EC Education (P-5), Special Ed Preschool (3-5 endorsement (P)), Birth to Five (B-5) (Public and nonpublic)
Illinois	Educator License with EC endorsement (Birth to 3rd Grade) (Public and Nonpublic Settings[7]
Iowa Shared Visions	EC Endorsement with or without special education (B-3rd grade), EC - PreK-K (B- K), (Public); AA in EC Education or Child Development (B - K) (Nonpublic)
Iowa SVPP	EC with or without special education (B-3rd), EC (B-K) (Public and nonpublic)
Kansas State Pre-K	EC Endorsement/elementary education (K-6), EC (Birth - Five), EC Unified (B-Kindergarte or B-3rd), EC Special Education (Birth through five years), (Public)
Kansas Preschool	Elementary Education with EC Endorsement (K-6), EC Education (Birth - 5 years), EC Unified (Birth through 3rd), EC Unified (Birth through Kindergarten), EC Special education (Birth - 5 years) (Public); AA in EC or Related field (Birth - 5) (Nonpublic)[7]
Kentucky	Interdisciplinary EC Education (IECE) (birth to primary/K) (Public and nonpublic)[15]
Louisiana LA4	EC Endorsement, with or without special education (Birth - 3rd grade), PreK-K (Birth - K) (public); Early Interventionist (3 years - K), Nursery School (3-5 years), Kindergarten PK-3 (4 years to 3rd grade), Noncategorical Prechool Handicapped (NCPH) (3 thru Kindergarten) (public and nonpublic)[13]
Louisiana 8(g)	Early Interventionist (3 years - K), Nursery School (3-5 years), K PK-3 (4 years to 3rd grade) (Public); Noncategorical preschool handicapped (3 to 5 years) (Nonpublic)[6]
Louisiana NSECD	Early Interventionist (3 years - K) (Public); Nursery School (3-5 years), K PK-3 (4 years to 3rd grade), Noncategorical preschool handicapped (3 to 5 years) (Nonpublic)[11]
Maine	EC Endorsement, with or without special education (Birth - Age 5) (public and nonpublic)
Maryland	EC Endorsement, with or without Special Education (Birth - 3rd), PreK-K (Birth-K) (Public); AA in ECE or CDA (Birth-K) (nonpublic)[9]
Massachusetts	EC Teacher of Students with and without Disabilities (Pre-K to grade 2) (Public); 3 credits (Preschool) (Nonpublic)[15]
Michigan	Elementary Teaching Certificate with EC Endorsement (K-5 Birth to age 8) (Public and nonpublic); CD with focus on preschool teaching (Birth to age 5), Elementary Education with CDA (K-5 Birth to age 5) (Nonpublic)[12]
Minnesota	AA in ECE or CD (Birth - K)[8]
Missouri	EC Education (B-3rd), EC Special Education (B-3rd), Four-year CD Degree (public and nonpublic)[8]
Nebraska	EC (Birth - 3rd Grade), EC Unified (Birth - 3rd Grade), Preschool Disbilities (Birth-K), EC Special Education (Birth - 3rd Grade) (Public and nonpublic)[9]
Nevada	EC Endorsement (Birth-2nd Grade), EC Special Education (Birth-2nd Grade) (public and nonpublic)[7]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PERSONNEL
	Required teacher certification/licensure/endorsement
New Jersey Abbott	P-3 certificate K–5 certificate (P-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) (public and nonpublic)[12]
New Jersey ECPA	P-3 certificate K–5 certificate (P-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) (public and nonpublic)[9]
New Jersey ELLI	P-3 certificate K–5 certificate (P-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) (public and nonpublic)[13]
New Mexico	EC (Birth to 3rd Grade) (public)[8]
New York	ECE Certification (birth to grade 2); Certificate in Students with Disabilities (birth to grade 2); Teaching Certificate (N - 6, pre-K - 6) (Public and nonpublic); AA (ECE or Child Development) (Nonpublic)[9]
North Carolina	NC Birth-through-Kindergarten Lateral Entry License, NC Birth-through-Kindergarten Standard Professional I License, NC Birth-through-Kindergarten Standard Professional II License, NC Preschool/PreK/K Add-on License (Preschool 4-year olds) (Public and nonpublic)[8]
Ohio	Pre K-3 License, PreK License, EC Intervention Specialist License, P-3 K-3 or K-8 Certificate plus 4 courses in ECE or CD from accredited college (PK), PreK Associate (PK) (Public and nonpublic)[6]
Oklahoma	EC Endorsement, with or without special education (Birth - 3rd grade) (public); Pre-K-K (Birth - K) (Public)[9]
Oregon	EC Endorsement, with or without special education (Birth - 3rd grade) (public); PreK-K (Birth - K) (public); AA in ECE or CD (Birth - K) (nonpublic)[10]
Pennsylvania EABG	ECE Certification (N-3 or PK-4) (Public); AA in ECE (Nonpublic)[8]
Pennsylvania HSSAP	Meets CDA requirements (Public and nonpublic)[9]
Penn. K4 & SBPK	ECE or EE certification (K4); ECE Certification (SBPK)
Penn. Pre-K Counts	N-3 (birth-3) (Public and nonpublic); PK-4 (PK-4) (Public and nonpublic)[10]
Rhode Island	EC (PreK - 2) (Public and nonpublic)
South Carolina 4K	EC Endorsement, with or without special education (Birth - 3rd grade) (Public)
South Carolina CDEPP	EC Endorsement, with or without special education (Birth - 3rd grade) (Public); AA in ECE or CD (PreK) (Nonpublic)
Tennessee	Pre-K-Grade 3 (Birth-3rd), PreK- 4th grade (Birth-4th), Pre-K-K (Birth - K), EC SpEd Pre-K- 1 (Birth-1st), SpEd Pre-K - 3 (Birth - 3rd) (public and nonpublic)[11]
Texas	Generalist (EC-6), Bilingual (EC-6), ESL (EC-6), Special Education (EC-6) (Public)[8]
Vermont Act 62	EC Educator (Birth-3rd), EC Special Educator (Birth-5), EC Education (limited) (Only in Public Settings); AA, CDA, or Child Care post-secondary certificate (nonpublic)[10]
Vermont EEI	EC Educator (Birth-3rd), EC Educator-limited (Birth to K), EC Special Educator (Birth-6 years) (Only in Public Settings); AA or CDA (Nonpublic settings)[10]
Virginia	Early Primary Ed (PreK-3), Elem Ed (PreK-6) (Public)
Washington	30 quarter credits in ECE (birth to age 8) (Public and nonpublic)[10]
West Virginia	EC Endorsment (PK/K), PSN (PreK) (Public); AA in ECE or CD (PreK) (Nonpublic)[9]
Wisconsin 4K	EC Endorsement, with or without special education (Birth to age 8), ECE (Birth to age 11), Kindergarten to 3rd (4K-3rd grade) (Public and nonpublic)
Wisconsin HdSt	ECE (birth to age 8), ECE (birth to 11) (Public); AA Child development (Nonpublic)[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PERSONNEL	
	Education level of teachers during 2012-2013, percent	Education level of teachers during 2012-2013, number
Alabama	BA, 78%; MA, 22%	BA, 169; MA, 48
Alaska	BA, 100%	BA, 21
Arizona	Breakdown not available	Breakdown not available
Arkansas	HSD, 1%; CDA, 8%; AA, 2%; BA, 69%; MA, 20%	HSD, 8; CDA, 70; AA, 17; BA, 637; MA, 185[9]
California	Breakdown not available	Breakdown not available
Colorado	Breakdown not available	Breakdown not available
Connecticut	CDA, 16%; AA, 26%; BA, 34%; MA, 12%; ECE Certificate, 1%; EC Certification, 10%	CDA, 224; AA, 369; BA, 487; MA, 168; ECE Certificate, 21; EC Certification, 145
Delaware	AA, 29%; BA, 70%; Other, 3%	AA, 19; BA, 44; Other, 2
District of Columbia	AA, 1%; BA, 89%; Other, 10%	AA, 2; BA, 637; Other, 80[8]
Florida	CDA, 69%; AA, 19%; BA, 10%; MA, 2%	CDA, 8,433; AA, 2,279; BA, 1,225; MA, 227
Georgia	AA, 4%; BA, 96%	CDA, 19; AA, 150; BA, 3,649[11]
Illinois	Breakdown not available	BA required, breakdown unknown
Iowa Shared Visions	CDA, 3%; AA, 5.5%; BA, 75%; MA, 16.5%	CDA, 4; AA, 7; BA, 95; MA, 21[9]
Iowa SVPP	BA, 100%	BA, Not available; MA, Not available
Kansas State Pre-K	Breakdown not available	BA required, breakdown unknown
Kansas Preschool	Breakdown not available	BA required, breakdown unknown
Kentucky	Breakdown not available	Breakdown not available[15]
Louisiana LA4	BA or higher, 100%	BA or higher, 900
Louisiana 8(g)	BA, 100%	BA, 135
Louisiana NSECD	BA, 80%; MA, 20%	BA, 81; MA, 20[12]
Maine	BA, 97%; MA, 3%	BA, 157; MA, 5
Maryland	BA, 100%	BA required, breakdown unknown
Massachusetts	Breakdown not available	Breakdown not available[15]
Michigan	Breakdown not available	Breakdown not available
Minnesota	HSD, 1%; CDA, 4%; AA, 25%; BA, 65%; MA, 5%	HSD, 2; CDA, 22; AA, 157; BA, 402; MA, 28
Missouri	BA, 99%; MA, 1%	BA, 169; MA, 2
Nebraska	BA or higher, 100%	BA required, breakdown unknown
Nevada	HSD, 3%; BA, 47%; MA, 47%; Other, 3%	HSD, 1; BA, 17; MA, 17; PhD, 1
New Jersey Abbott	BA, 69%; MA, 30%; Other, 1%	BA, 1,981; MA, 864; PhD 26
New Jersey ECPA	BA, 68%; MA, 32%	BA, 254; MA, 119
New Jersey ELLI	Breakdown not available	BA required, breakdown unknown
New Mexico	HSD/GED, 13%; CDA, 7%; AA, 13%; BA, 43%; MA, 24%; Other, <1%	HSD/GED, 31; CDA, 17; AA, 33; BA, 105; MA, 58; Other, 2
New York	AA <1%; BA, 26%; MA, 73%	AA, 77; BA, 1,402; MA, 4,132[10]
North Carolina	AA, 1%; BA, 86.5%; MA, 12%	HSD, 1; AA, 23; BA, 1831; MA, 260; Other, 1[8]
Ohio	AA, 3%; BA, 42%; MA, 52%; Other, 3%	AA, 25; BA, 305; MA, 381; Other, 20
Oklahoma	BA, 90%; MA, 18%; Other, Less than 1%	BA, 1515; MA, 333; Doctorate, 1; J.D., 1
Oregon	CDA, 5%; AA, 32%; BA, 43%; MA, 20%	CDA, 18; AA, 112; BA, 152; MA, 71
Pennsylvania EABG	Breakdown not available	Breakdown not available
Pennsylvania HSSAP	Breakdown not available	Breakdown not available
Penn. K4 & SBPK	Breakdown not available	BA required, breakdown not available
Penn. Pre-K Counts	AA, 2%; BA, 74%; MA, 23%	AA, 15; BA, 529; MA, 167[10]
Rhode Island	BA, 100%	BA, 8
South Carolina 4K	BA, 40%; MA, 59%; Doctorate Degree, 1%	BA, 398; MA, 576; Other, 6
South Carolina CDEPP	Public: BA, 75%; MA, 25%; Private, AA, 34%; BA, 49%; MA, 8%; Other, 4%	Public: BA, 195; MA, 65; Private: AA, 35; BA, 50; MA, 8; Other, 4
Tennessee	Breakdown not available	Breakdown not available
Texas	BA, 100%	BA, 8651 (public); Not available, private
Vermont Act 62	Breakdown not available	Breakdown not available
Vermont EEI	CDA/AA, 9%; BA, 64%; MA, 27%	AA/CDA 12; BA, 89; MA, 37[10]
Virginia	CDA, 1%; AA, 1%; BA, 98%	CDA, 12; AA, 12; BA or higher, 1,158
Washington	HSD, 0.5%; CDA,4%; AA, 42%; BA, 37%; MA, 8%; Some college, 3.5%; Unknown, 4.5%	HSD, 2; CDA, 17; AA, 168; BA, 151; MA, 33; Some college, 14; Unknown, 18[10]
West Virginia	Breakdown not available	Breakdown not available
Wisconsin 4K	BA, 92%; MA, 8%	BA, 1,173; MA, 97; Other, 8
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 '12-'13 school year, except Minnesota which is for the '11-'12 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	AA, CDA, or 12 ECE credits in ECE or related field
Arizona	18 clock hours per year	None (public and nonpublic)
Arkansas	60 clock hours per program year[10]	CDA (public and nonpublic)
California	105 clock hours per 5 years	HSD (public and nonpublic)[10]
Colorado	15 clock hours per year	None (public and nonpublic)[11]
Connecticut	6 clock hours per year[14]	None (public and nonpublic)
Delaware	18 clock hours per year	HSD (public and nonpublic)[8]
District of Columbia	40 clock hours per year	CDA (public and nonpublic)[9]
Florida	10 clock hours per year[10]	None (public and nonpublic)[11]
Georgia	15 clock hours per academic year	CDA or paraprofessional certificate (public and nonpublic)[12]
Illinois	120 clock hours per 5 years	AA or paraprofessional approval (public and nonpublic)[8]
Iowa Shared Visions	6 credit hours per 5 years[10]	HSD (public and nonpublic)[11]
Iowa SVPP	15 clock hours per school year[8]	CDA or Iowa Paraeducator Certificate[9]
Kansas State Pre-K	15 clock hours per year	CDA or highly qualified paraprofessional status (public)
Kansas Preschool	15 clock hours per year	CDA (public and nonpublic)[8]
Kentucky	28 clock hours per year	HSD (public and nonpublic)
Louisiana LA4	18 clock hours per year	HSD (public and nonpublic)[14]
Louisiana 8(g)	150 clock hours per 5 years	HSD (public)[7]
Louisiana NSECD	18 clock hours per year	CDA (nonpublic)[13]
Maine	6 credit hours per 5 years	Ed Tech II, which requires 60 college credit hours (public and nonpublic)[11]
Maryland	6 credit hours per 5 years[9]	HSD (public and nonpublic)[10]
Massachusetts	20 clock hours per year (UPK); 150 clock hours per 5 years (Grant 391)	HSD (public); At least 18 years of age plus 3 credit CD courses (nonpublic)[16]
Michigan	6 credit hours per 5 years[13]	CDA (public and nonpublic)[14]
Minnesota	15 clock hours per year[9]	Meets child care regulations (public and nonpublic)[10]
Missouri	12 clock hours per year[9]	CDA (public and nonpublic)[10]
Nebraska	12 clock hours per year	12 semesters hours of undergraduate or graduate credit in Child Development or Early Childhood Education or the equivalent in prior training or experience
Nevada	6 credit hours per 5 years	HSD (public and nonpublic)
New Jersey Abbott	100 clock hours per 5 years	HSD (public and nonpublic)[13]
New Jersey ECPA	100 clock hours per 5 years	HSD (public and nonpublic)[10]
New Jersey ELLI	100 clock hours per 5 years	HSD (public and nonpublic)[14]
New Mexico	45 clock hours per year	AA (public); HSD (nonpublic)[9]
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 contact hours (or 7.5 CEU) per 5-year BK SPII Licensure cycle[9]	CDA or NCLB requirements (public); CDA (nonpublic)[10]
Ohio	20 clock hours per 2 years	HSD (public and nonpublic)
Oklahoma	75 clock hours per year	HSD/GED (public and nonpublic)[10]
Oregon	15 clock hours per year	HSD (public and nonpublic)[10]
Pennsylvania EABG	None[9]	Meets NCLB requirements (public and nonpublic)[10]
Pennsylvania HSSAP	15 clock hours per year	HSD (public and nonpublic)[9]
Penn. K4 & SBPK	None[5]	Meets NCLB requirements (SBPK); No minimum degree required (K4)[6]
Penn. Pre-K Counts	180 clock hours per 5 years	Meets NCLB requirements (public and nonpublic)[11]
Rhode Island	20 clock hours per year	HSD plus 12 college credits in EC (public and nonpublic)
South Carolina 4K	15 clock hours per year	HSD or Equivalent (public and nonpublic)
South Carolina CDEPP	15 clock hours per year	HSD or Equivalent (public and nonpublic)[8]
Tennessee	18 clock hours per year[12]	None (public and nonpublic)[13]
Texas	150 clock hours per 5 years	HSD (public); None (nonpublic)[9]
Vermont Act 62	9 Credit Hours per 7 years[11]	AA (public) HSD + 30 hours or 3-credit course in child development (nonpublic)[12]
Vermont EEI	9 credit hours per 7 years (public); 12 clock hours per year (nonpublic)[11]	AA (public) HSD + 30 hours or 3-credit course in child development (nonpublic)[12]
Virginia	15 clock hours per year	HSD (public); None (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 (public and nonpublic)[10]
Wisconsin 4K	6 credit hours per 5 years	HSD (public and nonpublic)[15]
Wisconsin HdSt	15 clock hours per year[11]	HSD (public and nonpublic)[10]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	PERSONNEL
	Assistant teacher specialized training requirement
Alabama	CDA or 9 credits of college coursework in CD or EC (public and nonpublic)
Alaska	CDA (public and nonpublic)
Arizona	None
Arkansas	CDA (public and nonpublic)
California	HSD (public and nonpublic)
Colorado	None[11]
Connecticut	None
Delaware	None[8]
District of Columbia	None[9]
Florida	None
Georgia	CDA (B-5), State paraprofessional certification (P-8) (public and nonpublic)[12]
Illinois	Educator License with stipulations endorsed for paraprofessional educator (public and nonpublic)
Iowa Shared Visions	None[11]
Iowa SVPP	CDA (B-5), Iowa paraeducator certificate (B-21) (public and nonpublic)
Kansas State Pre-K	CDA or highly qualified paraprofessional status (public)
Kansas Preschool	None[8]
Kentucky	None[16]
Louisiana LA4	None
Louisiana 8(g)	None
Louisiana NSECD	CDA or AA (Preschool) (Nonpublic)[13]
Maine	Ed Tech II Authorization (PK-12) (public and non-public)[11]
Maryland	None[10]
Massachusetts	None
Michigan	AA in ECE/CD (Birth - age 5), CDA (public and nonpublic)
Minnesota	Per federal Head Start requirements and state licensing regulations (public and nonpublic)[10]
Missouri	CDA (public and nonpublic)
Nebraska	12 semester hours of undergraduate or graduate credit in CD or ECE or the equivalent in prior training or experience
Nevada	None
New Jersey Abbott	None
New Jersey ECPA	None
New Jersey ELLI	None
New Mexico	Education Assistant (PreK-12) (public); None (nonpublic)
New York	Level 1, 2, or 3 Teaching Assistant Certificate (public); HSD or meeting standards of licensing agency (Nonpublic)[11]
North Carolina	CDA or NCLB requirements (public); CDA (nonpublic)[10]
Ohio	None
Oklahoma	None[10]
Oregon	None[10]
Pennsylvania EABG	Meets NCLB requirements (public and nonpublic)[10]
Pennsylvania HSSAP	None[9]
Penn. K4 & SBPK	None[6]
Penn. Pre-K Counts	None[11]
Rhode Island	None
South Carolina 4K	None[5]
South Carolina CDEPP	None[8]
Tennessee	None[13]
Texas	None
Vermont Act 62	None (public and nonpublic)
Vermont EEI	None (public and nonpublic)[12]
Virginia	None
Washington	CDA or 12 credits in ECE (public and nonpublic)
West Virginia	None[10]
Wisconsin 4K	None[15]
Wisconsin HdSt	None

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES	
	Total 2012-2013 spending	How much of total spending came from…
Alabama	$28,551,462	State, $19,087,050; Required local, $9,464,412[10]
Alaska	$2,500,000	State, $2,500,000[10]
Arizona	$13,211,842	State, $13,211,842
Arkansas	$111,000,000	State, $103,500,000; Federal, $7,500,000[11]
California	$701,134,368	State, $588,454,032; Federal, $111,027,395; Required local, $1,652,941
Colorado	$67,236,787	State, $42,181,888; Required local, $25,054,899
Connecticut	$115,592,262	State, $93,064,999; Non-required local, $22,527,263[15]
Delaware	$5,727,800	State, $5,727,800
District of Columbia	$200,871,000	State, $175,096,000; Federal, $25,775,000[10]
Florida	$390,360,150	State, $390,360,150
Georgia	$295,849,678	State, $293,939,678; Federal, $1,910,000
Illinois	$276,804,180	State, $241,161,135; Non-required local, $35,643,045[9]
Iowa Shared Visions	$19,222,486	State, $6,540,233; Required local, $1,308,046; Non-required local, $11,374,207[12]
Iowa SVPP	$64,694,175	State, $64,694,175
Kansas State Pre-K	$13,617,224	State, $13,617,224
Kansas Preschool	$4,799,808	State, $4,799,808[9]
Kentucky	$144,907,607	State, $75,373,534; Federal, $54,288,748; Non-required local, $15,245,325[17]
Louisiana LA4	$76,577,807	State, $11,927,807; Federal, $62,650,000; Non-required local, $2,000,000[15]
Louisiana 8(g)	$9,839,250	State, $9,839,250[8]
Louisiana NSECD	$7,386,932	State, $7,386,932[14]
Maine	$26,923,755	State, $11,680,725; Required local, $15,243,030[12]
Maryland	$128,992,934	State, $128,992,934[11]
Massachusetts	$56,787,234	State, $16,519,276; Federal, $40,267,958[17]
Michigan	$109,275,000	State, $109,275,000[15]
Minnesota	$13,764,296	State, $13,764,296
Missouri	$7,595,493	State, $7,595,493
Nebraska	$30,735,048	State, $13,288,170; Federal, $12,772,996; Required local, $4,673,882[10]
Nevada	$4,569,054	State, $3,338,875; Federal, $1,230,179[8]
New Jersey Abbott	$582,440,127	State, $582,440,127[14]
New Jersey ECPA	$39,623,934	State, $39,623,934[11]
New Jersey ELLI	$2,280,300	State, $2,280,300
New Mexico	$19,214,600	State, $19,214,600
New York	$373,010,631	State, $373,010,631
North Carolina	$209,555,085	State, $146,677,533; Federal, $46,984,991; Non-required local, $15,892,561
Ohio	$22,385,387	State, $22,385,387
Oklahoma	$304,748,994	State, $144,859,409; Federal, $37,721,277; Required local, $121,916,098; Non-required local, $252,210
Oregon	$61,000,000	State, $61,000,000[11]
Pennsylvania EABG	$3,432,384	State, $3,432,384
Pennsylvania HSSAP	$37,278,000	State, $37,278,000
Penn. K4 & SBPK	$22,065,959	State, $22,065,959[7]
Penn. Pre-K Counts	$82,753,070	State, $82,753,070
Rhode Island	$1,336,000	State, $1,336,000
South Carolina 4K	$15,813,846	State, $15,813,846[6]
South Carolina CDEPP	$19,895,059	State, $19,895,059[9]
Tennessee	$109,692,829	State, $85,807,267; Required local, $23,885,562
Texas	$766,038,055	State, $753,338,055; Federal, $12,700,000
Vermont Act 62	$21,379,495	State, $21,379,495[13]
Vermont EEI	$1,089,899	State, $1,089,899
Virginia	$101,910,009	State, $64,953,097; Required local, $36,956,912[8]
Washington	$57,108,677	State, $55,980,678; Federal, $1,127,999[12]
West Virginia	$147,919,644	State, $88,166,493; Federal, $57,647,664; Non-required local, $2,105,487
Wisconsin 4K	$260,000,000	State, $161,000,000; Required local, $99,000,000[16]
Wisconsin HdSt	$6,264,100	State, $6,264,100

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES
	State funding sources and amounts
Alabama	Education trust fund, $19,087,050
Alaska	State general fund, $2,500,000
Arizona	First Things First tobacco tax funds, $13,211,842
Arkansas	General revenue, $103,500,000
California	State General Fund, $588,454,032
Colorado	General fund, General fund exempt, State public school fund (CF), State education fund, $42,181,888
Connecticut	General Fund, $93,064,999[15]
Delaware	Early Childhood Assistance Program, $5,727,800
District of Columbia	District funds, $175,096,000
Florida	General revenue, $390,650
Georgia	Lottery, $293,939,678
Illinois	General Revenue Funds, $241,161,135[9]
Iowa Shared Visions	General Funds, $6,540,233[12]
Iowa SVPP	State funds, $64,694,175
Kansas State Pre-K	State general funds, $13,617,224
Kansas Preschool	Tobacco funds, $4,799,808
Kentucky	State general funds, $73,315,300 Other state funds, $2,058,234[17]
	State General Funds, $11,927,807
Louisiana 8(g)	8(g) funds, $9,839,250[8]
Louisiana NSECD	State General Funds, $7,386,932[14]
Maine	General Fund revenue for State School funding formula, $11,680,725[12]
Maryland	General Fund revenue for State School funding formula, $128,992,934
Massachusetts	State Budget Appropriations, $7,500,000 Grant 391 Budget Allocation, $9,019,276[17]
Michigan	State School Aid Fund, $109,275,000[15]
Minnesota	General Fund, $13,764,296
Missouri	Tobacco Settlement Funds, $7,595,493
Nebraska	Early Childhood Education Grant Program for ages 3 to 5, $3,354,198; Tax Equity and Educational Opportunities Support Act (TEEOSA), $9,918,280; State Special Education Flexible Funding, $15,692
Nevada	State PreK, $3,338,875
New Jersey Abbott	State Preschool Education Aid, $582,440,127
New Jersey ECPA	State Preschool Education Aid, $39,623,934
New Jersey ELLI	State Preschool Education Aid Funds, $2,280,300
New Mexico	State General Fund, $19,214,600
New York	Allocation grant, $373,010,631
North Carolina	General Fund, $83,541,824; Lottery, $63,135,709
Ohio	General revenue funds, $22,385,387
Oklahoma	State funds, $304,748,994
Oregon	State General Fund, $61,000,000[11]
Pennsylvania EABG	General fund, $3,432,384
Pennsylvania HSSAP	General fund, $37,278,000
Penn. K4 & SBPK	General fund, $22,065,959
Penn. Pre-K Counts	General fund, $82,753,070
Rhode Island	General revenue, $1,336,000
South Carolina 4K	State Education Improvement Act (penny sales tax), $15,813,846[6]
South Carolina CDEPP	Education Improvement Act, $17,300,000; First Steps, $2,595,059[9]
Tennessee	General Revenue funds, $85,807,267
Texas	Foundation School Program, $749,838,055; Texas School Ready! Grant Program, $3,500,000[10]
Vermont Act 62	State Education Fund, $16,600,000; Essential Early Education Funds, $4,779,495[13]
Vermont EEI	General Fund, $1,089,899
Virginia	Lottery, $64,953,097
Washington	State general fund, $17,980,678; Opportunities Pathway Account (lottery), $38,000,000
West Virginia	State Aid Formula, $88,166,493
Wisconsin 4K	General revenue funds, $161,000,000
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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES	
	Federal funding sources and amounts	School funding or state aid formula?
Alabama	None	No
Alaska	None	No
Arizona	None	No[12]
Arkansas	TANF, $7,500,000	No
California	CCDF, $111,027,395; USDA CACFP, amount not reported	No
Colorado	None	Yes[12]
Connecticut	USDA CACFP, amount not reported[15]	Yes[16]
Delaware	None	No
District of Columbia	Head Start, $25,775,000	Yes[10]
Florida	None	Yes[12]
Georgia	Child Care Development Funds, $1,910,000; USDA CACFP, amount not reported[13]	No
Illinois	None[9]	No
Iowa Shared Visions	Head Start, TANF, amount not reported	No
Iowa SVPP	None	Yes
Kansas State Pre-K	None	Yes[7]
Kansas Preschool	None	No
Kentucky	Title I, $10,562,093; IDEA part B, $9,319,322; Head Start, $31,368,308; Other federal sources, $3,039,023[17]	Yes[17]
Louisiana LA4	TANF, $29,550,000; Community Development Block Grant, $33,100,000[16]	Yes[15]
Louisiana 8(g)	None[8]	Yes[8]
Louisiana NSECD	None	No
Maine	IDEA, Title I, amount not reported[12]	Yes[12]
Maryland	None[11]	Yes[11]
Massachusetts	TANF/CCDF funds, $36,368,019; IDEA, $3,899,939[17]	No[17]
Michigan	None	Yes[16]
Minnesota	None	No
Missouri	None	No
Nebraska	IDEA Part B, $3,533,655; IDEA Part C, $25,115; Head Start, $2,537,386; Title 1 Part A, $6,326,840; Title 1 Part C (Migrant), $350,000	Yes[10]
Nevada	Title I, $1,230,179	No
New Jersey Abbott	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes[14]
New Jersey ECPA	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes[11]
New Jersey ELLI	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported	Yes[15]
New Mexico	None	No[10]
New York	None	Yes[12]
North Carolina	Head Start, $24,963,521; Title I, $11,759,531; IDEA, $5,906,174; CACFP, $4,355,765	No
Ohio	Title I, amount not reported[7]	Yes[8]
Oklahoma	Multiple federal sources, $37,721,277	Yes
Oregon	TANF, IDEA, Title I, CACFP/NSLP/NSBP, Head Start, amount not reported[11]	No
Pennsylvania EABG	None	Yes[11]
Pennsylvania HSSAP	None	No
Penn. K4 & SBPK	None	No
Penn. Pre-K Counts	None	No
Rhode Island	None	Yes[5]
South Carolina 4K	None	Yes[7]
South Carolina CDEPP	None	Yes
Tennessee	Head Start, IDEA, Title I, amount not reported	Yes[14]
Texas	Federal funds, $12,700,000[10]	Yes[11]
Vermont Act 62	Title I, amount not reported[13]	Yes[14]
Vermont EEI	None	No
Virginia	None	Yes[8]
Washington	CCDF, $1,127,999	No
West Virginia	Title 1, $878,339 IDEA, $5,389,916; Head Start, $46,599,720; TANF/Child Care, $4,779,689	Yes[11]
Wisconsin 4K	IDEA, Title I, TANF/CCDF, USDA, amount not reported[16]	Yes[16]
Wisconsin HdSt	TANF, IDEA, USDA CACFP, amount not reported	No

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES
	Agencies eligible to receive funding directly
Alabama	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Military, university, and community agencies
Alaska	Public schools
Arizona	Public schools, Head Start, Private CC, Faith-based centers, Family CC[13]
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
Colorado	Public schools
Connecticut	Other settings: Municipalities, Towns, School Districts[17]
Delaware	Public schools, Head Start, Private CC, Faith-based centers
District of Columbia	Public schools, Faith-based centers, Private agencies[10]
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
Kansas State Pre-K	Public schools
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers, Other settings[10]
Kentucky	Public schools[18]
Louisiana LA4	Public schools, 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[9]
New Jersey Abbott	Public schools
New Jersey ECPA	Public schools
New Jersey ELLI	Public schools
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings: Regional education cooperatives, Municipalities, Universities, Charter schools[11]
New York	Public schools, Other settings: Libraries and museums[13]
North Carolina	Public schools, Head Start Other settings: Public-private partnerships (local Smart Start partnerships), other nonprofits
Ohio	Public schools
Oklahoma	Public schools
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Other settings: Community Colleges, Government Agencies, Higher Education[12]
Pennsylvania EABG	Public schools
Pennsylvania HSSAP	Head Start
Penn. K4 & SBPK	Public schools
Penn. 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 4K	Public schools
South Carolina CDEPP	Public schools, SC First Steps
Tennessee	Public schools
Texas	Public schools, Other settings: Charter schools
Vermont Act 62	Public schools
Vermont EEI	Public schools, Head Start, Private CC, Family CC, Other settings: Parent Child Centers
Virginia	Public schools, 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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	RESOURCES	
	Agencies with which subcontracting is permitted	Is there a required local match?
Alabama	None	Yes, 25% match[10]
Alaska	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Arizona	None[14]	No[12]
Arkansas	Public schools, Head Start, Private CC, Faith-based centers, Family CC	Yes[11]
California	Public schools, Head Start, Private CC, Faith-based centers	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[12]
Connecticut	Public schools, Head Start, Private CC, Faith-based centers, Other settings, Regional Education Service Centers (RESCs)[17]	No
Delaware	Public schools	No
District of Columbia	Other settings[11]	No
Florida	Public schools, Head Start, Private CC centers, Faith-based centers, Family CC homes, Other settings, approved licensed or certified professions[13]	No
Georgia	Other settings	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, 20% of the total grant allocation[12]
Iowa SVPP	Head Start, CC Centers, Faith-based centers[10]	No
Kansas State Pre-K	Public schools, Other settings, service centers–determined locally	No
Kansas Preschool	Public schools, Head Start, Private CC, Faith-based centers	No
Kentucky	Public schools, Head Start, Private CC, Faith-based centers, Family CC[18]	No
Louisiana LA4	Head Start, Private CC, Other settings, Charter schools and private child care providers	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[13]
Maryland	Public schools, Head Start, Private CC	No
Massachusetts	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Private schools	Yes[18]
Michigan	Public schools, Head Start, Private CC, Faith-based centers, Other settings, Competitive Agencies can be for-profit or nonprofit, public or private agencies[17]	Yes[15]
Minnesota	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Missouri	Public schools, Head Start, Private CC, Family CC	No
Nebraska	Head Start, Private CC, nonprofit organizations	Yes[12]
Nevada	None	No
New Jersey Abbott	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	No
New Jersey ECPA	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	No
New Jersey ELLI	Public schools, Head Start, Private CC, Other settings, Faith-based centers without religious content	Yes[16]
New Mexico	Public schools, Head Start, Private CC, Faith-based centers, Family CC, Other settings, Regional Education Cooperatives, Municipalities, Universities, Charter schools	No
New York	Head Start, Private CC, Faith-based centers, Family CC	No
North Carolina	Public schools, Head Start, Private CC, Faith-based centers	Yes[11]
Ohio	Public schools, Head Start, Private CC, Faith-based centers	No
Oklahoma	Head Start, Private CC, Faith-based centers, Other settings, Corporate spaces and community-based facilities, such as assisted living centers, YWCA, university child development centers, and tribal Head Start	No
Oregon	Public schools, Head Start, Private CC, Faith-based centers, Family CC, 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
Penn. K4 & SBPK	Public schools, Head Start, Private CC, Faith-based centers, Family CC	No
Penn. Pre-K Counts	Public schools, Head Start, Private CC, Faith-based centers, Licensed nursery schools[12]	No
Rhode Island	Public schools, Head Start, Private CC, Faith-based centers	No
South Carolina 4K	Public schools	No
South Carolina CDEPP	Public schools, Head Start, Private CC, Faith-based centers	No
Tennessee	Head Start, Private CC, Faith-based centers, Other settings, Institutions of Higher Education, Housing Authorities, Adult Learning Centers[15]	Yes[16]
Texas	Public schools, Head Start, Private CC	No
Vermont Act 62	Public schools, Head Start, Private CC, Family CC[15]	No
Vermont EEI	Private CC, Family CC	No
Virginia	Public schools, Head Start, Private CC, Faith-based centers	Yes[9]
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 agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K[18]	Yes[19]
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 '12-'13 school year, except Minnesota which is for the '11-'12 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 and monitoring at least monthly); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD and PPVT); Documentation of program-level outcomes (Teaching Strategies GOLD); Review of program facilities and safety procedures (Monthly); Review of program records (Monthly)[11]
Alaska	Structured observations of classroom quality (ECERS once per year); Documentation of children's learning and/or child outcomes (PPVT & Teaching Strategies Gold 2 X per year); Documentation of program-level outcomes (ECERS 1X per year); Review of program facilities and safety procedures (ECERS & Approval as Alaska Pre-Elementary School) (Quarterly and annual reports)
Arizona	Structured observations of classroom quality (ERS and CLASS every other year during the QRIS assessment proces.); Documentation of children's learning and/or child outcomes (documentation is 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); Participation in a state quality rating system Other (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 (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); Participation in a state quality rating system; Review of program records (Program records are reviewed during monitoring visits conducted each program year)
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[11]
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 or HighScope COR, three times per year); Review of program facilities and safety procedures (through child care licensing requirements)[13]
Connecticut	Structured observations of classroom quality (ECERS for non-accredited programs -1 X per yr.); Documentation of children's learning and/or child outcomes (collect learning experience plans yearly); Documentation of program-level outcomes (completion and renewal of NAEYC accreditation); Review of program facilities and safety procedures (for child care licensing in child care centers); Results of program self-assessments[18]
Delaware	Structured observations of classroom quality (CLASS); Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD); Documentation of program-level outcomes (Head Start Performance Standards); Review of program facilities and safety procedures; Results of program self-assessments (Head Start Self Assessment); Participation in a state quality rating system; Review of program records[9]
District of Columbia	Structured observations of classroom quality (CLASS is used annually in all Pre-K CBOs and in the majority of DCPS and PCS Pre-K Classrooms); Documentation of children's learning and/or child outcomes (Teaching Strategies Gold, Every Child Ready, and other tools) Review of program facilities and safety procedures (Monitoring visits and sector site accountability visits); Results of program self-assessments; Participation in a state quality rating system; Quality Site Review for charter schools[12]
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 reimbusement 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 per year); Review of program facilities and safety procedures (Child Care Licensing reports); Results of program self-assessments (Grant Requirement Checklist, IQ Guides for Classroom Environment, Daily Schedule, Assessment); Review of program records
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 quality rating system; Review of program records; Other (Compliance reviews Student Information System Data)[10]
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)[13]
Iowa SVPP	Structured observations of classroom quality; Documentation of children's learning and/or child outcomes (GOLD 3X per year.); Documentation of program-level outcomes; Review of program facilities and safety procedures; Results of program self-assessments; Review of program records; Other (Certified Annual Report collects finance data)[11]
Kansas State Pre-K	Documentation of children's learning and/or child outcomes (KELI-4R child observations); Results of program self-assessments (Classroom practices); Other (family survey)[8]
Kansas Preschool	Documentation of children's learning and/or child outcomes (KELI-4R in a sample of classrooms other tools locally determined) (State pre-K teachers complete Classroom practices); Other (annual report to state)
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 (Preschool Program Report); Review of program facilities and safety procedures (Preschool Program Review (P2R) once every 5 years); Results of program self-assessments (Preschool Program Review (P2R) once every 5 years); Review of program records (Preschool Program Review (P2R) once every 5 years)[19]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	Information collected for monitoring purposes
Louisiana LA4	Structured observations of classroom quality (ECERS-R annually for new teachers and those scoring below 5.0 previous year, teachers in targeted schools based on low DIBELS kindergarten entry scores, a per centage of new teachers, districts with outlier DSC assessment scores, randomly selected sites, district choice/request) the CLASS was also piloted through volunteer selection); Documentation of children's learning and/or child outcomes (DSC, annually portfolios, ongoing Student Performance Checklist, ongoing in targeted schools); Documentation of program-level outcomes (ECERS-R and CLASS as needed, targeted programs only); Review of program facilities and safety procedures; (Program facilities and safety standards monitored by the Department of Health and Hospitals and Fire Marshall site visits, as needed to targeted programs); Results of program self-assessments (ECERS-R as needed, targeted programs only); Participation in a state quality rating system; Review of program records (Monitoring of monthly, quarterly, and semi-annual reports)[17]
Louisiana 8(g)	Structured observations of classroom quality (ECERS-frequency determined locally); Documentation of children's learning and/or child outcomes (DSC, twice a year, ongoing portfolio assessements); 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, annually)
Louisiana NSECD	Structured observations of classroom quality (ELLCO, twice per year); Documentation of children's learning and/or child outcomes (DSC, pre-, mid-year and post-assessment); Documentation of program-level outcomes (TANF-based Program Performance Indicators, monthly); Review of program facilities and safety procedures; Results of program self-assessments (NSECD Performance Review and Rating, annually); Review of program records; Other
Maine	Other[14]
Maryland	Review of program records (Other information to determine compliance with state prekindergarten regulations)
Massachusetts	Structured observations of classroom quality (ECERS as part of QRIS in UPK classrooms); Documentation of children's learning and/or child outcomes (WSS, Creative Curriculum Developmental Continum/Teaching Strategies GOLD, High Scope COR UPK, at least twice per year); Documentation of program-level outcomes (annually); Review of program facilities and safety procedures; Results of program self-assessments (Self-assessment required for QRIS using program tool); Participation in a state quality rating system; Review of program records; Other (fiscal reports)[19]
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 quality rating system; Review of program records[18]
Minnesota	Review of program facilities and safety procedures; Results of program self-assessments (Locally designed, but modelled after federal protocol); Review of program records[11]
Missouri	Review of program facilities and safety procedures (Licensing information); Results of program self-assessments; Review of program records (Application information, Program completion reports); Other[11]
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 (Annually using GOLD); Documentation of program-level outcomes (must be reported locally); Review of program facilities and safety procedures (Included in self-assessment due by December 31); Results of program self-assessments (ECERS, annually); 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, PreLAS pre- and post-assessment annually); Documentation of program-level outcomes (every two years); Review of program records[10]
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 (SAVS, state-developed self-assessment for districts); Review of program records; (During annual SAVS and also in annual program plan review)
New Jersey ECPA	Review of program records (Annually)[12]
New Jersey ELLI	Structured observations of classroom quality (frequency unspecified); Review of program records (Annually)[17]
New Mexico	Structured observations of classroom quality (ECERS-R, Classrooms are independently assessed at least once on a four year cycle); Documentation of children's learning and/or child outcomes (New Mexico PreK Observational Assessment); Documentation of program-level outcomes (23 Essential Indicators, twice per year); Review of program facilities and safety procedures (Results of program self-assessments (ECERS-R and ECERTS-E results annually) child care licensing visits for non-public); Results of program self-assessments (Reported to state 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 (reported 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)14
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 quality rating system; Review of program records (Contractor monitoring managed at state level through sample of onsite visits and desk audits); Other (NC Educator Evaluation System under NC State Board Policy requires licensed teachers to be formally mentored/coached and evaluated using formative and summartive evaluation procedures annually based on type and level of BK licensure held. Framework required for both teachers in nonpublic and public schools. Teachers required to use self assessment, mentoring services based on teachers' assessed needs usng NC Rubric for Evaluating NC Teachers/NC Professional Teaching Standards, NC MentStandards)[12]
Ohio	Structured observations of classroom quality (Annual observations by grantees CLASS, ELLCO, ECERS, CSEFL); Documentation of children's learning and/or child outcomes (GGG 2 times per year, ASQSE annually, curriculum embedded performance measures); Documentation of program-level outcomes (IMPACT annually to document compliance and performance indicators with program guidelines, PD hours, observations, transition plans, community partners); Review of program facilities and safety procedures (Annual licensing site visit); Results of program self-assessments (IMPACT, annually and program plan); Review of program records (On site and desk review/audit)[9]
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; Review of program records

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	Information collected for monitoring purposes
Oregon	Structured observations of classroom quality (CLASS, annually and as needed moonitoring, triennially as needed); Documentation of children's learning and/or child outcomes (Required assessment instruments determined locally from approved list); Documentation of program-level outcomes (Compliance with federal Head Start Performance Standards, formally every three years and as needed Program Information Reports, annually); Review of program facilities and safety procedures (Review of program facilities and safety procedures are conducted through trienneal monitoring reports and annual self-assessments.); Results of program self-assessments (Annual Self-Assessment reports); Review of program records (Annual Self-assessment site visits as needed.)[13]
Pennsylvania EABG	None[12]
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 two times per 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)
Penn. K4 & SBPK	None
Penn. 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 listing of apporved tools aligned with early learning outcomes reporting framework reported two times per 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 quality rating system; 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 quality rating system[6]
South Carolina 4K	None[8]
South Carolina CDEPP	Other (DSS License violations)[10]
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)[17]
Texas	None
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 quality rating system[16]
Vermont EEI	Documentation of children's learning and/or child outcomes (Teaching Strategies GOLD, Fall & Spring Checkpoints)[13]
Virginia	Documentation of children's learning and/or child outcomes (PALS, twice per year); Documentation of program-level outcomes (Review of local plans, twice per year); Other (Review of local plans, twice per year. Review of MOU between Head Start and VPI, if applicable.)[10]
Washington	Structured observations of classroom quality (CLASS and ECERS for QRIS system); 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 quality rating system; Review of program records (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 (Curriculum 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)[20]
Wisconsin HdSt	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 '12-'13 school year, except Minnesota which is for the '11-'12 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 (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); Submission of information by program or local entity
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) (Programs are monitored three times per year by Arkansas child care licensing staff)[13]
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)[14]
Connecticut	Site visits (by staff of the state oversight agency as needed and by random sampling community liasions monitor programs at least three times per year); Submission of information by program or local entity (communities submit an RFP annually and conduct site evaluation); Monitoring information is collected through other means (monthly reports)
Delaware	Site visits (twice per year or as needed); Submission of information by program or local entity (quarterly reports)
District of Columbia	Site visits (quarterly for CBOS, annually for DCPS, as part of PDR for charters); Submission of information (Monthly, CBOs annually, DCPS annual accountability and compliance review, charter)
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 Improvment System are also observed with the ECERS-R)[14]
Illinois	Site visits (on a 3-year cycle and as needed) (annually individual student information system, continuation application, program improvement plans after on-site visit)[11]
Iowa Shared Visions	Submission of information by program or local entity (application–annually, includes program description of services, budget, and NAEYC accreditation year-end report–annually, includes quarterly finance report, program staff, professional development, program services, community collaborations/services, curriculum and assessments used, inkind requirement); Monitoring information is collected through other means (site visits completed by NAEYC every five years)[14]
Iowa SVPP	Site visits (Once every 5 years); Submission of information by program or local entity (Desk audit that includes evidence to address some of the program standards as well as the law)
Kansas State Pre-K	Submission of information by program or local entity (web-based child data application, twice per year data on a sampling of children, classroom practices and parent/home practices , once per year)
Kansas Preschool	Submission of information by program or local entity (Child outcomes, classroom practices, family survey provided via a web application)
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); Other (review information about the district through the Student Information System, KDE staff interviews and periodic visits)[20]
Louisiana LA4	Site visits (by staff of the state oversight agency and consultants to randomly selected new teachers, programs scoring below 5.0 on ECERS the previous year, teachers in targeted schools program monitoring yearly); Submission of information by program or local entity (Enrollment reported monthly, collaboration efforts/projects reported quarterly, support services reported semi-annually)
Louisiana 8(g)	Site visits (as needed/annually); Submission of information by program or local entity (annually)[9]
Louisiana NSECD	Site visits (twice per year more as required); Monitoring information is collected through other means (Legislative audit, annually)
Maine	Monitoring information is collected through other means (Submission of information by program or local entity periodically when requested)
Maryland	Site visits (At least once every three years); Submission of information by program or local entity (Annually, public programs only); 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 (Grant 391)); 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 (programs are monitored based on problems or special issues, although the plan includes monitoring every three years); Submission of information by program or local entity (annual application, mid-year, and final reports)[18]
Minnesota	Site visits (3 or 5 year rotating schedule); Submission of information by program or local entity (Enrollment reported monthly); Monitoring information is collected through other means (Annual application describes program design)
Missouri	Site visits (As needed, based on a review of submitted reports or concerns raised from partner agencies); Submission of information by program or local entity[11]
Nebraska	Site visits (by state agency staff, 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 (twice a year)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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 ECPA	Site visits (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 ELLI	Site visits (Site visits (1-2 times annually, as needed, or asrequested 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)[15]
North Carolina	Site visits (Site visits for program compliance annually or more frequently as determined by needs); teacher effectiveness visits (mentoring, evaluation) per prescribed process and schedule set forth in State Education Board Policy); 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 Evaluation, Mentoring, BK Licensure data and information)[13]
Ohio	Site visits (Programs receive on-site every 3 years, with annual desk audits, internal monitoring requirements, submission of annual plan, and documentation annually. Each site is also visited annual for licensing.); Submission of information by program or local entity (annual submission of information and some information like child assessment twice per year)
Oklahoma	Site visits (two audits per year); Submission of information by program or local entity (accreditation report each October)[11]
Oregon	Site visits (annually and as-needed); Submission of information by program or local entity (monthly reports on enrollment, attendance, child outcomes, targeted performance indicators)
Pennsylvania EABG	None
Pennsylvania HSSAP	Site visits (at least once annually)[10]
Penn. K4 & SBPK	None
Penn. Pre-K Counts	Site visits (at least once annually); Submission of information by program or local entity (quarterly narraitve reports annual reporting monthly information submission to PELICAN system); Monitoring information is collected through other means (Monitoring information is collected through other means, Program Review Instrument teacher, child, and family demographics updated continually)
Rhode Island	Site visits (site visits by state, of the state oversight agency, once per year at a minimum by consultants, monthly); Submission of information by program or local entity (submission of information by program or local entity web-based child assessment information, monitoring three times per year)
South Carolina 4K	None
South Carolina CDEPP	None
Tennessee	Site visits (minimum of two per year by consultants, minimum of one visit per year to all programs); Submission of information by program or local entity (minimum of at least annually); Monitoring information is collected through other means (On-going desk monitoring of data collected from Education Information System, including enrollment, demographic, attendance, age compliance, class size, monthly financial reports, end-of-year reports, and annual family surveys)[18]
Texas	None
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)[17]
Vermont EEI	Submission of information by program or local entity (Annually)[14]
Virginia	Submission of information by program or local entity (Submission of information by program or local entity (twice per year)[10]
Washington	Site visits (Every one to four years, based on risk assessment); Submission of information by program or local entity (monthly, 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 (by staff of the state oversight agency, as needed by consultants, available periodically); Submission of information by program or local entity (yearly and with more frequency for start-up grants)
Wisconsin HdSt	Submission of information by program or local entity (annual)

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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 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[15]
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[15]
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
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	None
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; To assist teachers with understanding individual children's strengths and areas where additional support may be needed[14]
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[12]
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
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
Kansas Preschool	To make funding decisions about programs or grantees
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[21]
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 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[20]
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
Missouri	To identify programs for corrective action or sanctions; To make funding decisions about programs or grantees
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[11]

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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
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 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 Mexico	To identify needs that will guide teacher training or professional development; To identify programs for corrective action; 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
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 provide feedback to parents[16]
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, to provide feedback to the public about the quality of services and teacher effectiveness[14]
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
Oklahoma	To identify programs for corrective action 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 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 provide feedback to parents
Penn. K4 & SBPK	None
Penn. 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 provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program
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 4K	None
South Carolina CDEPP	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 provide program staff with technical assistance and/or mentoring; To make changes to state policies regarding the preschool program To provide feedback to parents
Texas	None
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[18]
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[15]
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
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 '12-'13 school year, except Minnesota which is for the '11-'12 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 both process quality and program impact/child outcomes[11]
Arizona	Yes, measuring process quality[16]
Arkansas	Yes, measuring both process quality and program impact/child outcomes
California	No
Colorado	Yes, measuring impact and child outcomes[16]
Connecticut	No
Delaware	Yes, measuring both process quality and program impact/child outcomes
District of Columbia	Yes, measuring both process quality and program impact/child outcomes[13]
Florida	Yes, measuring both process quality and program impact/child outcomes[15]
Georgia	Yes, measuring both process quality and program impact/child outcomes[15]
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[12]
Kansas State Pre-K	Yes, measuring both process quality and program impact/child outcomes[9]
Kansas Preschool	Yes, measuring process quality[11]
Kentucky	Yes, measuring process quality
Louisiana LA4	Yes, measuring both process quality and program impact/child outcomes[18]
Louisiana 8(g)	Yes, measuring both process quality and program impact/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[21]
Michigan	Yes, measuring both process quality and program impact/child outcomes[19]
Minnesota	No
Missouri	Yes[12]
Nebraska	Yes, measuring both process quality and program impact/child outcomes
Nevada	Yes, measuring both process quality and program impact/child outcomes[12]
New Jersey Abbott	Yes, measuring both process quality and program impact/child outcomes
New Jersey ECPA	No
New Jersey ELLI	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[10]
Oklahoma	Yes, measuring impact and child outcomes
Oregon	No
Pennsylvania EABG	No
Pennsylvania HSSAP	No
Penn. K4 & SBPK	No
Penn. Pre-K Counts	No
Rhode Island	Yes, measuring both process quality and program impact/child outcomes
South Carolina 4K	No
South Carolina CDEPP	Yes, measuring both process quality and program impact/child outcomes
Tennessee	Yes, measuring both process quality and program impact/child outcomes[19]
Texas	No
Vermont Act 62	No[19]
Vermont EEI	No
Virginia	Yes, measuring both process quality and program impact/child outcomes[11]
Washington	No[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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	When was the most recent formal evaluation of state pre-K program and what was evaluated?
Alabama	Ongoing
Alaska	2012-2013
Arizona	Planned validation study to start in school year 2014-201
Arkansas	NIEER-Rutgers University released a report titled: Longitudinal Effects of the Arkansas Better Chance Program: Findings from First Grade through Fourth Grade in May 2013.
California	N/A
Colorado	Ongoing, annually
Connecticut	N/A
Delaware	2006-2007
District of Columbia	The 2012-13 report is currently being finalized which will present results of all CLASS assessments, as well as the sample of PPVT/EVT scores.
Florida	Ongoing, annually
Georgia	On-Going
Illinois	Fall 2009-Winter 2012
Iowa Shared Visions	2008
Iowa SVPP	Iowa statisticians are currently reviewing the data on our second cohort of children at 3rd grade.
Kansas State Pre-K	Ongoing
Kansas Preschool	Ongoing
Kentucky	2012-13
Louisiana LA4	Annually since the 2004-2005 school year 2012-2013 in process of evaluation
Louisiana 8(g)	Annually since the 2004-2005 school year 2012-2013 in process of evaluation
Louisiana NSECD	Annually since the 2004-2005 school year 2012-2013 evaluation in process
Maine	N/A
Maryland	N/A
Massachusetts	2008-2009 2009-2010
Michigan	Ongoing, since 1995
Minnesota	N/A
Missouri	2003
Nebraska	ongoing, annual
Nevada	2012-2013
New Jersey Abbott	Program Impact Evaluation was completed in March 2013. The last Program Quality Evaluation was in 2011.
New Jersey ECPA	N/A
New Jersey ELLI	N/A
New Mexico	2010
New York	N/A
North Carolina	Ongoing, evaluations of classroom quality and child outcomes are conducted annually
Ohio	November 2012. 2012-2013 for child outcomes. As transition to TQRIS–conducting new evaluation with new system and new expanded grant funding.
Oklahoma	2011 and ongoing
Oregon	N/A
Pennsylvania EABG	N/A
Pennsylvania HSSAP	N/A
Penn. K4 & SBPK	N/A
Penn. Pre-K Counts	N/A
Rhode Island	2009- 2011
South Carolina 4K	N/A
South Carolina CDEPP	2009-2010 school year
Tennessee	Ongoing
Texas	N/A
Vermont Act 62	N/A
Vermont EEI	N/A
Virginia	2011
Washington	N/A
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 part of a national study exploring 4K in WI and NJ We have also documented "impact" stories for our 4K community approach models: http://4kca.dpi.wi.gov/
Wisconsin HdSt	N/A

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STATE	MONITORING
	Documentation of evaluation
Alabama	http://archive.constantcontact.com/fs111/1106394189560/archive/1115478890046
Alaska	Study not available online
Arizona	Not available
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	N/A
Colorado	http://www.cde.state.co.us/cpp/legreports.htm[16]
Connecticut	N/A
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[15]
Georgia	http://www.decal.ga.gov/BftS/EvaluationGAPreKProgram.aspx[15]
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	Under Legislative briefings for 2013: https://www.educateiowa.gov/legislative-information
Kansas State Pre-K	Study not available online[9]
Kansas Preschool	Study not available online[11]
Kentucky	Not yet available[22]
Louisiana LA4	Current report not available online[18]
Louisiana 8(g)	Current report not available online.
Louisiana NSECD	http://www.picardcenter.org/ResearchAreas/education/EarlyChildhood/NSECD/Pages/NSECDdefault.aspx[16]
Maine	N/A
Maryland	N/A
Massachusetts	Study not available online[16]
Michigan	Reports are available at: www.highscope.org and www.nieer.org[16]
Minnesota	N/A
Missouri	http://dese.mo.gov/eel/el/pat/HB_1519_Final_Evaluation_Report.html
Nebraska	http://www.education.ne.gov/OEC/pubs/eceg_reports/2010-2011.pdf
Nevada	Report is available at: http://www.doe.nv.gov/Early_Childhood/[12]
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 ECPA	N/A
New Jersey ELLI	N/A
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	N/A
North Carolina	http://www.fpg.unc.edu/projects/evaluation-nc-pre-kindergarten-program
Ohio	Not available
Oklahoma	Reports are available at: http://www.crocus.georgetown.edu/
Oregon	N/A
Pennsylvania EABG	N/A
Pennsylvania HSSAP	N/A
Penn. K4 & SBPK	N/A
Penn. Pre-K Counts	N/A
Rhode Island	Study not available online
South Carolina 4K	N/A
South Carolina CDEPP	http://www.researchconnections.org/childcare/resources/19040?classifCode=1[11]
Tennessee	Report is available at: http://peabody.vanderbilt.edu/research/pri/projects/by_content_area/tennessee_state_pre-k_evaluation/index.php[19]
Texas	N/A
Vermont Act 62	N/A
Vermont EEI	N/A
Virginia	Report from the Legislative Audit and Review Committee is available at: http://jlarc.virginia.gov/reports/Rpt364.pdf[11]
Washington	N/A
West Virginia	2012 REL-A study: 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	N/A

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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	N/A	Yes
Colorado	Yes	Yes
Connecticut	N/A	Yes
Delaware	No	Yes
District of Columbia	Yes	No
Florida	Yes[15]	Yes
Georgia	No[15]	Yes
Illinois	No	Yes
Iowa Shared Visions	Yes	Yes
Iowa SVPP	No	No
Kansas State Pre-K	No	No
Kansas Preschool	No	Yes
Kentucky	Yes[22]	Yes
Louisiana LA4	Yes[18]	Yes
Louisiana 8(g)	Yes	Yes
Louisiana NSECD	Yes[16]	Yes
Maine	N/A	No
Maryland	N/A	None
Massachusetts	Yes	Yes
Michigan	Yes	Yes
Minnesota	N/A	No
Missouri	Yes[13]	No
Nebraska	Yes	Yes
Nevada	Yes	Yes
New Jersey Abbott	Yes	Yes
New Jersey ECPA	N/A	Yes
New Jersey ELLI	N/A	Yes
New Mexico	Yes	Yes
New York	N/A	Yes
North Carolina	Yes	Yes
Ohio	No	Yes
Oklahoma	No	No
Oregon	N/A	Yes
Pennsylvania EABG	N/A	No
Pennsylvania HSSAP	N/A	Yes
Penn. K4 & SBPK	N/A	Yes
Penn. Pre-K Counts	N/A	Yes
Rhode Island	Yes	Yes
South Carolina 4K	N/A	No
South Carolina CDEPP	Yes	Yes
Tennessee	Yes	No
Texas	N/A	No
Vermont Act 62	N/A	Yes
Vermont EEI	N/A	Yes
Virginia	No	Yes
Washington	N/A	Yes
West Virginia	No	Yes
Wisconsin 4K	No	No
Wisconsin HdSt	N/A	Yes

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	Required assessment for pre-K
Alabama	PPVT and Teaching Strategies GOLD
Alaska	Teaching Strategies GOLD & PPVT
Arizona	Monitoring is required, but no instrument is specified
Arkansas	WSS and Ounce assessments
California	DRDP
Colorado	Teaching Strategies GOLD or HighScope COR[17]
Connecticut	Determined locally[19]
Delaware	GOLD and other assessments as determined locally
District of Columbia	Determined locally[14]
Florida	Florida Voluntary Prekindergarten (VPK) Assessment
Georgia	Georgia's Pre-K Child Assessment[16]
Illinois	Determined locally from a provided list
Iowa Shared Visions	Teaching Strategies GOLD online
Iowa SVPP	Not required many districts use GOLD
Kansas State Pre-K	Determined locally[10]
Kansas Preschool	Locally determined assessments child outcome results sent to state for annual report
Kentucky	Districts may choose one of the approved assessment tool in the Kentucky Continuous Assessment Guide[23]
Louisiana LA4	DSC portfolio assessments grantees may choose additional assessment tools[19]
Louisiana 8(g)	DSC and portfolios or locally determined tool
Louisiana NSECD	DSC given as a pre-, mid-, post-assessment and portfolios or locally determined tool[17]
Maine	None[15]
Maryland	None[12]
Massachusetts	WSS, High Scope COR, or Creative Curriculum Developmental Contiuum (or the new GOLD) (UPK).
Michigan	COR, Creative Curriculum Development Continuum, and WSS are recommended[20]
Minnesota	Required assessments are determined locally and must comply with federal Head Start requirements
Missouri	None
Nebraska	Districts must use Teaching Strategies GOLD
Nevada	PPVT and EOWPVT are performed annually as pre- and post-assessments PreLAS Observational Assessment for English Language Learners who are unable to score a basal on the previous assessments.
New Jersey Abbott	DOE-approved program quality assessment instrument performance-based assessment district-needs assessment early childhood screening assessment at school entry to determine if child needs comprehensive diagnostic assessment
New Jersey ECPA	Performance-based assessment district-needs assessment annual program evaluation
New Jersey ELLI	Performance-based assessment district-needs assessment annual program evaluation
New Mexico	New Mexico PreK Observational Assessment
New York	Required assessment instruments are locally determined[17]
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)[11]
Oklahoma	Determined locally
Oregon	Teaching Strategies GOLD[14]
Pennsylvania EABG	None
Pennsylvania HSSAP	WSS Online or Teaching Strategies GOLD[11]
Penn. K4 & SBPK	Required assessment instruments determined locally
Penn. Pre-K Counts	Programs may choose the assessment they use from a list of apporved assessment tools which align to Pennslyvania's Early Learning Outcomes Reporting Frameworks. For the 2012-2013 school year, the following tools were approved: Pearson WSS, Teaching Strategies GOLD, Curriculum Associates Brigance, High Reach GRO. Programs may also use additional locally determined assessments for their own purposes.
Rhode Island	Teaching Strategies GOLD
South Carolina 4K	None
South Carolina CDEPP	Programs choose from an approved list: WWS, GOLD, High Scope's COR, Galileo PreK online assessment, Learning Accomplishment Profile[12]
Tennessee	None
Texas	None
Vermont Act 62	Teaching Strategies GOLD
Vermont EEI	Teaching Strategies GOLD Fall & Spring Checkpoints
Virginia	PALS Pre-K
Washington	Teaching Strategies GOLD
West Virginia	Early Learning Scale[13]
Wisconsin 4K	None[21]
Wisconsin HdSt	Required assessments must comply with federal Head Start requirements

Footnotes are grouped by state at the end of Appendix A. Unless noted, all data are for the '12-'13 school year, except Minnesota which is for the '11-'12 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 actions or sanctions; To measure child and program outcomes; To make adjustments to curricula; To track child and program level changes over time; To make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness[12]
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 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[12]
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; Other, to include pre-K data in a K-12 data system
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 make changes to state policies regarding the preschool program; To provide a measure of kindergarten readiness; Other, to provide program staff with technical assistance and/or mentoring; To measure program on a Quality Rating and Improvement Scale
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[17]
Connecticut	Other, Determined locally
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 Quality Rating and Improvement Scale; To provide feedback to parents
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 provide a measure of kindergarten readiness
Florida	To identify needs that will guide teacher training or professional development; To track child and program level outcomes over time; Other
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
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
Kansas State Pre-K	To track child and program level outcomes over time; To validate instruments for future use
Kansas Preschool	Other, to show annual growth at the state level
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; To provide a measure of kindergarten readiness; Other, To report child outcomes data for children with disabilities to the Office of Special Education
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 track child and program level outcomes over time; 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 make adjustments to curricula; To track child and program level outcomes over time; To provide a measure of kindergarten readiness[11]
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	Other, Determined locally
Maryland	Other[12]
Massachusetts	Other, Determined locally
Michigan	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
Minnesota	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	NA[14]
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 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 '12-'13 school year, except Minnesota which is for the '11-'12 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
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 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 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 actions 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[12]
Oklahoma	Other, Determined locally[12]
Oregon	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
Pennsylvania EABG	Other
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
Penn. K4 & SBPK	Other, determined locally
Penn. 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 4K	NA
South Carolina CDEPP	To make adjustments to curricula To track child and program level outcomes over time
Tennessee	NA
Texas	NA
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
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
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
Wisconsin 4K	To identify needs that will guide teacher training or professional development; To make adjustments to curricula[21]
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 '12-'13 school year, except Minnesota which is for the '11-'12 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	At kindergarten entry
Kansas State Pre-K	Kindergarten programs are not required to assess children's learning and development
Kansas Preschool	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	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	During kindergarten year
New Jersey ECPA	During kindergarten year
New Jersey ELLI	During kindergarten year
New Mexico	At kindergarten entry
New York	At kindergarten entry; During kindergarten year
North Carolina	At kindergarten entry
Ohio	At kindergarten entry
Oklahoma	During kindergarten year
Oregon	At kindergarten entry
Pennsylvania EABG	During kindergarten year
Pennsylvania HSSAP	During kindergarten year
Penn. K4 & SBPK	During kindergarten year
Penn. Pre-K Counts	During kindergarten year
Rhode Island	During kindergarten year
South Carolina 4K	Kindergarten programs are not required to assess children's learning and development
South Carolina CDEPP	Kindergarten programs are not required to assess children's learning and development
Tennessee	Kindergarten programs are not required to assess children's learning and development
Texas	During kindergarten year
Vermont Act 62	At kindergarten entry
Vermont EEI	At kindergarten entry
Virginia	Kindergarten programs are not required to assess children's learning and development
Washington	At kindergarten entry
West Virginia	At kindergarten entry
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 '12-'13 school year, except Minnesota which is for the '11-'12 school year.

STATE	MONITORING
	Required kindergarten assessment instruments
Alabama	NA[13]
Alaska	Alaska Developmental Profile
Arizona	NA[17]
Arkansas	Qualls Early Learning Inventory
California	NA
Colorado	DIBELS, PALS or DRA2 administered as pre- and post-test assessments during kindergarten[18]
Connecticut	CT Kindergarten Inventory[20]
Delaware	Early Learner Survey - Teaching Strategies GOLD is being piloted in Delaware not all Kindergarten programs are using this at the present time.
District of Columbia	NA[15]
Florida	Florida Kindergarten Readiness Screener (FLKRS)[15]
Georgia	Georgia Developed Naturalistic Assessment-Georgia Kindergarten Inventory Developmental Skills[16]
Illinois	NA[13]
Iowa Shared Visions	At kindergarten entry During the kindergarten year Tools: BRI, PAT, DIBELS, DIBELS Next, PALS, or other Department of Education approved assessment[14]
Iowa SVPP	BRI, PAT, DIBELS,PALS, ot other Department of Educaiton approved assessment[13]
Kansas State Pre-K	NA[10]
Kansas Preschool	NA[12]
Kentucky	Brigance[24]
Louisiana LA4	DSC[19]
Louisiana 8(g)	DSC[11]
Louisiana NSECD	Developmental Skills Checklist[18]
Maine	Assessments are locally determined
Maryland	Maryland Model for School Readiness kindergarten assessment (modified WSS)[12]
Massachusetts	NA[22]
Michigan	Teaching Strategies will be piloted in 13-14[21]
Minnesota	Locally determined, to support the 'Reading Well by Third Grade' initiative
Missouri	NA
Nebraska	NA
Nevada	NA[14]
New Jersey Abbott	On-going performance-based assessments are required but the tool is no longer specified[15]
New Jersey ECPA	On-going performance-based assessments are required but the tool is no longer specified[13]
New Jersey ELLI	On-going performance-based assessments are required but the tool is no longer specified[18]
New Mexico	Locally determined[13]
New York	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[18]
North Carolina	During the kindergarten; North Carolina K-2 literacy and math assessment
Ohio	Kindergarten Readiness Assessment Literacy (KRAL) for all students in first six weeks of schools; Children not taking KRAL must take the kindergarten diagnostic assessments in reading and mathematics later in the year[13]
Oklahoma	Assessments are locally determined[13]
Oregon	A composite approach was piloted in 2012-2013 that included the following tools: Child Behavior Rating Scale (CBRS) for Approaches to Learning Easy CBM for Language, Literacy and Math[15]
Pennsylvania EABG	Assessments are determined locally[13]
Pennsylvania HSSAP	Assessments are determined locally[12]
Penn. K4 & SBPK	Assessments are determined locally
Penn. Pre-K Counts	Assessments are determined locally[13]
Rhode Island	Assessments are determined locally
South Carolina 4K	NA[9]
South Carolina CDEPP	NA
Tennessee	NA
Texas	Assessments are determined locally[12]
Vermont Act 62	Vermont Kindergarten Readiness Survey is completed within the first 6 weeks of kindergarten[20]
Vermont EEI	Vermont Kindergarten Readiness Survey[16]
Virginia	NA[12]
Washington	NA[16]
West Virginia	Assessments are determined locally[14]
Wisconsin 4K	PALS[22]
Wisconsin HdSt	PALS literacy

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ALABAMA – First Class: Alabama's Voluntary Pre-Kindergarten Program

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 164 children receiving services and 214 total children with identified special needs. Those not yet receiving services have been referred for services.

3 Programs may offer 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.

4 A sliding scale is based on family income and percentage of the poverty level. There are three types of grants: Excellence ($45,000), Tiered (range from $80,100-$92,800) and Plus (new grants for start up funds in the amount of $120,000). The Tiered grants and the Plus grants must use the sliding scale if they charge tuition. They are not mandated to charge tuition, but if they do, they cannot exceed the amount in the sliding scale.

5 Head Start programs may apply for a waiver to have up to 20 children per classroom and a staff-child ratio of 1:10.

6 Breakfast is also offered, but not required.

7 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 records are on-site.

8 Local providers develop ELL plans.

9 Any preschool teachers with degrees in elementary education must obtain the P-3 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.

10 While a 25 percent match is required from each program, the state's reporting system does not reflect the source of the match

11 Instructional practice is supported by coaching and is based on a tiered approach for response to improvement.

12 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.) Monitoring children's progress in school in partnership with the Department of Education. 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.

13 There is 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 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 Five out of the eight programs are jointly operated by public schools and Head Start.

3 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.

4 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.

5 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.

6 School districts partnering with Head Start programs must follow federal Head Start requirements. All programs must follow state pre-elementary statutes and regulations.

7 In addition, if a school district partners with a Head Start program, all federal Head Start requirements must be met. There is a state policy requirement of professional development for teachers. Some formal training was available in the 2012-2013 school year, although technical assistance was provided.

8 Alaska is in the process of an independent alignment of the ELGs and the new standards.

9 Teachers must be state certified with a degree in ECE or a related field or specialized training in a related field.

10 An additional $300,000 was used for set-aside funds for intervention districts.

11 Done at the department level, the evaluation covers three years of reporting on pre- and post-assessments using the TSG, PPVT, and ECERS instruments.

12 The program piloted the use of CLASS in some programs and plans to use it program-wide in future years.

ARIZONA – First Things First Prekindergarten (FTF) and Quality First Scholarships

1 First Things First is the funding and administrative authority for FTF Pre-Kindergarten and Quality First Scholarships and has partnering agreements for service delivery with the Arizona Department of Education and 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 22 also includes three 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. The prior year's pre-K scholarship program was merged with another scholarship program during the 2012 - 2013 school year. Both scholarships were awarded to programs that achieved the quality levels in the state's QRIS, Quality First. Some of the scholarships were competitive and some were part of the Quality First incentive component.

4 The program serves children ages 3 to 5. This enrollment number reported represents the number of children who were served through the FTF Pre-Kindergarten and Quality First Scholarship program at both center-based and family child care home-based programs that met required program standards. An age breakdown is only available for the 1,342 Quality First Scholarships used at center-based early care and education programs. The age breakdown for the Pre-Kindergarten scholarships is not available. The total number of children includes 136 children who were served by family child care providers that meet the required program standards.

5 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 Annually, income eligibility is verified. Children who are deemed ineligible no longer receive the scholarship.

8 Group size and teacher-child ratio is based on the age of the youngest child in attendance.

9 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 at least one meal.

10 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.

[11] 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 Pre-Kindergarten and Quality First scholarship 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 2012-2013 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 merging of two different prekindergarten funding opportunities incorporated one set of standards for both. The new standard is a minimum quality rating in the state QRIS. 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).

[12] In 2011-2012, a match from each program receiving one of the pre-K funding sources was required. In 2012-2013, due to the merging of the two pre-K funding sources, no match is required.

[13] All programs must meet the quality levels of the QRIS, Quality First, to be eligible to participate in the program.

[14] Pre-kindergarten funding is provided directly to the program serving the child. There is no subcontracting allowed. The organization that receives the pre-K funding is the organization that serves the child.

[15] In the 2013-2014 school year, qualityfirstaz.com will be launched to provide families with information about the quality level of programs.

[16] 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.

[17] 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 (ABC/ABCSS)

[1] School districts classified as being in academic distress, appearing on the school improvement list, or where more than 75 percent of fourth graders score below proficient on benchmark exams are required to establish an ABC/ABCSS pre-K program.

[2] The enrollment total does not include 4,165 children who received ABC home-visiting services during the 2012-2013 program year.

[3] 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.

[4] 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.

[5] 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; with an incarcerated parent; with a parent activated for overseas military duty; or with an immediate family member arrested for or convicted of drug-related offenses. In addition, a sliding fee scale is in place to serve children up to 250 percent of FPL.

[6] Active military duty alone is not a risk factor. The only time that active military duty is counted as a risk factor for pre-K/ABC is when the parent is serving overseas and out of the household.

[7] New and revised Benchmarks were added to the Benchmark Summary Table in 2013.

[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. Last year, Arkansas provided data only for teachers who met Arkansas's definition of "lead teacher."

[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] Arkansas utilizes an electronic database to monitor programs daily. Technical assistance visits are conducted by request.

CALIFORNIA – California State Preschool Program (CSPP)

[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] For full-day services, a family must continuously meet eligibility and need. However, families can continue to receive services for the part-day program for the remainder of the program year regardless of eligibility and need, based on eligibility at time of 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 these 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 was 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 are 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] 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 (CPP)

1 The Charter School Institute also participates in the Colorado Preschool Program.

2 When allocating slots, priority is given to those school districts not currently participating in the program.

3 Under the early childhood councils, three school districts have waivers to serve children younger than age 3 in CPP. Children must turn 3 by October 1 in order to be funded by the state, but districts can choose earlier eligibility dates. The number of 5-year-olds is reflective of the children who turned 5 before June 1, which is the earliest eligibility date chosen by school districts.

4 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 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 Revised Colorado Early Learning and Development Guidelines for children birth to age eight were approved by Colorado's Early Childhood Leadership Commission and are being rolled out in the 2013-2014 school year as part of our Early Learning Challenge Fund grant. These are aligned with Colorado Academic Standards for Preschool through 12th grade, which have been aligned with the Common Core Standards.

10 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.

11 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).

12 In the Colorado School Finance Formula each preschool slot is funded at 0.5 FTE and provides for both a local and state share.

13 Each year, participating programs submit a reapplication and annual report that are reviewed in depth. In 2012-2013, CDE is instituting 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, and retention rates and placement in special education in grades K–12. Programs are required to conduct self-assessments through Colorado Quality Standards or EYC Accreditation but the state does not collect this data.

14 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.

15 The reported application of monitoring information represents how the state Department of Education uses monitoring information, not how local programs use the information.

16 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–5 assessment data and retention rates, and program quality ratings. State policy requires the use of one of two approved assessment systems to measure child outcomes, Teaching Strategies GOLD or HighScope COR.

17 State policy requires the use of one of two approved assessment systems, Teaching Strategies GOLD or HighScope COR, to measure child outcomes. Nearly all programs have selected Teaching Strategies GOLD. The state has provided information on how local programs use data, but not necessarily what is mandated by Colorado.

18 In 2007, the State Board of Education approved three assessments from which districts may choose: DIBELS, PALS, and DRA 2. These are administered as pre- and post-tests in the kindergarten year. Currently the requirements for kindergarten assessments are being revised and new tools are being identified.

CONNECTICUT – Connecticut School Readiness

1 In the 2012-2013 school year, the Connecticut State Department of Education administered the state prekindergarten initiative. As of July 1, 2013, the Connecticut Office of Early Childhood (OEC) is the new agency exercising administrative authority over this state prekindergarten initiative.

2 Of 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 2012 before enrollment had reached capacity. 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 through the Department of Social Services.

4 The database used to report enrollment by operating schedule is not the same as 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 to 250 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 is not ready for 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 town 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 every 6 to 9 months and residency is verified. Parent fees can change mid-year depending on change in income and family size, though programs work with families to keep the child in the program. Children may no longer be eligible for the program if they no longer reside in the town that offers School Readiness or are over age.

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] Connecticut's early learning standards were under revision during the 2012-2013 school year. The new Early Learning & Developments 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] All School Readiness staff must complete two 2-hour annual trainings in early childhood education and one 2 hour or longer 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.

[15] 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.

[16] 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.

[17] 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.

[18] All programs are evaluated annually through the CT School Readiness Preschool Program Evaluation System (CSRPPES), which includes ECERS for specified programs. EYC-accredited and Head Start affiliated programs are exempt from some provisions of this through their own evaluations.

[19] Any curriculum and assessment that is aligned with the Connecticut Preschool Curriculum and Assessment Frameworks that addresses learning standards and outcomes.

[20] The Kindergarten Inventory was developed by the state for kindergarten teachers to use in the first six weeks of school and is based on the skills and knowledge outlined in the Connecticut Curriculum and Assessment Frameworks.

DELAWARE – Delaware Early Childhood Assistance Program (ECAP)

[1] Delaware follows the federal Head Start Performance Standards for re-competition.

[2] This enrollment total represents funded slots.

[3] Programs are required to provide a minimum of 3.5 hours of services per day. Programs that operate longer than 3.5 hours per day 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.

[4] If a child is determined to be gifted and talented, the child may begin kindergarten at age 4.

[5] 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. Income is the only state-specified risk factor. After meeting the income eligibility criteria, programs can determine other risk factors through community assessments.

[6] At least one meal and one snack are provided. Some programs may serve two meals depending on the program's hours of operation.

[7] Programs follow the Head Start Performance Standards for ELL.

[8] Some local school districts require teachers in the public school ECAP program to have a BA degree and a birth–kindergarten teaching certificate. Teachers in nonpublic programs must meet Delaware Office of Child Care Licensing requirements of nine college credits in EC, a CDA, or the state-approved courses Training Early Care and Education I and II. Public school assistant teachers must successfully complete the Praxis test. 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 earned at least a CDA or been enrolled in a program to receive a CDA, AA, or BA within two years.

[9] Programs also participate in a triennial review with the Head Start program evaluation system.

DISTRICT OF COLUMBIA – D.C. Public Pre-Kindergarten (DCPS, PCS & CBOs)

[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 D.C. 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 establishes 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 D.C. residents.

[3] 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.

[4] Pre-K programs operate Monday through Friday during a 39 week school year. DCPS programs are eligible to use TANF funds via OSSE to provide before- and after-care services to income-eligible students, though this not universally available.

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

[6] The 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.

[7] The Early Learning Standards were aligned to the Common Core in late 2012 and were published in early 2013. They went into effect in March 2013. Additional domains include Mathematics, Scientific Inquiry, Social Studies, and The Arts.

[8] The program employs 719 lead teachers: 361 in DCPS schools, 311 in charter schools, and 43 in community-based organizations.

[9] 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.

[10] 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 $11,986 per 3-year-old and $11,629 per 4-year-old with adjustments for special education and limited English proficiency students, as well as the Charter school facilities allowance.

[11] Charter schools can subcontract with: public schools, Head Start, private, faith-based, and family child care centers.

[12] The enhanced QRIS will include all public Pre-K sectors and is currently being developed. The PVVT and EVT were use to evaluate only a sample of students in each of the three sectors, approximately 250 students from each sector. The Quality Site Review (QSR), previously the Program Development Review (PDR), is used in schools that scored low on the Performance Management Framework (PMF); are designed as a Focus or Priority School by OSSE; or is up for charter review or renewal. PCSB conducts a QSR for a charter school at least every 5 years.

[13] In 2012-2013, DC gathered a representative sample of environmental rating scale results, analysed the third grade results of Pre-K program participants and assessed a sample of public Pre-K classrooms in each sector.

[14] While there are no universal, required assessment tools, Pre-K programs currently use several specific assessment tools, including Teaching Strategies GOLD assessment and Every Child Ready.

[15] OSSE piloted a KEA which assessed 825 children in 40 classrooms.

FLORIDA – Florida Voluntary Prekindergarten Program (VPK)

[1] These state agencies shared responsibility for implementing the program in the 2012-2013 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] 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 responsibility over the VPK program.

[4] 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. 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.

[5] Enrollment in the school year program was 167,303 and in the summer program 6,938 with possible duplication for children attending both.

[6] 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.

[7] 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.

[8] 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 are required.

[9] 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.

[10] VPK requires lead teachers 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. 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.

[11] For assistant teachers, no minimum degree is required (summer and school year) for public and non-public school settings. 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.

[12] Funding is appropriated using estimated population counts and the base student allocations.

[13] Programs may subcontract with approved licensed or certified professionals who provide specialized services for children with disabilities

[14] The Office of Early Learning monitors staff credentials and provides 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 on-site monitoring of VPK providers and for monthly attendance records reviews. The coalition monitors a sample of VPK providers on an annual basis. VPK providers administer the VPK Assessment twice (pre- and post- are required) or three times (mid-year) to all VPK children. The results of VPK assessment help to guide adjustments to curriculum and instruction and provide feedback to parents. Additionally, VPK regional facilitators provide training and technical assistance, upon request, to VPK providers to help with interpreting results and teaching how to connect data to classroom activities and practice. The Florida Kindergarten Readiness Screener (FLKRS, comprising the ECHOS and Florida Assessment for Instruction of Reading (FAIR-K)) provides information about the percentage of a VPK provider's children served that are ready for kindergarten. These results identify programs requiring corrective actions (improvement plans), which also includes specified professional development and/or adjustments to curricula. Review of program records identifies programs requiring corrective actions, which could include technical assistance. All three of these monitoring functions provide information used to inform policy changes relating to the VPK program.

[15] The Florida Kindergarten Readiness Screener (FLKRS), comprising FAIR and ECHOSTM 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.

GEORGIA – Georgia's Pre-K Program

[1] Only eighteen out of 187 school districts are not participating, but private providers located within those school systems offer the program, making the program available to children in all of Georgia's counties.

[2] Five-year-olds can participate in the program if they did not previously attend 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.

[3] Some children may receive special education services in programs other than Georgia's Pre-K.

[4] Wrap-around services are provided through Childcare and Parent Services for families who meet qualifications.

[5] 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, 2012, and had not attended Georgia's Pre-K Program as a 4-year old-could enroll. A child who was age 5 on September 1, 2012 and attended 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.

[6] 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 the 2013-2014 school year.

[7] 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.

[8] 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.

[9] For the 2012-2013 school year, there were several dual-language programs. Additionally, the pilot program offering multiple languages in a select number of Pre-K classes was expanded.

[10] The revised Georgia Early Learning and Development Standards were released in June 2013. Pre-K Teachers will be trained during the 2013-2014 school year for full implementation in the 2014-2015 school year.

[11] 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 but this information is not currently tracked at the state level.

[12] 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.

[13] The $1,910,000 in federal Child Care Development Funds is used to provide wraparound services.

[14] As in the 2011-2012 school year, pre- and post-CLASS observations were conducted by researchers from FPG Child Development Center at UNC Chapel Hill as part of Georgia's Race to the Top Grant. In the 2012-2013 school year, researchers for this study conducted 306 CLASS observations in addition to CLASS visited conducted by state staff.

[15] In 2011, Georgia's Pre-K contracted with researchers at Frank Porter Graham/UNC at Chapel Hill on a longitudinal evaluation of Georgia's Pre-K program. Georgia's Pre-K is also participating in the state's 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. The Pre-K Longitudinal Study was requested by the Georgia Legislature. Results from the first phase of the Pre-K Longitudinal Study were released in January 2013 and results from the second phase were released in March 2014.

[16] Georgia's Pre-K Child Assessment is modified from the WSS and is used statewide. For the 2012-2013 school year, the online version was used for approximately 66,830 children. Other classrooms continue to use the WSS. 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 (PFA)

[1] Children from all counties participate; however, constrained funding does not provide services for all children whose parents want them to attend.

[2] The enrollment total is as of August 31, 2013.

[3] Although the number of children enrolled by operating schedule is unknown, the state can confirm that 28 programs offer full-day sessions only, 22 programs offer both half-day and full-day sessions, and 412 programs offer half-day sessions only. There is not a formal partnership to provide wraparound services 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.

[4] School districts may enroll children in kindergarten before 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.

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

[6] There is not a predetermined risk factor cut-off, but children are eligible based on multiple risk factors, and priority is given to children with the greatest risk as indicated by the number and severity of factors.

[7] Illinois has transitioned from teacher certification to an Educator Licensure with appropriate endorsements. The early childhood certificate is now an Educator License with early childhood endorsement.

[8] To receive an educator license with stipulations endorsed for paraprofessional educator, an individual shall: 1) present evidence of having completed a minimum of 60 semester hours of college credit at a regionally accredited institution of higher education, which shall not include any remedial or developmental coursework that the applicant has taken; or 2) hold an associate's degree from a regionally accredited institution of higher education; or 3) pass the ParaPro test offered by the Educational Testing Service (ETS) with at least the score identified by the State Board of Education in consultation with the SEPLB; or 4) pass the Work Keys test offered by ACT with at least the score identified by the State Board of Education in consultation with the SEPLB.

[9] Additional state funds include $53,505,132 for age 0–3 programs and $5,526,133 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.

[10] 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. In the 2013-2014 school year, participation in the state quality rating system will be required of all preschool programs.

[11] Routine scheduled monitoring site visits are done on a 3-year cycle by consultants hired by the state 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.

[12] Beginning in 2013-2014, monitoring information will be used to measure programs on the QRIS. The process for providing this information to parents is being developed.

[13] 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 Illinois' Kindergarten Individual Development Survey (KIDS).

IOWA – Shared Visions

[1] The 32 school districts operated a total of 68 classrooms. In addition, 37 classrooms are offered by 13 of Iowa's 18 Head Start Grantees and 17 are offered in child care centers.

[2] In the 2012-2013 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] 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 and one or more secondary risk factors. However, only 20 percent of the children may qualify based on meeting secondary risk factors.

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

[5] 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.

[6] The components of the full physical exam are determined by the physician, though it usually covers the reported components as well as medications and allergies. Dental screenings are required at kindergarten entry and are generally provided in preschool.

[7] A home language survey is sent home at the beginning of the year in public settings but not in private or Head Start settings.

[8] The Iowa Early Learning Standards were developed in 2007. In 2012, they were revised, and now include social studies.

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

[10] Certified teachers employed in school district programs must renew their licenses every 5 years, including six credit hours of professional development. In addition, Head Start grantees must follow federal Head Start requirements of 15 hours of professional development per year. There is no specific requirement for the amount of in-service training for the remaining grantees, although the year-end report indicates lead teachers have an average of 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. In addition, assistant teachers participate in professional development, as determined at the local level, to enhance the program objectives and child progress.

[11] Although the minimum requirement for an assistant teacher 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 2012-2013, 37 percent of assistant teachers held a CDA, 15.5 percent held an AA degree, and 18.8 percent held a BA degree, while 27.6 percent had a high school diploma. The remaining 1.1 percent held a MA degree.

[12] Grantees are required to provide a 20 percent local match and other resources comprise additional local match and in-kind resource contributions.

[13] The year-end report tracks progress toward the grant outcomes and budget reports. EYC 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.

[14] All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergartners are also required to be assessed during the school year with results reported to parents.

IOWA – Iowa Statewide Voluntary Preschool Program (SVPP)

[1] After the four-year grant start-up process which provided one-time year-one funding, the Department of Education has allowed additional districts to enter into the program. Districts who wish to be in the program now must support the program through other funds in the first year of operation.

[2] If a four-year-old child has a support-only IEP (e.g., speech, occupational or physical therapy), they generate the Preschool Foundation Aid (.5 state funding) and are included in the enrollment count. If they have an instructional IEP, they do not generate this aid, but they generate funds from other state sources. These students are not included in the enrollment count but may be enrolled in the program. Including children with support-only and instructional IEPs, the total number of children receiving special education services through SVPP is 1,439. This includes 291 3-year-olds on an instructional IEP that generates state funds, 653 4-year-olds, and 104 5-year-olds. For the 2012-2013 school year, there were a total of 861 3-year-olds including 316 on an IEP. There were also 860 4-year-olds funded through other state or local sources; 11 were on a support-only IEP and so generated the 0.5 funding. Those on an instructional IEP (653) generated state weighted instructional funds. There were also 449 5-year-olds served in SVPP classrooms; 119 were on an IEP, and 330 received regular education state funds. The remaining 860 four year olds were funded through state ECI scholarships or Harkin grants, etc. A state weighted instructional IEP does not generate federal funds but generates state funds.

[3] All programs are under the auspices of the school district. That does not mean all children are served in the school building.

[4] Programs operate a minimum of 10 hours per week. Most programs operate at least 12 hours per week. Programs operate at least 3 days per week and 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 full day programming.

[5] Children who are age-eligible for K may enroll if space and funding are available. K students may generate the full 1.0 funding if they are provided additional hours, working on the Iowa Core in the K 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 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 2011-2012 year.

[9] Some classrooms follow Iowa program standards, others NAEYC, others Head Start. For Iowa standards classroom assistants may choose the Iowa paraeductor certificate or CDA. If they choose the Iowa paraeductor certificate they must enroll in the classes and complete them within a year. If the program operates under NAEYC, annual reports and on-site 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] The state does not support religious instruction during the 10 hours per week.

[11] All districts are required to use GOLD.

[12] AIR conducted an evaluation in 2012 based on 3rd grade Iowa Assessments.

[13] All kindergarteners are assessed within the first six weeks of the school year and the results are reported to the state. Kindergartners are also required to be assessed during the school year with results reported to parents last year.

KANSAS – Kansas At-Risk Four-Year-Old Children 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 day by the At-Risk program.

[3] Eligibility for free lunch (130 percent FPL) is one of eight eligibility criteria. Children must meet at least one of the eight factors.

[4] The grant does not require that screenings occur though many programs do provide screenings and referrals.

[5] 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.

[6] The Kansas Early Learning Standards were revised as of November 2013 and will be in effect for the 2013-2014 school year.

[7] 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.

[8] The 2011-2012 school year was the first year that data collection for a sampling of children was collected via a web-based application. At-Risk programs collected and submitted data on child skills, classroom practices, and home practices

[9] Classroom practices are self reported; home practices are collected via a parent survey; child data provides a look at impact of the program on child outcomes. 2012-2013 was the most recent year data were collected as well as the final pilot year for the KELI-4R and other surveys.

[10] KELI-4R required in sample of 10 children from each at-risk classroom. The decision to use a K assessment is determined locally.

KANSAS – Kansas Pre-K Program

[1] Enrollment figures are possibly duplicated. Programs are funded based upon a budget, not slots. The number of children may include those also enrolled in Head Start, the Four-Year-Old At-Risk Program, or other pre-K programs.

[2] Programs must provide 465 hours per year of education. The actual schedule is determined at the local level with most programs operating approximately 3 hours per day, 5 days per week. Pre-K 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 Four-Year-Old At-Risk program as a Pre-K 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 Pre-K 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.

[3] 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.

[4] The grant does not require screenings and referrals. All sites have different models so the actual requirements are locally determined.

[5] 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.

[6] The Kansas Early Learning Standards were revised as of November 2013 and will be in effect for the 2013-2014 school year.

[7] Teachers in nonpublic settings are required to have an AA in ECE and must have a plan to receive a BA within five years of becoming a state pre-K site.

[8] Assistant teachers must hold a minimum of a CDA or equivalent status as a highly qualified paraprofessional. Every four classrooms must have a family services worker who provides referrals and additional supports to families as needed. This professional must hold a Master's of Social Work or a minimum of a BA in social work or a closely related field, with five years of closely related experience. Public schools settings can have an assistant teacher who is a highly qualified paraprofessional.

[9] The amount of local funds, including tuition, grants, and blended funding, is unknown

[10] 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.

[11] Classroom practice surveys and family surveys were completed and entered into a web application by state pre-K teachers only. Beginning in 2013-2014, community/Head Start programs should be able to enter data as well.

[12] The decision to use a K assessment is determined locally

KENTUCKY – Kentucky Preschool Program

[1] A new system of counting children was put in place with two counts each year on December 1st and March 1st. The total count for funding purposes is an average of the two counts. Also, the districts served an additional 1,698 children through tuition, Title I, or district funds. These children were not eligible according to the state-funded criteria. Some districts serve all 4-year-olds (universal preschool) and other serve children as space is available. The count for 2012-2013 is an unduplicated count, as children with disabilities who are also at risk are counted only once.

[2] In addition to 1,479 state-funded ELL children, 281 children who were not eligible for state funds were served using other funding sources such as tuition, Title I, or district funds, for a total of 1,760 ELL children.

[3] 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 2,401 children who received enhanced Head Start services. There were 10 contracted sites throughout the commonwealth; however, exact numbers of the children in these contracted sites are unavailable.

[4] 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 2012-2013 school year, 6 districts were granted approval for an alternate schedule of 2 full days a week. Data on the number of sessions provided indicate 1,129 part-day and 488 full-day, for a total of 1,617 sessions. Ten districts operated both part- and full-day programs. 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.

[5] The Family Resource Youth Service Centers (FRYSC) provide extended services throughout the state, but it is up to the local school districts to take advantage of this opportunity. Head Start also provides some extended services, but this too is a local option

[6] Kindergarten children with an IEP that specifies it may attend the preschool program under certain circumstances that include severe disabilities. 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, no state funds may be used to support this child.

[7] 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.

[8] Homelessness is a criterion for 4-year-old children only. Foster children must be in foster care at the time of enrollment, not based on past history of foster care. Districts have some discretion in admitting non-eligible 3- and 4-year-olds if space is available. Districts may not use state funds to serve these non-eligible children.

[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-paying children are not included in reported enrollment figures as they are ineligible for KPP funding.

[10] Eligibility is determined upon enrollment. If children are deemed eligible, they remain eligible for the remainder of the school year.

[11] According to the 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 responsibilities of coordinating parent involvement activities, and health and social services, thereby reducing the adult-to-child ratio to 1:17.

[12] Home language surveys are encouraged not required. Translators or bilingual staff are available in some districts but not required by state policy.

[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-3 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. Lead teachers who were hired prior to school year 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 lead teachers in another district. During the 2012-2013 year, 158 out of 994 teachers were in this category. The IECE certification is a unified certification combining general and special education. Several certifications were "grandfathered" if the lead teachers worked in the state-funded preschool program prior to 2002. Kentucky does not maintain data on the specific educational levels of teachers, only their certifications. Of 994 lead teachers, 663 have the IECE, 42 have probationary or emergency certification, 130 hold a letter of exemption (bachelor's degree in child development or kindergarten, or special ed certified), and 158 were Preschool Associate teachers (CDA or AA in child development).

[16] During the 2012-2013 school year, the following credentials for the 1,202 preschool assistant teachers included: 502 (42 percent) High School/GED; 227 (19 percent) CDA; 211 (18 percent) some college; 116 (10 percent) AA degree; 131 (11 percent) BA; and 15 (1 percent Master or HQ Paraprofessional).

[17] State sources for the preschool program are approved bi-annually through the state legislature. "Other state funds" refer to additional expended funds previously authorized such as carry-forward balances. Also, there may appear to be some fluctuations with regard to the various funding sources, due to districts not always using the authorized codes consistently. KDE is encouraging districts to use the uniform code system. Federal sources that may be used include: National Lunch Program, 21st Century, math/science, Workforce Investment Act, Title V, Title II, School Improvement Grant, Race To the Top, EduJobs, Goals 2000, HHS, Migrant, School Improvement Grant, Rural Education, Department of Health, and Hurricane relief. State preschool program funding is in the state budget each biennium. Preschool allocations are determined based on the number of children from the previous year, the number of at-risk children, and by using three levels of disabilities. In 2012-2013, this formula was amended to include an average number of children in the December 1 and March 1 count. This formula eliminated the negative adjustment that subtracted funds from programs whose enrollment declined more than 5 percent from the previous year.

[18] 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 are shared with the Head Start program. There were 9 contracted, nonpublic school sites in 2012-2013. The contractors are approved by KDE through an application to the department. However, the contracts are between the site and the school district. Most of these sites served children with special needs.

[19] The Kentucky Preschool Program is currently engaged in Cohort II of the Preschool Program Review (P2R). During this process every district receives a visit from a KDE site visit team, 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 process each of the districts receives a site visit from a KDE preschool team who conduct a program review. Other programs that are reviewed during the CM process include Title I, Title II, Special Education (IDEA), Career and Technology Education, and Alternative Programs.

[20] Preschool Program Reviews (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 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, not met and 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.

[21] 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.

[22] The University of Kentucky has added the state-funded preschool program as part of the third party evaluation of the statewide early care and education system. They have chosen a sample of districts that have participated in the P2R process and are looking at their ECERS-R scores. The results have not yet been released. According to the preschool regulations, a local school district program shall be subject to evaluation by the Department of Education to determine the effectiveness of the statewide preschool program.

[23] Districts may choose one of the approved assessment tool originally found in the Kentucky Continuous Assessment Guide (this guide is currently being updated), including AEPS, Brigance Inventory of Early Development-II, Carolina Curriculum for Preschoolers with Special Needs, Teaching Strategies GOLD, HighScope 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 (HighScope), and WSS.

[24] In 2012-2013, Kentucky screened all incoming kindergarten children using the Brigance Early Childhood Screen Basic Assessment and the Self-help and Social Emotional Scales.

LOUISIANA – Louisiana 8(g) Student Enhancement Block Grant Program

[1] Most districts operate 5 days per week. Some may have a 4-day school week.

[2] Any child formally evaluated and identified as gifted may enter kindergarten early.

[3] There is no state-specified income requirement for eligibility but state stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is determined by individual child and family characteristics.

[4] The state does not set specific income eligibility but stipulates that priority be given to children from low-income families. Districts that do not provide universal access are expected to use screening in the selection process. Beyond that, eligibility is determined by individual child and family characteristics.

[5] The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. 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 stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement to their original license, permitting them to teach in pre-K without the parish/district/charter requesting a temporary out-of-field teaching authorization.

[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 5 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 $11,777,500 for the FY 2012-2013 8(g) Student Enhancement Block Grant Program. A total of $9,944,494 was allocated for the program although actual spending for pre-K was $9,839,250. Districts received a $60,000 base and $9.30 per pupil.

[9] Site visits by staff of the oversight agency take place when a new administrator takes over or concerns arise from an audit. Since 8(g) funded slots are intermixed in LA4 classrooms, the LA4 program monitoring covered the majority of the 8(g)-funded pre-K classes/sites during 2012-2013; LA8(g) staff did not conduct its own site visits in 2012-2013. Progress to Date and End of Year reports that document children's learning and/or child outcomes, program outcomes, and program records including enrollment figures are collected by the staff of the oversight agency biannually. A regular monitoring cycle of site visits for approximately 20 programs per year for four years will take effect in 2013-2014 for conducting evaluations by independent program evaluators employed by the oversight agency. Programs not receiving an onsite monitoring will be subjected to a program desk review during off-years.

[10] Evaluations are conducted for each district by independent evaluators to measure impact and child outcomes. The Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette analyzed and evaluated data from process quality measurements and program impact/child outcomes.

[11] Legislation passed in 2011 requires districts to move toward using a single kindergarten assessment, DSC. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year.

LOUISIANA – Cecil J. Picard LA4 Early Childhood Program

[1] The Louisiana Department of Education Preschool Programs Section within the Office of District Support has administrative authority over the program. The relocation of the Preschool Programs Section into the Office of District Support was the result of a major reorganization of divisions and staff within the Louisiana Department of Education.

[2] In some parishes, there is more than one school district operating in the geographical region of the parish. In addition to the 63 school districts, 15 charter schools and one tribal school participated in the program.

[3] The total enrollment figure does not include 644 tuition-paying students and an additional 2,653 students with braided funding from other sources for a total of 19,325 children.

[4] If the student qualifies for free or reduced-price meals, they are counted in the enrollment and state pre-K pays for that student while special education pays for related supports and services. If the student does not qualify for free or reduced-price meals, then special education funds pay for both placement and services.

[5] Total free and reduced-price lunch enrollment was 16,028, of which 15,869 children were served in public schools. Of the remaining 159 children served in nonpublic school settings, approximately 100 were in child care centers and 59 in Head Start.

[6] Extended day includes the school day of 6 hours in addition to 4 hours of enrichment activities. A school day requires a minimum of 360 instructional minutes or 63,720 minutes per year (some programs have 4-day school weeks). Individual grantees may offer the extended-day services or may contract with a Class "A" licensed child care facility to offer the extended portion of the program. Extended-day includes 823 children receiving free and reduced-price lunch; it does not include 37 additional tuition paying students. There was one program that operated a 4-day per week, 6-hour instructional program, serving approximately 60 children. There were three programs that operated in the summer, serving approximately 70 children.

[7] If a child is evaluated as gifted, he or she may enter kindergarten early.

[8] 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.

[9] A sliding payment scale is locally determined for children not meeting the income requirement. Grantees may not charge more than the amount provided to them for the students receiving free or reduced-price lunch.

[10] All meals and snacks must meet USDA/CACFP Guidelines.

[11] Additional ESL services may include, but are not limited to: communications in the families language, seeking the services of interpreters, and other locally determined services.

[12] The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. 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.

[13] For mixed-delivery LA4 programs housed in child care and Head Start centers, teachers must meet same qualifications as those in public school settings. A teacher with an elementary certification may be employed while working toward an approved early childhood certification within a maximum of three years. Effective June 2002, Louisiana issued a Pre-K–3 license instead of stand-alone Nursery School and Kindergarten licenses. Teachers holding a Kindergarten license may be required to take additional coursework or demonstrate knowledge/competence to add an early childhood endorsement (PK–3) to their original license, permitting them to teach in pre-K without the LEA requesting a temporary out-of-field teaching authorization.

[14] Assistant teachers must be highly qualified and pass the Para Pro test. This is also required for paraprofessionals in mixed delivery settings.

[15] The state spending allocation also includes funds to supplement the before- and after-school enrichment programs in 2012-2013. DOE determines the per-pupil allocation annually based on 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.

[16] Community Development Block Grant (CDBG) funding was used due to the reduction in TANF funding. CDBG money was allocated to districts that experienced some type of natural disaster in their parishes during the previous year.

[17] All programs are monitored annually and required to provide documentation of program-level outcomes (compliance with program guidelines, annually); all classes are monitored to ensure appropriate teacher credentialing and assessment information entry. Structured observations of classroom quality (ECERS-R; annually for new teachers and those scoring below 5.0 in the previous year, teachers in targeted schools based on low DIBELS kindergarten entry scores, a percentage of new teachers, districts with outlier DSC assessment scores, randomly selected sites, district choice/request); the CLASS (CLASS) was also piloted through volunteer selection; documentation of children's learning and/or child outcomes (DSC, annually; portfolios, ongoing; Student Performance Checklist, ongoing in targeted schools); Program facilities and safety procedures; Results of program self-assessments (teacher self-assessments upon site visits); Participation in a state QRIS (diverse delivery settings only); Program records (monitoring of monthly, quarterly, and semi-annually reports). QRIS participation is required for child care centers (minimum 3 stars); public school centers are exempt. Monitoring of reports include enrollment in 6-hour and before/after programs, collaboration and provision of support services reports, vision/hearing screenings and referrals, and accommodations for students with disabilities and ESL students.

[18] Evaluations are conducted annually and will be compiled in a longitudinal study of the program. Process quality was measured using ECERS. Some CLASS visits were conducted but since this was in a pilot only phase, no results were reported to the Picard Center on the campus of the University of Louisiana at Lafayette (outside evaluator) and program impact/child outcomes were measured using the DSC. Data from measurements of process quality and program impact/child outcomes are analyzed and evaluated by the Cecil J. Picard Center for Child Development and Lifelong Learning at the University of Louisiana at Lafayette.

[19] Legislation passed in 2011 requires districts to move toward the use of a single kindergarten assessment, DSC. The original timeline for implementation was 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Additionally, eleven targeted districts continued piloting the LA DOE Student Performance Checklist in 2012-2013 (moved from seven districts in the previous year to eleven for 2012-2013). This checklist is aligned with 12 of the original prekindergarten standards that are aligned to the Kindergarten Common Core State Standards. This tool will no longer be in use for the 2013-2014 school year.

LOUISIANA – Louisiana Non-Public Schools Early Childhood Development Program (NSECD)

[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] NSECD grantees are select through a process which prioritizes: incumbent programs with a history of compliance; new programs in parishes with no existing NSECD providers; based on availability and need as determined by the NSECD Administration.

[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 partners with nonpublic schools, parochial schools, private schools, and "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] 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.

[8] Although speech screenings are locally determined, all providers have independently provided these for all the NSECD students during the 2012-2013 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.

[9] The NSECD has implemented a "Parental Involvement" report which allows providers to track parent engagement on a local level.

[10] The Board of Elementary and Secondary Education approved the new Birth to Five Early Learning and Development Standards in April 2013. Some schools chose to implement immediately; others are waiting until the 2013-2014 school year. 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.

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

[12] Of the 81 lead teachers, 67 were Early Childhood Certified including 20 with Master's or above. Nine were Elementary-Grade Certified, one of whom held a Ph.D. Five lead teachers had a Bachelor and Praxis, including one with a Master's degree.

[13] 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 2012-2013 school year, assistant teacher degree breakdown was: 20 percent incumbent staff pursuing certification; 46 percent CDA; 20 percent AA; 9 percent BA; 5 percent MA or above.

[14] In accordance with Act 3, the NSECD Program was transferred from the Governor's Office to the Louisiana Department of Education. However, in this process, only $7,386,932 was transferred with the program.

[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 a third party evaluator, the Cecil J. Picard Center on Child Development and Lifelong Learning annually evaluates student performance results on the pre- and post-DSC assessment. To analyze the future performance of NSECD students, the Picard Center is conducting a five-year longitudinal study on the NSECD Program from 2007–2012. They also conduct a statistical analysis of program/process outcomes. The scope of work focuses on a comprehensive report on the performance of the NSECD Program. The Center evaluates schools during the fall and spring semester, and conducts a cost/benefit/impact analysis of program funding across the state.

[17] DSC given as a pre-, mid-, post-assessment, and portfolios or locally determined tool. NSECD students are tested using the same DSC pre- and post-testing methodology that is used for public pre-K and assessed by the same third party using the same statistical methodology and oversight.

[18] Legislation passed in 2011 requires districts to move toward using a single kindergarten assessment, DSC. The original timeline for implementation is 2014-2015, but funds were available to purchase tools and training on the DSC so that it could be used for the 2012-2013 school year. Additionally, eleven targeted districts continued piloting the LA DOE Student Performance Checklist in 2012-2013 (moved from seven districts in the previous year to eleven for 2012-2013). This checklist is aligned with 12 of the original prekindergarten standards that are aligned to the Kindergarten Common Core State Standards. This tool will no longer be in use for the 2013-2014 school year.

MAINE – Maine Public Preschool Program

[1] Of the 201 programs reported, 11 operated outside of a traditional elementary school and 52 operated in a school setting in partnership with a community agency (primarily Head Start). Of Maine's 409 elementary schools, 319 offer kindergarten programs.

[2] Once a school has an approved pre-K program, it is funded through the school funding formula on par with other elementary school grades.

[3] As program approval, as well as funding through the state's school funding formula, is issued directly to local school districts, it is these districts that are considered administratively responsible for the public preschool program. Schools that partner with community agencies to deliver the program maintain local MOU's that designate administrative responsibilities at the local level.

[4] Local school units determine the weekly hours. Schools receive a full per-pupil subsidy as long as they operate a minimum of 10 hours per week. Many schools operate 4 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 Oct. 15.

[6] Some districts without universal capacity have a first come/first served, lottery-based, or targeted program. In addition, districts in partnership with Head Start programs may have eligibility requirements for a certain ratio of enrolled children.

[7] 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] 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.

[9] Translator or bilingual staff availability may vary by school and district.

[10] The Early Learning Standards are currently under revision and will include revisions based on cultural and linguistic competency, early literacy, and numeracy. A sub-group is simultaneously working on a comprehensive assessment system process. The ELS will be part of the review with the 10-state Kindergarten Entry Assessment Consortium and then sent to the field for revision. The goal for completion is summer 2014.

[11] 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.

[12] 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.

[13] Schools are required to provide a local match to draw down their per-pupil state subsidy. The required local match is part of the school funding formula based on property wealth (state valuation) multiplied by a state-wide mill rate.

[14] All public schools must have a comprehensive educational plan that includes ways to monitor program effectiveness. However, the state does not have a formal monitoring system specific to public pre-K and the monitoring process is determined at the local level. Districts report general school information each year as part of Basic School Approval Report. Beginning 2012-2013, reports are due once every three years.

[15] Assessment is not required by the state at the present time. Required assessment instruments are locally determined.

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] Additional children under 3 years of age who are enrolled in Judy Centers, as well 5-year-olds eligible for kindergarten, are not reflected in total enrollment figures. These figures have possible duplication. The enrollment figure of 29,407 for the 2012-2013 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 are not counted in the 29,407 figure. Judy Center enrollment for 2012-2013 was 11,992, including pre-K.

[3] 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.

[4] Policy requires local schools systems to have an early admissions policy to allow for enrollment of 3-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 who 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.

[5] 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.

[6] 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.

[7] 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.

[8] 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 pre-K (4-year-olds) through grade 12 and covers English Language Arts/Reading, Math, Social and 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.

[9] 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.

[10] 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.

[11] 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.

[12] 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 MMSR Phase II 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 – Massachusetts Universal Pre-Kindergarten (UPK) and 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 UPK program is offered in 94 out of 351 towns/communities. The Grant 391 program funds were distributed to 96 Lead Agencies that included 79 out of the school districts (LEAs) and 17 private/non-profit agencies. These lead agencies provided funding to 141 Pre-K programs in EEC's mixed delivery system which includes public school preschool programs, Head Start programs, and community-based programs located in 120 cities and towns. School districts also may provide funding to one or more public schools within their district and regional school district may offer the 391 program in public schools located in different towns.

[3] UPK was awarded as a renewal grant for the 2012-2013 program year but there was also a competitive round in the 2012-2013 program year. The 391 Grant was awarded through a renewal grant in 2012-2013.

[4] In the 2012-2013 program year, 7,242 children were enrolled in the UPK program and 6,093 children were enrolled in the 391 Grant. These figures have possible duplication.

[5] The 2,344 children receiving special education services are in the Grant 391 program. Information was not collected on the UPK program in the 2012-2013 program year.

[6] 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 full-day, full-year services. Grant 391 grantees follow the public school calendar, which is determined locally. 391 grants offer a combination of part day, school day and extended day. Part week opportunities are also used, these are all determined locally. Programs through the 391 grant providing care to children which also offer financial assistance must operate based on the requirements determined in their contract or voucher agreement or other grant funding such as UPK or Head Start. Enrollment by schedule is only available for UPK programs.

[7] A child with special needs could remain in the preschool program but they would no longer be counted in the UPK formula. Children must be in the pre-K classroom by the renewal date of the grant but the state does not have a cut-off date. Children are no longer eligible for pre-K when they are eligible to enter kindergarten in the city/town in which they live. Districts determine kindergarten eligibility locally.

[8] Any child may enroll in any program, but programs are selected to receive UPK and 391 funding based on program characteristics and on the characteristics of the children in the program. The income requirement applies to all children in UPK receiving subsidy money, but not tuition-paying families. There is no income requirement for Grant 391. Although not used to determine eligibility at the state level, 391 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.

[9] It is determined by UPK whether a child is part of the financial assistance system, and the sliding fee scale for parent copay is determined by income. Any program receiving subsidy money may use the Massachusetts sliding fee scale. If the program does not receive subsidy money, they may use their own scale.

[10] 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.

[11] Programs operating fewer than 4 hours per day must schedule snacks. Programs operating between 4 and 9 hours must schedule a regularly scheduled meal in addition to a snack, while those operating more than 9 hours must schedule two meals and two snacks. Parents or providers may provide snacks.

[12] 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.

[13] 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.

[14] In 2003, the state put in place the Guidelines for Preschool Early Learning Experiences, which covered all recognized domains of development at the time. In 2011, the state merged its current standards with the Common Core State Standards and released the Massachusetts Curriculum Frameworks for Pre-K to further define and complement the already existing preschool guidelines. Programs are not required to follow the Curriculum Frameworks though public school programs in UPK are likely to follow them. Grant 391 programs are required to implement a developmentally appropriate and inclusive early childhood curriculum that is aligned with the Preschool Early Learning Guidelines. Public school programs must also follow the Massachusetts Curriculum Frameworks for preschool and kindergarten for older 4- and 5-year-olds.

[15] 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.

[16] For the UPK program, assistant teachers must be 18 years old or have a high school diploma.

[17] UPK programs received $3,009 per high-needs child up to 5 children per classroom. Total spending by program was $12,919,215 for Grant 391. For UPK total spending was $43,868,019. TANF and CCDF funds contribute to UPK, while Grant 391 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 Leaners; 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.

[18] 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.

[19] Starting in the 2012-2013 school year, all programs were required to participate in QRIS. This will result in increased monitoring requirements, including the use of ECERS as a structured observation of classroom quality.

[20] Massachusetts is in the process of developing policies for sharing QRIS info and QRIS Rating with families; however, it has not yet been fully implemented. In Level 2 on the QRIS, centers and family child care conduct their own ERS (FCDRS or ECERS); on Levels 3 and 4, outside evaluators conduct the ERS.

[21] During the 2008-2009 year EEC contracted with a vendor to conduct a program quality evaluation of UPK and non-UPK programs across the state using the CLASS tool. During the 2009-2010 year, EEC funded a Waitlist, Access, and Continuity of Services Study to assess the need for preschool services, access, and continuity challenges as the state implements UPK on a larger scale.

[22] Only programs that receive a full-day kindergarten grant are required to assess children's learning and development. All kindergarten programs are required to provide progress reports; however, programs are not instructed on how the progress reports must be completed.

MICHIGAN – Michigan Great Start Readiness Program (GSRP)

[1] There were 35 out of 277 public school academics (charter schools). There were 35 community-based agencies who received funds through intermediate school districts (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, accounting for the reduction in the number of districts offering the program.

[3] Children served in the school-day programs use two half-day slots and are only counted once in the enrollment. In addition, 42 children were served in a home-based option.

[4] Children receiving special education services may also enrolled be in separate classrooms, but those children are not counted in the total preschool enrollment count.

[5] Grantees may choose part-day, alternate-day or school-day classroom options, or a home-based (home visiting plus cluster meetings) modes. School-day classroom programs are reimbursed at two slots per child ($6,800); all other are reimbursed at one slot per child ($3,400). The minimum is four days per week, except for the school-day/alternate-day classroom model of 2 days per week. It is allowable for new grantees to operate only for 20 weeks during the first year. Subsequent years must be 30 weeks per year.

[6] Legislation allows for a GSRP/Head Start blended option and encourages a tuition-based sliding scale for children who are over income. In addition, grantees who offer supplementary child care using funds other than GSRP to achieve an extended-day program (minimum 10 hours) will receive priority in the allocation of GSRP funds.

[7] At least 75 percent of the children in each grantee's enrollment must meet the income requirement. There are eight factors that determine eligibility: extremely low family income (below 200 percent of FPL), low family income (between 200 and 300 percent of FPL), diagnosed disability or identified developmental delay, severe and challenging behavior, primary language other than English, parent(s) with low educational attainment, abuse/neglect of child or parent, and environmental risk. A state-determined prioritization process allows extremely low family income to automatically qualify a child, then low family income plus two risk factors, then low family income plus one risk factor, then family income above 300 percent of FPL plus two risk factors, with a cap of 25 percent of the total slots that can fall under this level.

[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 at least some staff who speak the dominant languages of the community and providing translators for parents. All staff are expected to learn key words from each child's home 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 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.

[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 associate's 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 data. 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 contributions. All funding flows through the State School Aid Fund to ISDs.

[16] Although there is now only one funding stream, the state education agency continued to hold a statewide competition for non-school-district agencies. The successful agency grantees were then assigned to the appropriate ISD for funding to flow through to the agency. The school district portion has both needs- and capacity-assessment and a formula component.

[17] For 2012-2013, only ISDs were eligible to receive funds directly from the state. ISDs were instructed to subcontract to competitive grantees, but other sub-recipients were determined locally. School districts and competitive grantees can subcontract with for-profit or nonprofit, public or private agencies.

[18] The state oversight agency's monitoring plan includes site visits to programs. GSRP collects electronic data on all programs every year. On-site monitoring is limited by staff numbers and funding, but programs are monitored every other year for child care licensing purposes. Information collected includes staff qualifications, anonymous child eligibility data, program quality assessment data, and financial information. There is not a legislative requirement for GSRP to be linked to participation in a state quality rating system for 2012-2013, but the state strongly encouraged participation. Participation is a legislated requirement for the 2013-2014 school year and grantees must be at least a 3 star level.

[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).

[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 an instrument 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 27 private, nonprofit agencies, each serving one or more counties. Head Start services are available to eligible residents in all parts of the state.

[2] Programs comply with the federal Head Start requirement of at least 3.5 hours per day, 4 days per week for 32 weeks, which is the most common schedule.

[3] Programs may also use state funds to provide Early Head Start services for children who are under the age of 3 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.

[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] Assistant teachers in settings subject to child care regulations must work under the supervision of a teacher, be at least 18 years old, and meet one of nine combined credential, educational, and experience requirements, such as an HSD. By September 30, 2013, all assistant teachers must have at least a CDA or be enrolled in a program to receive a CDA, AA, or BA within two years. Programs are scrutinized annually by the federal Office of Head Start to assess continuing progress toward meeting these goals.

[11] State staff review PIR information and enrollment data, conduct additional surveys throughout the year, and review and approve program work plans.

MISSOURI – Missouri Preschool Project (MPP)

[1] A slight reduction in the number of participating school districts is due to a funding structure which requires programs to consider sustainability as MPP funds are gradually reduced over a five year period.

[2] Enrollment figures are based on the number of children receiving classroom services based on May 2013 count.

[3] The program must provide 6.5 hours of school per day, 5 days per week for 12 months per year and operate between the hours of 7:30 am and 5:00 pm. 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.

[4] Eligibility is determined by age, with all other eligibility requirements, including income, determined locally. Programs are funded through a competitive process and receive extra points for serving children with special needs or from low-income families. If a district decides to enroll children who do not meet the income requirements, tuition may be charged using a sliding payment scale.

[5] Classrooms with 10 children must have a lead teacher. A teacher assistant is required if more than 10 children are enrolled in the classroom.

[6] Part-day programs are required to provide one meal or one snack. School-day programs are required to provide one meal and two snacks or two meals and one snack.

[7] A full physical must meet the requirements of child care licensing.

[8] Lead teacher must have Early Childhood Teacher Certification, Early Childhood Special Education Teacher Certificate, or 4 year college degree in child development.

[9] In 2012-2013 the minimum number of hours for required professional development was reduced from 22 hours to 12 hours annually. 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. 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.

[10] 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.

[11] State regulations require that 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. A decrease in MPP funding in 2011-2012 resulted in the discontinuation of biannual structured observations involving ECERS and results of program self-assessments conducted in previous years.

[12] Process quality was measured in July 2003 as part of a formal evaluation

[13] The formal evaluation was conducted as a requirement of the original legislation.

[14] The use of a child assessment instrument remained under review and was in the pilot phase for 2012-2013.

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.

3 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 a meal and/or snack that follow 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. The revised standards will be in effect for the 2013-2014 school year.

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 early childhood program in addition to state aid.

13 Self-assessments are required for districts that have operated successfully for a number of years. Self-assessments must be done by someone with Environment Rating Scale training. A randomly selected percentage 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 Pre-Kindergarten Education Program (PEP)

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 Children who are age 5 and eligible for kindergarten are not eligible for Nevada State Pre-K unless there are extenuating circumstances.

3 Programs are required to provide services a minimum of 10 hours per week. Local programs determine specific hours and schedule depending on location and track. Most programs operate 4 days per week for 2.5 to 4 hours per day. All state pre-K programs are part-day programs as determined locally due to limited funding.

4 Specific priorities for enrollment may be determined locally. Other eligibility requirements may include low-income status, English Language Learner, and homelessness.

5 Meals are not required, but all programs provide snack for part-day programs.

6 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; 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.

7 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.

8 Several districts used Title I funds to support their state pre-K classrooms. Title I-only funded classrooms are not required to report the same information as state pre-K classrooms; therefore, not all districts Title I programs are aligned with state pre-K requirements. Additionally, $11,037,998 Title I funds were invested in Title I-only pre-K classrooms that are not currently aligned with state pre-K or included in enrollment numbers.

9 School districts and community organizations are eligible to apply for state pre-K competitive funding.

10 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.

11 Based on past annual/longitudinal reports and data collected, in 2012-2013 it was determined that formal program evaluations would be conducted every other year as opposed to annually given the consistency of the past reports and data collected.

12 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

13 Currently, kindergarten assessments are determined on a local basis. However, NV 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 25,111 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. A formal agreement is established through the Department of Human Services to provide wrap-around care.

5 It is estimated that approximately 13,000 children participate in the wrap-around program although it is difficult to verify. All children receive at least a school-day program.

6 The DOE funds the program for the school calendar year. If the district/provider runs a wrap-around program through DHS, the program would then extend services for the full calendar year. Some districts have also used either surplus/local or Title I funding to provide summer care.

[7] Kindergarten-age eligible children with an IEP that requires enrollment in a preschool program may enroll in the program but are funded through special education.

[8] The program is offered in the poor urban districts initially identified by the 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.

[9] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

[10] 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.

[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 in NCLB.

[14] 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 back to what it was in the 2008-2009 school year.

[15] A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW JERSEY – New Jersey Former Non-Abbott Early Childhood Program Aid (ECPA)

[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-four 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. Two fewer districts provided the program in 2012-2013 due to low populations.

[3] 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.

[4] 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.

[5] 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.

[6] 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.

[7] Bilingual classes are encouraged. In rare cases, a non-English class may be permitted, but would not happen regularly.

[8] Alignment with Common Core State Standards was completed in 2013.

[9] 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.

[10] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

[11] All state funding is technically run from the state aid formula. However, for the 2012-2013 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 the operation of the program.

[12] 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.

[13] A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW JERSEY – New Jersey Former Early Launch to Learning Initiative (ELLI)

[1] Primary oversight for the preschool education program is through the state Department of Education's (DOE) Division of Early Childhood Education. The Department of Children and Families oversees private preschool provider licensing. 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.

[1] Nine of the 24 districts also receive funding as former ECPA districts.

Enrollment figures represent general education students only. These districts also reported serving 134 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's wraparound programs for before- and after-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] In addition to children needing to qualify for free and reduced-price lunch and being a resident of the district, districts may allow for other students in unusual circumstances to be eligible for the program.

[8] A district may make a case for establishing eligibility based on extenuating circumstances when submitting its annual plan.

[9] Only district residents are eligible for the program. Children who move outside of the district would no longer be eligible to attend the program. Districts continually monitor to ensure that children are still district residents and therefore still eligible for the program.

[10] 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.

[11] Bilingual classes are encouraged. Non-English classes aren't prohibited, but are not encouraged and would only be approved in special cases.

[12] Alignment with Common Core State Standards was completed in 2013.

[13] 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.

[14] In districts or schools supported by Title I funding, assistant teachers are required to meet the education/degree requirements specified in NCLB.

[15] All state funding is technically run from the state aid formula. However, for the 2012-2013 school year, funding for these districts was kept the same as in prior years, which was not according to the funding formula.

[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] A Kindergarten Entry Assessment (KEA) was piloted for the last 2 years and an RFP was issued to work with an outside entity to roll out the KEA on a statewide basis over the next several years.

NEW MEXICO – New Mexico PreK

[1] An increase in the appropriation for New Mexico PreK resulted in 10 new districts offering the program.

[2] In 2011, the eligibility criteria were changed for programs in communities with public elementary schools that are designated as Title I schools. At least sixty-six percent of children attending the program must live within an attendance zone of a Title I elementary school.

[3] 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 non-profit facilities use partial day Child Care Subsidy for wrap-around 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 pilot 450-hour, extended-day summer program for 56 children at one site.

[4] The Department of Children, Youth and Families may allow a kindergarten-eligible child to attend PreK if the child has a developmental delay and the IEP recommends a PreK placement. This is handled on a case-by-case basis and requires permission from the state agency.

[5] All age-eligible children in locations offering the program are eligible. Funding priority is given to all age-eligible children who will attend Title I schools. At least 66 percent of children attending the program must live within an attendance zone of a Title I elementary school.

[6] Individual physician protocols may vary to include psychosocial/behavioral or other screening. Some programs choose to administer a psychosocial/behavioral screening.

[7] 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.

[8] 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 non-public 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.

[9] Programs are permitted to hire an assistant teacher without the AA with an approved professional development plan to achieve the requirement and who take at least six college credit hours each year toward the requirement.

[10] The funding formula is not determined in statute. In previous years the part-day funding formula used was half the unit value applied for kindergarten students, which is 1.44 times the per-pupil allocation or unit value. In 2012-2013 the funding amount was rounded to $3000 per child, increased from $2898 per child in 2011-2012.

[11] Charter schools receive funding from the Public Education Department; municipalities and universities are funded by the Department of Children, Youth, and Families.

[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.

NEW YORK – New York Universal Prekindergarten (UPK)

[1] One additional district provided the program in the 2012-2013 year after appealing to their legislator to reestablish their grant allocation.

[2] 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 2012-2013 school year, three districts were able to offer the program to 215 3-year-olds.

[3] 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.

[4] There is a very small population of 3-year-olds in the UPK program as per legislated restrictions for most communities. A classroom composed entirely of 3-year-olds would have a 1:8 adult to child ratio.

[5] Programs that are 3 hours or fewer provide snack. Programs that are more than 3 hours provide a meal and a snack

[6] 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.

[7] Teachers must have a bilingual certification extension when instruction is provided to students with limited English proficiency.

[8] 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.

[9] Lead teachers in public school settings are required to have a BA if hired prior to 1978 and an MA if hired after 1978, and lead teachers in nonpublic settings hired prior to 2004 are required to have an AA or CDA. Since 2004, programs in nonpublic settings have been required to meet the same certification requirements as those in public settings. A legislative amendment allowed certain community-based organizations to be exempt from this requirement until at least 2013. These teachers must also have a plan to become certified within five years or by 2013. Effective July 1, 2010, all newly hired teachers in nonpublic settings must have a bachelor's degree in early childhood education or a related field and also have a written plan to earn a New York State (NYS) teaching license or certificate valid for services in the early childhood grades within five years. Nonpublic programs lacking licensed/certified lead teachers must employ an on-site education director possessing a NYS teaching license or certificate in early childhood or childhood grades.

[10] There were 2,188 lead teachers meeting teacher licensure requirements in public school settings, all with MA degrees. In nonpublic settings, 3,423 lead teachers met UPK qualifications, including 1,944 with MA; 1,402 with BA and a 5-year plan to attain teacher licensure; and 77 teachers with AA and a 5-year plan to attain teacher licensure.

[11] 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.

[12] 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.

[13] Libraries and museums are allowed to contract if they can meet all the requirements of the regulations

[14] In 2011 - 2012, approximately 400 community-based programs and providers in target communities were identified to participate in the 2012-2013 implementation of QUALITYStarsNY. Official public school recruitment began in September 2012. Approximately 120 UPK programs participated in 2012-2013.

[15] 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.

[16] QUALITYStarsNY has improvement specialists delegated to providing professional development. SED receives, minimally, quarterly reports on implementation status.

[17] An assessment of the UPK program must be conducted to determine the extent that goals and objectives have been met. School districts may select a valid and reliable instrument that assesses, at a minimum, language and literacy skills, cognitive skills, and social skills. SDE does not maintain a list of approved assessments.

[18] 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

[1] 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 other agency such as Head Start. They, in turn, subcontract with providers, including public schools, licensed child care centers, and Head Start programs, creating a diverse delivery system.

[2] 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 of services.

[3] State statute allows for a child's early entry into kindergarten using state-established guidelines and based on information submitted by the child's parent or guardian that the child is gifted and has the maturity to justify admission to school.

[4] Twenty percent of a county's NC Pre-K slots allocation may be used to serve children above 75 percent of SMI if they have another designated risk factor.

[5] 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.

[6] Initial home visits have always been required for the former More at Four Pre-K and then NC Pre-K when it was transitioned to the NCDHHS/DCDEE July 2011. Family/parental involvement, conferences are a part of the initial screening process for Pre-K as well as the required formative assessment process, and family involvement. Other resource agencies, schools and Head Start may conduct home visits as a condition of the funding these programs receive, but the NC Pre-K requirement is for locally funded private and public programs to conduct home visits for enrolled children and their families.

[7] The revised document describes children's development and learning from birth through age five. A separate section addresses Dual Language Learners.

[8] 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.

[9] 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.

[10] 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.

[11] There is a required contribution of local resources to support the full cost of providing high-quality prekindergarten, but no specified percentage is required.

[12] Additional information is collected about the level and number of mentoring visits and formal evaluation of NC BK licensed teachers; number of teachers who have moved through the NC BK licensure process: from lateral entry to an initial BK license to the BK Standard Professional II license. 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 required annually and by BK licensure type.

[13] Every site receives at least one on-site monitoring annually by the local contracting agency, which is monitored by the state. Any agency that receives desk-top monitoring by the state will receive an on-site visit in a future year. ECERS-R evaluations are conducted as part of the rated license system. Teacher evaluations are conducted based on the level and type of BK license held by the teacher.

[14] NC Educator Effectiveness System (Teacher Evaluation) requires teachers, mentors and evaluators, administrators use information gathered through self assessment (teachers and mentors self assess), and formal observations (formative and summative evaluation process) to develop individual annual professional development plans framed by the NC Professional Teaching Standards and NC Birth-through-Kindergarten Education Preparation Standards.

OHIO – Ohio Early Childhood Education (ECE)

[1] Since the 2006-2007 school year, new ECE grants have been awarded based upon a poverty index.

[2] In the 2012-2013 school year, Ohio funded 5,700 children with a per-child allocation of $4,000. Programs could also choose to enroll additional children by charging tuition or using local or Title I funds, but exact funding amounts are unknown. Total enrollment in the ECE program, including children funded entirely by non-state sources, was 9,144. Enrollment breakdowns are estimated figures based on funded enrollment of 5,700 children only and not the total enrollment. 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 the program if they turn 5 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. Districts may elect to use other funding sources to extend the day to a school- or extended-day program. On average, programs operate 4 days per week due to transportation issues, but they are required to provide home visits, parent conferences, parent education, professional development, or link families to social services on the fifth day. Data on enrollment by schedule is not available.

[4] 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. Districts may offer services to children over 200 percent FPL, but those families pay full tuition.

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

[6] All programs must have 50 percent AA and 50 percent BA or higher in ECE.

[7] Although the amounts are unknown, Title I and local sources may be used by districts to fund the additional 3,444 children who are receiving services through ECE but are not funded through the state.

8 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.

9 Participation in a state quality rating system is legislatively required beginning with the 2013-2014 school year.

10 External evaluations of quality of literacy environment of this program using ELLCO completed. State reviews child outcomes and performance of children in ECE on the KRAL.

11 Districts are required to also use a curriculum-embedded performance measure, but the instrument is determined locally.

12 At this time, the state is not using the pre-K assessment data as part of teacher evaluations, but districts are required to measure student growth for teacher evaluation purposes. The state anticipates districts will attempt to use these tools for this purpose, so the state is planning to provide guidance.

13 Ohio has Race to the Top funding and Race to the Top-Early Learning Challenge grant funding to expand KRAL to address all domains of school readiness. This expansion is currently under revision with plans for statewide implementation in the 2014-2015 school year. Ohio is collaborating with Maryland to develop this and a new pre-K-through-kindergarten formative assessment, covering ages 36 to 72 months. It will be piloted in the 2012-2013 and 2013-2014 school years prior to statewide implementation.

OKLAHOMA – Oklahoma Early Childhood Four-Year-Old Program

1 State funding is not available for the 2,017 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. Additionally, Oklahoma has a pilot early childhood program for at-risk children from birth through age 3 that served 2,031 children in center-based programs, and 322 children in home visiting programs in the 2012-2013 school year.

2 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.

3 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.

4 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.

5 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.

6 Shot records are required. The rest is all determined locally Vision and Hearing Screening is required in Kindergarten, First grade, and Third grade. If a Pre-K is in collaboration with Head Start, they must meet Head Start requirements.

7 Other support services include mental health services (counselor), health services (school nurse), and all other typical public school program services, such as early intervention, transition programs, and literacy coaches.

8 Alignment is in process to Oklahoma Academic Standards; under that umbrella are Math and ELA CCSS.

9 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).

10 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.

11 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.

12 Uses of child-level assessments are 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.

13 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 109 blended slots supported by both state and federal funds. An additional 109 children served through home-based models were not included in the total enrollment.

2 Some children participated in both models. Figures do not include programs housed in public universities or community colleges.

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 supported with other funding. Most programs operate 3.5 to 4 hours per day for a school year using state funding. Numbers 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 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 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.

6 Programs are required to offer meals and snack that provide one-third of the child's daily nutritional needs. Morning class provides breakfast and lunch; afternoon class provides lunch and snack.

7 All programs follow Head Start Performance Standards, which require a doctor's note confirming up-to-date, age-appropriate prevention and health care, including medical, dental, and mental health. Programs that receive state funding are required to follow Oregon's "Interventions Considered and Recommended for the Periodic Health Examination," which guides requirements for a full physical exam. Nutrition assessments are required for all families.

8 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 all 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 Early Learning Framework adopted in 2012 is in progress.

[10] In public schools, lead teachers must have a teaching license, a BA, and 15 ECE credits. 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 individual situations, some staff may be permitted to teach by waiver as permitted by the Office of Head Start.

[11] Oregon Head Start Pre-K programs are funded on a biennial basis with state general fund dollars. The amount reported for 2012-2013 is approximately half of the biennial amount. Local grantees access the following federal funds as needed and available in addition to state general funds: CCDF, IDEA, USDA Child and Adult Food Program, and Title I. The amount of federal funds is unknown.

[12] Faith-based programs free of religious content are eligible to receive funding.

[13] Programs are required to use a research-based developmental assessment that is determined by local grantees. Most programs use Teaching Strategies GOLD. 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. A five-level TQRIS is currently under development.

[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. A five-level TQRIS is currently under development.

[15] Oregon's Kindergarten Assessment was approved and adopted during the July 2012 meeting of the Early Learning Council. A composite approach was selected that includes the following tools: Child Behavior Rating Scale (CBRS) for Approaches to Learning; Easy CBM for Language, Literacy and Math. The assessment was piloted in public schools during the 2012-2013 school year, and required in the 2013-2014 school year.

PENNSYLVANIA – Education Accountability Block Grant (EABG)

[1] The Office of Child Development and Early Learning supports local districts using EABG funds for preschool programming.

[2] Prekindergarten is one option for spending resources that districts receive as part of EABG allocation.

[3] This is a school-district administered program resource for pre-K. Although all students are funded through school districts, some of these district-sponsored programs may be in a partnership with Head Start or child care where the other agency is the lead.

[4] Most programs operate either 2.5 or 5 hours per day, 5 days per week, for a minimum of 180 days per year (programs operate 450 hours for a half day or 900 hours for a full day).

[5] Pennsylvania considers the minimum age eligibility for pre-K as two years prior to kindergarten age. Districts determine the eligibility requirements. Children in EABG pre-K programs may not be age-eligible for kindergarten. Although the eligibility date is determined locally, Pennsylvania recommends that districts use September 1 as the entry date. Approximately 80 percent use this entry date. The recommended cut-off for kindergarten is 5 years old by September 1, but this is determined locally.

[6] Districts determine their own prioritization for services and eligibility requirements.

[7] Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.

[8] For nonpublic school settings contracted by an LEA prior to September 2006, teachers had until September 2012 to become ECE-certified. If contracts were initiated after September 2006, teachers have five years to become ECE certified. As of January 2012, only PK–4 will be issued for certification, though N-3 certifications are still valid.

[9] The program has traditionally required 180 clock hours of professional development every 5 years. However, Act 24 issued a 2-year moratorium of this professional development requirement beginning in 2011.

[10] Beginning in the 2009-2010 school year, assistant teachers must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

[11] 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.

[12] There was no formalized monitoring of this program during the 2012-2013 school year. The use of EABG funds are monitored through Annual Financial Reports and are audited by the Bureau of School Audits. The Office of Child Development and Early Learning support local districts using EABG funds for preschool programming.

[13] A pilot for Kindergarten Readiness Inventory at kindergarten entry was rolled out for 2012-2013 in some classrooms and continued in 2013-2014, focused on data collection and training, as part of Pennsylvania's Race to the Top grant.

PENNSYLVANIA – Pennsylvania Head Start Supplemental Assistance Program (HSSAP)

[1] For the 2012-2013 school year, funds were awarded through a re-procurement process. Programs applying for funding were evaluated using a scoring rubric. Grants are awarded on a 5-year cycle.

[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.

[4] Collaboration with other agencies and programs is required per program regulation, but implementation is locally determined.

[5] 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.

[6] State pre-K children must meet the federal Head Start income guidelines. Effective as of December 2007, 35 percent of the enrollment may be children whose family incomes are between 100 and 130 percent FPL after priority is given to children at or below 100 percent FPL. In addition to income requirements, individual Head Start agencies determine eligibility requirements based on their community assessments and give priority based on multiple risk factors.

[7] The maximum class size is 20 children, regardless of age. A smaller class size of 17 is recommended. A ratio of 2:17 is recommended.

[8] Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.

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

[10] ACT 24 moratorium restricted collection of quarterly narratives for the 2011-2012 and 2012-2013 school year. It is anticipated that these narratives will be required annually after the end of the two-year moratorium.

[11] Programs may choose the assessment they use from a list of approved assessment tools which align to Pennsylvania's Early Learning Outcomes Reporting Frameworks. For the 2012-2013 school year, the following PK tools were approved: Pearson WSS, Teaching Strategies GOLD, Curriculum Associates Brigance, High Reach GRO

[12] A state-developed kindergarten entry inventory has been piloted and will available for voluntary use in 2014.

PENNSYLVANIA – Pennsylvania Kindergarten for Four-Year-Olds (K4) and School Based Pre-K (SBPK)

[1] The Office of Child Development and Early Learning (OCDEL) provide regulations and policy. Daily operations of the K4 program are conducted by school districts.

[2] 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.

[3] Provisions for English Language Learner supports are in place at the school district level.

[4] Revised Early Learning Standards that include PA Core standards are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.

[5] The program has traditionally required 180 clock hours of professional development every 5 years. However, a 2-year moratorium of this professional development requirement was issued beginning 2011.

[6] As of the 2009-2010 school year, assistant teachers in SBPK must meet NCLB requirements and are required to have two years of post-secondary education/60 college credits, an AA or higher, or the ability to meet a rigorous standard of quality and to demonstrate through formal state or local assessments knowledge of the ability to assist in instruction.

[7] Estimated State Expenditures are based on the proportion of Pre-K/K4 students and Pre-K–12 students and Basic Education Expenditures.

PENNSYLVANIA – Pennsylvania Pre-K Counts (PKC)

[1] For the 2012-2013 school year, funds were awarded solely as continuation grants. No new grants were opened or awarded.

[2] Enrollment figures are accurate as of May 2013.

[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 at the state level exists.

[4] Children must be at least 3 years old and no more than 5 years old by the beginning of the program year. Children who are kindergarten age-eligible are not eligible for Pre-K Counts. The recommended kindergarten age 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 whether 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 are anticipated to be released July 1, 2014, with expected program implementation by July 1, 2015.

[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] A state-developed kindergarten entry inventory has been piloted and will available for voluntary use in 2014.

RHODE ISLAND – Rhode Island Pre-Kindergarten 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] 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 standards also address: Literacy, Mathematics, Science, Social Studies, and Creative Arts

[5] 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.

[6] There is a new requirement for monitoring. 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.

SOUTH CAROLINA – South Carolina Half-Day Child Development Program (4K)

[1] The program is required for one school in each district. Those districts not participating in CDEPP are required to offer at least one 1/2 day class for 4K students.

[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. 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] Assistants are required to take one course ECD101, in both public and private settings

[6] Fiscal Year 2012 spending levels are not available at this time. The amount reported represents appropriated dollars. S

[7] The formula is based on the number of kindergarten students who are reported as eligible for free or reduced-price lunch.

[8] Reductions in staff at the state level did not allow for program review.

[9] Kindergarten programs are not required to assess children's learning and development. There is pending legislation to require 5K entry assessment in 2014-2015.

SOUTH CAROLINA – South Carolina Child Development Education Pilot Program (CDEPP)

[1] The South Carolina Department of Education provides oversight for public providers and the South Carolina First Steps to School Readiness oversees private providers.

[2] Those districts involved in a funding lawsuit are required to offer CDEPP

[3] Enrollment includes 583 children served through First Steps in private/community settings. Enrollment figures are as of the 135th day of school, spring 2013.

[4] Children receive special education services through the 4K and CDEPP programs, but the state cannot determine exactly how many children receive special education services in each program.

[5] There are exceptions for kindergarten-age eligible children with disabilities in limited instances to enroll in pre-K.

[6] Income eligibility for Medicaid and/or free or reduced-price lunch are the primary criteria for eligibility. If classes are not full, developmental delay can be considered.

[7] Lead teachers in nonpublic settings must have at least a two-year degree in early childhood education or a related field and must be enrolled in and demonstrating progress toward completing 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] For the 2012-2013 school year, there was not adequate staff at the state level to allow for program review. Limited number of site visits. Legislation for 2013-2014, funded an outside evaluation and 2 more staff at state level.

[11] Legislation has been passed to evaluate programs for 2013-2014 school year.

[12] Dial 3 or Dial 4 is used as a screening tool. CDEPP Sites are required to select an assessment from the following list: WWS, GOLD, HighScope's COR, Galileo Pre-K online assessment, Learning Accomplishment Profile, (LAP).

TENNESSEE – Tennessee Voluntary Pre-K (VPK)

[1] In January 2013, the Tennessee Department of Education restructured the Division of Special Populations. The Voluntary Pre-K program was moved under the Division of Curriculum and Instruction, Department of Content and Resources Pre-K–12. The Office of Early Learning is no longer a formal functioning entity.

[2] Enrollment figures for the 2012-2013 school year were unavailable. Figures reported are based on 2011-2012 enrollment.

[3] Children with IEPs are considered for enrollment in the VPK program after ensuring all income-eligible students are enrolled as a priority. All special education students 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.

[4] Enrollment figures for 2012 - 2013 are unavailable; reported figures used for analysis based on 2011 - 2012 data. All classrooms are funded through the LEA and are the responsibility of the LEA to ensure each classroom meets the requirements of the program regardless of location.

[5] Naptime cannot be counted in the 5.5 hour minimum

[6] Pilot pre-K programs may also serve children who are 3 years old by September 30. Five-year-olds may participate if they have an IEP which identifies placement in a pre-K setting as the most appropriate program to meet the goals set out in the IEP. Request for enrollment is made to the Department of Education for approval before the child is enrolled in VPK program.

[7] 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.

[8] 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.

[9] 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.

[10] The newly 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.

[11] The transitional license is for teachers with a BA but no license. Waivers are available for teachers with a license 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.

[12] 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.

[13] 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 completing 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.

[14] 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.

[15] 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.

[16] The LEA is required to provide a local match; however, the local match does not have to be in actual dollars and can be in-kind (facilities, utilities, staffing, etc.). The Basic Education Plan (BEP) formula is used to determine state share and local match based on the county's tax base. The average local match is approximately 21 percent of the cost of the classroom.

[17] 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.

[18] Program evaluators conduct a minimum of two visits per year to each classroom for compliance with health and safety rules. Education consultants visit every classroom every year and conduct structured observations of classroom quality.

[19] 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.

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] 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 19,409 3- and 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.

[3] 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.

[4] 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.

[5] 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 1:22. 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.

[6] 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.

[7] 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.

[8] 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.

[9] Texas does not use the term "assistant teachers" though paraprofessionals serve as Educational Aides I, II, and III. The Educational Aide I designation requires at least a high school diploma and experience working with students or parents. The Educational Aide II designation 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.

[1] The Texas School Ready! Program is a grant program and not available statewide. Federal funds are used for the Texas Workforce Commission-Texas School Ready! program as well as the School Readiness Integration Specialist (SRI) program, both of which are grant programs not available statewide.

[11] 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.

[12] 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 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 926 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 Pre-K 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 Pre-K 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 Pre-K 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 (as 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.

[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 $16,600,000. Approximately 80 percent of children in IEPs in the state are served in inclusive Pre-K classes, so 80 percent of state funds for Essential Early Education (Part B 619 in Vermont), totaling $4,779,495, were added to this figure. The number above doesn't include any of the additional $16 million of the federal and local dollars that districts reported as EEE expenditures. About 25 percent of all districts 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] 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.

15 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.

16 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.

17 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.

18 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.

19 Child assessment data are used to determine the efficacy of pre-K education; however, an evaluation has not yet been done.

20 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 Early Education Initiative (EEI)

1 This is a competitive grant program. A total of 41 grants were awarded in 2012-2013. Geographic distribution is not considered in awarding grants; the quality of the grant is the main criterion.

2 Of the 1,102 children receiving early education through EEI grants, 689 children are also served via Act 62. Actual enrollment is as of June 30.

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 wrap-around services although EEI funds do not support these services. The EEI grants period operated from July 1, 2012, to June 30, 2013, 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, victim of abuse or neglect. At least one criterion is required, but not all 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.

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 2012-2013 there were 74 teachers licensed in ECE and 11 licensed in ECSE across all grantees.

11 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.

12 In public settings, an assistant must meet requirements to be "Highly qualified" under ESEA/NCLB. 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.

13 All EEI programs must conduct child progress assessments. Center-based programs must participate in the state quality rating system.

14 The statute that authorizes EEI does not require monitoring except for financial reports and a program's annual report, including child progress data. DOE staff may conduct unannounced site visits.

15 Child assessments (TS GOLD) are used for accountability as well as for programs and teachers to inform instruction, 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.

16 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 (VPI)

1 Participation is voluntary for eligible localities. Localities are eligible provided they serve 4-year-olds eligible for free lunch who are not served by Head Start.

2 The enrollment total may include children who are also receiving special education services, but the state does not collect this information.

3 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 made 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 does not mandate meals, but the state offers the opportunity for all programs to provide meals. The number of programs providing at least one meal is not known.

6 Music and the Visual Arts were added to the revised early learning standards in 2013.

7 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 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 on-site for a substantial portion of instructional time.

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 The state funding formula for the Virginia Preschool Initiative provides a per-pupil rate of $6,000, of which the state pays a portion and requires a local match based on the composite index of local ability to pay. Beginning with the 2009-2010 school year, the local match was capped at one-half the per-pupil amount.

[10] Site visits by state staff or consultant 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, on-site safety procedures, and review of program records. Program-level documentation reviews include state-established criteria for high-quality preschool curriculum, health and social services, transportation, and budgets.

[11] 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.

[12] 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 two counties not served by this program, one is served by Head Start and the other is sparsely populated.

[2] The most recent competitive RFP was in 2008. New 2011-2012 slots and 2013-2014 slots were awarded to existing contractors based on county poverty levels; no new slots were made available in the 2012-2013 school year. There is an RFP process underway now for the 2014-2015 school year.

[3] Enrollment figure are 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.

[5] There are many children in wrap-around child care at the same site who are not counted in the school day category since ECEAP program standards are not in operation during those hours.

[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] "Family support visits," rather than home visits, are required in the program.

[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 non-public 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 and will be fully implemented by July 1, 2015. As of the 2012-2013 year, Teaching Strategies GOLD was used for documenting children's learning. Additionally, there is an intensive on-site review of all ECEAP Performance Standards every 4 years.

[15] This pre-K initiative has not been formally evaluated since 1999. However, there is currently a legislated retrospective evaluation in process

[16] As of fall 2012, WaKIDS was mandatory for state-funded full-day kindergarten and voluntary in other schools, using Teaching Strategies GOLD at kindergarten entry. In the 2012-2013 year, 22 percent of schools with kindergarten were required to do so; in 2013-2014, 63 percent of school districts used the screening.

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] In West Virginia's collaborative pre-K model, all students are considered enrolled in public settings.

[3] Programs must operate for at least 12 hours per week, and at least 128 instructional days. Beginning 2013-2014 the minimum number of hours increases to 14 and beginning 2016-17 all programs must operate full day, five days per week. Full-day is defined as 24 or more hours per week and part-day is defined as 12 hours per week. Program length is determined by the county early childhood collaborative team and approved by the WVDE and WVDHHR annually. In the 2012-2013 school year, 87 percent operated 4 days per week and 13 percent operated 5 days per week; 76 percent of classrooms operated a school day and 24 percent operated a part day. WV Universal Pre-K allows collaboration with Head Start and child care centers in order for pre-K to be offered and options for extended day for families.

[4] All districts must offer universal pre-k for all 4-year-olds and 3-year-olds with disabilities. Some special exceptions are made for kindergarten age-eligible children with documented need.

[5] The maximum class size is 20 children as long as 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.

[6] 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.

[7] Full physical exam must examine neurological, head, eyes, nose, lungs, abdomen, back, strabismus, ears, heart, skin, reflexes, neck, throat, and pulse.

[8] Some comprehensive services are required, but specific services are determined locally: Yes (parent conferences/home visitations, transition plans/processes, as well as student support services for eligible Head Start children in universal pre-k).

[9] If a classroom is a community collaborative site, the teacher may acquire a permanent authorization for community programs, provided the teacher has at least an AA in an approved field and has completed or is working toward an approved list of core early childhood courses. However, policy revisions allow use of the permanent authorization only until August 2013, at which time all newly hired teachers in nonpublic settings must have a minimum of a BA in a related field.

[10] Beginning 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 in 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 (4K)

1 There are 413 elementary school districts, not including high school-only districts. Of these districts, approximately 115 work with child care or Head Start partners to implement the program.

2 Districts are not required to have the program, but if they do provide 4K, it must be open to all age-eligible children.

3 There is a discrepancy in the total and age breakdown as the total comes from the audited pupil count and the breakdown comes from the public enrollment report. Enrollment figures are based on third Friday count.

4 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.

5 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 full-day programs, 2-3 days per week.

6 The Departments of Public Instruction and Children and Families promote and support community approaches to 4K through a variety of methods. The 4K program may be provided through community approach models with Head Start or Child Care so that extended-day or extended-year services are available. Some children with disabilities get extended services per their IEP. There are common policies between the DPI and the Department of Children and Families related to child care, and 4K partnerships and are working on 4K and QRIS policies.

7 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.

8 Districts offering the 4K program must enroll all-age eligible children whose families wish them to attend.

9 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

10 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.

11 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.

12 At this time, the state allows schools to plan their 4K programs for ELLs/DLLs in a manner consistent with their other grade levels.

13 Referral for social services; Parent conferences and/or home visits; Referral for special education, Access to school nurse, school psychologist, school social worker

14 Wisconsin has a "train the trainer" model for professional development and also a parent training module.

15 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.

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 as per the IEP. Local districts may use Title I funds to supplement 4K. When districts partner with child care or Head Start, they may use TANF, CCDF, and USDA to support the program or extend services based on the agreements and program models.

17 As part of the school funding, districts receive the funding but they can contract with Head Start and private agencies.

18 Other agencies include Boys and Girls Clubs, the YMCA, and other community programs that may help implement the parent outreach component of 4K.

19 Local property taxes are part of the funding formula.

20 Other information such as special education documents, fiscal reports, enrollment reports, program schedule, program description reports, membership counts, personnel reports.

21 The state has started literacy screening with PALS. 4K will begin implementation 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.

22 Literacy screening began statewide in 5-year-old kindergarten in the 2012-2013 school year.

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 higher dates. While the state does not regulate enrolling 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. 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.

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 WMELS and Common Core are aligned for literacy and math

10 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.

11 As per federal requirements, grantees must establish and implement a structured approach to staff training and development and provide academic credit whenever possible.

APPENDIX B: HEAD START DATA

STATE	STATE-FUNDED HEAD START		FEDERAL HEAD START		
			Federal Head Start spending[2]		
	State funding (Fiscal Year 2013)	State enrollment: additional funded slots for 3- and 4-year-olds (Program Year 2012-2013)[1]	Federal Head Start spending	Migrant spending	American Indian/ Alaskan Native spending
Alabama			$98,708,000	$2,596,450	$0
Alaska	$7,299,200	0[3]	$11,683,000	$0	$11,700,249
American Samoa			$2,147,000	$0	$0
Arizona			$91,294,000	$8,077,843	$33,473,200
Arkansas			$56,371,000	$4,615,910	$0
California			$753,477,000	$63,026,411	$4,665,632
Colorado			$61,645,000	$5,817,970	$1,365,330
Connecticut	$5,303,468[4]	383	$47,518,000	$0	$0
Delaware	$5,727,800	843	$10,847,000	$0	$0
District of Columbia			$16,603,000	$0	$0
Florida			$238,117,000	$30,243,830	$0
Georgia			$156,799,000	$0	$0
Guam			$2,350,000	$0	$0
Hawaii			$18,979,000	$0	$0
Idaho	$1,500,000[5]	198[1]	$19,743,000	$7,664,335	$1,844,552
Illinois			$248,589,000	$4,221,635	$0
Indiana			$86,604,000	$0	$0
Iowa			$43,360,000	$0	$0
Kansas			$43,716,000	$0	$560,599
Kentucky			$97,429,000	$2,202,174	$0
Louisiana			$135,740,000	$0	$0
Maine	0[6]	0[6]	$22,049,000	$0	$542,515
Maryland	$1,800,000[7]	2,786[1]	$69,077,000	$0	$0
Massachusetts	$8,000,000[8]	214[1]	$99,320,000	$961,648	$0
Michigan			$214,794,000	$1,048,196	$3,273,176
Minnesota	$13,764,296[9]	1,729[9]	$66,874,000	$9,097,190	$6,067,131
Mississippi			$151,988,000	$0	$1,880,720
Missouri			$108,710,000	$0	$0
Montana			$18,669,000	$0	$13,490,550
Nebraska			$27,324,000	$519,290	$2,043,475
Nevada			$20,060,000	$0	$3,273,176
New Hampshire			$11,255,000	$0	$0
New Jersey			$119,342,000	$1,009,730	$0
New Mexico			$43,766,000	$0	$12,504,980
New York			$396,669,000	$4,875,555	$1,329,163
North Carolina			$124,917,000	$28,618,645	$1,302,037
North Dakota			$14,139,000	$0	$7,685,635
Northern Mariana Islands			$1,661,000	$0	$0
Ohio			$235,797,000	$0	$0
Oklahoma	$2,191,700[10]	0	$75,901,000	$0	$22,749,479
Oregon	$61,000,000	7,165	$52,126,000	$29,570,676	$2,748,745
Palau			$1,331,000	$0	$0
Pennsylvania	$37,278,000	5,065[1]	$208,431,000	$3,683,112	$0
Puerto Rico			$228,092,000	$0	$0
Rhode Island	$800,000	80[11]	$17,863,000	$0	$0
South Carolina			$76,573,000	$2,356,038	$723,354
South Dakota			$14,836,000	$0	$13,535,759
Tennessee			$109,826,000	$0	$0
Texas			$440,486,000	$59,141,353	$307,425
Utah			$35,061,000	$4,019,689	$1,944,014
Vermont			$9,895,000	$0	$0
Virgin Islands			$7,411,000	$0	$0
Virginia			$88,695,000	$2,173,325	$0
Washington			$83,736,000	$28,435,932	$9,711,026
West Virginia			$47,027,000	$0	$0
Wisconsin	$62,64,100	1,043	$83,880,000	$5,289,064	$6,844,736
Wyoming			$9,871,000	$0	$1,799,343
U.S., including territories	**$144,664,464**	**19,308**	**$5,579,171,000**	**$309,266,000**	**$167,366,000**
Data sources	a	a	b	b	b

APPENDIX B: HEAD START DATA (continued)

STATE	FEDERAL HEAD START					
	Funded enrollment (Program Year 2012-2013)[2]		American Indian/ Alaskan Native enrollment (Program Year 2012-2013)[2]		Migrant enrollment (Program Year 2012-2013)[2]	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	5,297	9,076	-	-	47	60
Alaska	496	672	546	693	-	-
American Samoa	500	832	-	-	-	-
Arizona	3,353	7,756	1,441	2,068	235	289
Arkansas	4,500	5,039	-	-	91	78
California	31,181	52,575	194	303	1,546	1,601
Colorado	3,718	5,000	55	86	122	112
Connecticut	2,388	2,976	-	-	-	-
Delaware	809	629	-	-	-	-
District of Columbia	1,056	1,459	-	-	-	-
Florida	12,416	19,705	-	-	681	509
Georgia	11,306	9,800	-	-	-	-
Guam	66	468	-	-	-	-
Hawaii	969	1,657	-	-	-	-
Idaho	574	1,685	87	117	175	179
Illinois	14,980	18,724	-	-	92	84
Indiana	4,686	7,597	-	-	-	-
Iowa	2,585	3,359	-	-	-	-
Kansas	3,009	3,134	31	31	-	-
Kentucky	5,391	8,747	-	-	58	49
Louisiana	10,210	7,970	-	-	-	-
Maine	872	1,337	16	44	-	-
Maryland	4,806	4,362	-	-	-	-
Massachusetts	3,992	5,029	-	-	24	20
Michigan	12,220	17,712	174	184	18	16
Minnesota	3,415	5,008	297	361	182	159
Mississippi	10,181	14,184	138	70	-	-
Missouri	5,857	7,733	-	-	-	-
Montana	932	1,565	646	776	-	-
Nebraska	1,624	2,225	91	105	9	12
Nevada	932	1,265	153	208	-	-
New Hampshire	524	760	-	-	-	-
New Jersey	5,938	6,734	-	-	16	13
New Mexico	2,530	3,642	583	651	-	-
New York	17,836	22,801	80	56	109	93
North Carolina	6,250	10,581	90	54	573	490
North Dakota	684	1,168	405	445	-	-
Northern Mariana Islands	23	439	-	-	-	-
Ohio	12,862	17,163	-	-	-	-
Oklahoma	6,124	5,801	1,215	1,230	-	-
Oregon	1,749	3,367	126	175	638	525
Palau	36	151	-	-	-	-
Pennsylvania	10,047	15,036	-	-	74	85
Puerto Rico	13,426	18,222	-	-	-	-
Rhode Island	683	1,175	-	-	-	-
South Carolina	5,990	5,396	43	37	54	35
South Dakota	906	1,397	615	765	-	-
Tennessee	5,625	9,409	-	-	-	-
Texas	26,051	34,637	16	16	1,499	1,204
Utah	1,832	3,579	88	127	89	75
Vermont	375	541	-	-	-	-
Virgin Islands	292	601	-	-	-	-
Virginia	4,694	6,896	-	-	38	40
Washington	2,909	6,000	445	541	569	526
West Virginia	1,878	4,910	-	-	-	-
Wisconsin	5,496	4,884	385	327	102	92
Wyoming	538	829	95	102	-	-
U.S., including territories[12]	299,621	415,396	8,058	9,571	7,041	6,346
Data sources	b	b	c	c	c	c

STATE	AVERAGE SALARIES FOR HEAD START TEACHERS AND ASSISTANT TEACHERS (PROGRAM YEAR 2012-2013)						
	Percent of children enrolled full-day five days per week, all ages (Program Year 2012-2013)	Teachers, all degree levels	Teachers with CDA credentials	Teachers with AA degrees	Teachers with BA degrees	Teachers with graduate degrees	Assistant teachers
Alabama	90%	$21,509	$18,054	$19,960	$24,767	$31,030	$16,142
Alaska	6%	$28,948	$24,594	$26,982	$31,575	$32,521	$18,187
American Samoa	0%	Not available	Not available	Not available	Not available	Not available	Not available
Arizona	2%	$28,049	$21,470	$25,153	$30,668	$33,911	$17,316
Arkansas	81%	$26,695	$22,750	$23,922	$27,324	$30,030	$18,029
California	20%	$34,351	$28,842	$31,784	$35,720	$40,468	$24,640
Colorado	12%	$30,931	$26,732	$23,976	$30,435	$44,150	$18,101
Connecticut	42%	$32,791	$25,665	$26,780	$30,241	$50,319	$19,957
Delaware	4%	$22,458	Not available	$23,905	$22,043	$23,096	$11,637
District of Columbia	86%	$69,903	Not available	$3,352	$71,150	$70,536	$27,015
Florida	87%	$32,197	$20,641	$24,842	$35,219	$41,147	$19,058
Georgia	92%	$26,540	$17,958	$22,038	$28,344	$31,166	$17,173
Guam	0%	$34,922	Not available	$34,628	$45,806	$39,990	$17,092
Hawaii	24%	$38,433	$33,349	$36,266	$40,595	$37,185	$26,018
Idaho	1%	$21,351	$14,686	$20,206	$23,162	$23,222	$12,963
Illinois	31%	$37,285	$21,912	$23,490	$34,748	$56,466	$22,821
Indiana	9%	$23,957	$15,564	$22,203	$24,730	$35,671	$16,026
Iowa	32%	$28,237	$19,946	$22,878	$28,806	$38,759	$18,227
Kansas	18%	$30,458	$21,864	$23,565	$31,342	$38,776	$16,166
Kentucky	30%	$28,095	$21,079	$21,712	$26,799	$41,237	$14,721
Louisiana	74%	$26,326	$22,774	$23,454	$27,252	$31,861	$16,178
Maine	11%	$22,992	$18,986	$23,274	$24,967	$22,868	$16,418
Maryland	26%	$37,136	$21,533	$23,499	$33,495	$57,807	$18,878
Massachusetts	25%	$26,553	$22,416	$26,501	$27,856	$29,796	$20,001
Michigan	12%	$29,197	$18,604	$25,948	$29,593	$36,679	$16,699
Minnesota	6%	$29,731	$32,209	$29,704	$29,552	$30,583	$19,566
Mississippi	75%	$18,910	$16,054	$16,177	$20,259	$20,853	$13,052
Missouri	24%	$25,374	$19,184	$22,033	$27,681	$35,840	$17,474
Montana	5%	$18,225	$18,677	$18,109	$21,166	$21,461	$12,144
Nebraska	23%	$33,967	$24,690	$21,046	$31,617	$44,514	$14,497
Nevada	13%	$33,146	Not available	$32,222	$33,463	$33,065	$20,716
New Hampshire	5%	$20,805	$15,094	$18,860	$22,234	$20,456	$16,126
New Jersey	88%	$40,131	$26,258	$24,866	$41,967	$49,490	$20,362
New Mexico	26%	$24,713	$19,909	$23,183	$28,502	$39,196	$15,023
New York	73%	$33,997	$23,525	$25,375	$3,104	$38,535	$21,207
North Carolina	79%	$18,399	Not available	$17,698	$16,628	$17,077	$11,318
North Dakota	8%	$32,011	$25,069	$29,949	$32,649	$37,951	$15,596
N. Mariana Islands	0%	$30,976	Not available	$18,000	$30,976	Not available	$15,000
Ohio	17%	$26,295	$19,733	$25,107	$27,457	$33,534	$17,675
Oklahoma	51%	$29,736	$24,573	$24,766	$31,562	$35,959	$19,610
Oregon	25%	$27,164	$28,901	$23,473	$27,265	$32,247	$17,038
Palau	0%	Not available	Not available	Not available	Not available	Not available	Not available
Pennsylvania	35%	$37,458	Not available	$29,941	$40,178	$42,591	$24,961
Puerto Rico	73%	$23,959	$28,067	$19,268	$21,763	$21,879	$14,602
Rhode Island	7%	$28,524	$17,176	$25,163	$31,633	$27,325	$19,792
South Carolina	77%	$22,382	$16,850	$19,744	$22,953	$26,423	$15,792
South Dakota	7%	$29,186	$30,956	$22,257	$29,027	$35,054	$13,305
Tennessee	51%	$27,914	$16,136	$21,800	$30,179	$35,121	$16,750
Texas	70%	$32,194	$22,536	$24,373	$34,863	$44,890	$17,059
Utah	1%	$23,145	$19,334	$21,011	$23,942	$31,597	$15,885
Vermont	28%	$28,939	$27,880	$23,416	$28,110	$33,435	$19,936
Virgin Islands	100%	$30,045	Not available	$29,393	$31,516	$29,227	$24,950
Virginia	67%	$32,329	$26,175	$24,566	$32,690	$41,768	$17,560
Washington	9%	$27,294	$19,554	$27,571	$28,552	$31,006	$18,272
West Virginia	12%	$32,376	$15,080	$20,120	$31,962	$43,641	$18,591
Wisconsin	11%	$33,201	$24,500	$24,587	$32,212	$51,004	$17,449
Wyoming	1%	$25,776	$20,059	$22,568	$28,260	$36,537	$14,491
U.S., plus territories[12]	45%	$29,652	$22,793	$24,737	$30,341	$40,179	$18,542
Data sources	c	c	c	c	c	c	c

Data Sources

a Data were reported by Head Start State Collaboration Office directors.

b Federal spending and enrollment data are from NIEER calculations of funding by state from data provided by the Administration for Children and Families (ACF).

c Data from Head Start Program Information Reports (PIR) for 2011-2012.

Notes

1 Several states providing Head Start supplements were not able to report the number of children served with these state funds. In some cases, this was because a portion of state funds were used to enhance services for federally funded Head Start participants rather than for separate, additional slots. For these states, and states where enrollment was not available by single year of age, enrollment was estimated based on enrollment and proportions of all enrollees who were age 3 or age 4, as reported in the 2012-2013 Head Start PIR..

2 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 2011-2012 Head Start PIR, and the enrollment by state as reported by ACF. These numbers do not include children funded by state match. Migrant/Seasonal Head Start enrollment and funding are attributed to the state where the program is headquartered, although many programs servce child across state lines throughout the year.

3 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.

4 In addition to funding slots, funds are used to provide additional services, extend the program day and year, and support program quality enhancement.

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

6 While Maine has previously funded additional services for 3- and 4-year-olds in Head Start, only slots in the Early Head Start program, serving children under age 3, were provided in the 2012-2013 school year.

7 Supplemental funding is used to provide extended-day/week services only. In September 2013, the state approved $4.1 million to Head Start to mitigate the effects of sequestration.

8 In addition to funding slots, Massachussetts's state Head Start funds are used for wrap-around services, professional development enhancements, and other quality improvements.

9 Minnesota was unable to report updated program information for the Minnesota Head Start program for the 2012-2013 year. The information reported here is from the 2011-2012 year, with the enrollment breakdown estimated based on the data reported in the federal PIR.

10 Funds are used to provide extended-day and additional services.

11 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.

12 Previous years only included the 50 states and the District of Columbia. With the addition of the U.S. territories, aggregate figures are not directly comparable to previous years.

APPENDIX C: CHILD CARE DATA

STATE	INCOME ELIGIBILITY LIMIT FOR CHILD CARE ASSISTANCE FOR A FAMILY OF 3 (AS REPORTED FOR FY 2013)[1]		
	Eligibility limit as annual income figure	Eligibility limit as monthly income figure	Eligibility limit as percent of state median income (SMI)
Alabama	$24,084	$2,007	45%
Alaska	$54,288	$4,524	75%
Arizona	$31,512	$2,626	57%
Arkansas	$29,760	$2,480	62%
California	$42,216	$3,518	65%
Colorado	$24,814-$58,716	$2,068-$4,893	36%-85%
Connecticut	$42,829	$3,569	50%
Delaware	$38,184	$3,182	53%
Florida	$45,775	$3,815	71%
Georgia	$28,160	$2,347	52%
Hawaii	$47,124	$3,927	50%
Idaho	$24,828	$2,069	64%
Illinois	$35,328	$2,944	48%
Indiana	$24,240	$2,020	52%
Iowa	$27,684	$2,307	41%
Kansas	$35,316	$2,943	58%
Kentucky	$27,804	$2,317	52%
Louisiana	$30,540	$2,545	54%
Maine	$47,725	$3,977	80%
Maryland	$29,990	$2,499	35%
Massachusetts	$42,096	$3,508	50%
Michigan	$23,880	$1,990	39%
Minnesota	$33,786	$2,816	47%
Mississippi	$34,999	$2,917	73%
Missouri	$23,520	$1,960	40%
Montana	$27,468	$2,289	49%
Nebraska	$22,908	$1,909	38%
Nevada	$43,596	$3,633	75%
New Hampshire	$47,725	$3,977	62%
New Jersey	$37,060	$3,088	43%
New Mexico	$38,180	$3,182	82%
New York	$38,180	$3,182	55%
North Carolina	$42,818	$3,568	76%
North Dakota	$30,575	$2,548	46%
Ohio	$23,172	$1,931	38%
Oklahoma	$35,100	$2,925	67%
Oregon	$36,130	$3,011	61%
Pennsylvania	$38,180	$3,182	58%
Rhode Island	$34,362	$2,864	46%
South Carolina	$28,365	$2,364	53%
South Dakota	$34,800	$2,900	60%
Tennessee	$31,692	$2,641	60%
Texas	$28,635-$47,736	$2,386-$3,978	52%-85%
Utah	$34,416	$2,868	60%
Vermont	$36,600	$3,050	57%
Virginia	$28,644-$47,736	$2,387-$3,978	39%-65%
Washington	$38,184	$3,182	56%
West Virginia	$28,632	$2,386	56%
Wisconsin	$36,131	$3,011	55%
Wyoming	$35,808	$2,984	57%
District of Columbia	$45,775	$3,815	71%
Data sources	*a*	*a*	*a*

NR = Not regulated

STATE	ESTIMATED FUNDING FOR CHILD CARE (FY 2013)						
	Child Care and Development Fund: Federal allocations[6]	Child Care and Development Fund: State maintenance of effort	Child Care and Development Fund: State matching funds	Total CCDF funding (federal and state)	TANF transfers to the Child Care and Development Fund	Percent TANF transfer of total CCDF funds	TANF direct spending on child care
Alabama	$83,456,862	$6,896,417	$11,786,764	$102,140,043	$0	0%	$0
Alaska	$12,163,928	$3,544,811	$4,381,790	$20,090,529	$9,052,100	7%	$3,028,275
Arizona	$112,319,611	$10,032,936	$19,673,234	$142,025,781	$0	0%	$0
Arkansas	$48,840,430	$1,886,543	$6,983,254	$57,710,227	$0	0%	$0
California	$537,076,320	$85,593,217	$210,738,255	$833,407,792	$0	0%	$39,053,793
Colorado	$66,652,722	$8,985,901	$28,750,247	$104,388,870	-$30,901,096	-20%	$0
Connecticut	$50,801,591	$18,738,358	$17,825,923	$87,365,872	$0	0%	$0
Delaware	$15,339,976	$5,179,325	$3,732,542	$24,251,843	$0	0%	-$3,573,214
Florida	$253,760,229	$33,415,872	$65,352,474	$352,528,575	$105,948,598	15%	$13,825,666
Georgia	$184,319,903	$22,182,651	$30,286,990	$236,789,544	$0	0%	$0
Hawaii	$19,478,691	$4,971,630	$6,582,981	$31,033,302	$15,000,000	12%	$0
Idaho	$26,372,947	$1,175,819	$4,037,991	$31,586,757	$7,837,200	13%	$102,115
Illinois	$204,509,524	$56,873,825	$70,471,206	$331,854,555	$0	0%	$0
Indiana	$114,136,175	$15,356,947	$17,885,793	$147,378,915	$23,328,799	7%	$0
Iowa	$44,756,829	$5,078,586	$11,297,975	$61,133,390	$22,732,687	16%	$0
Kansas	$46,882,381	$6,673,024	$12,812,941	$66,368,346	$13,710,977	11%	$0
Kentucky	$78,148,257	$7,274,537	$971,558	$86,394,352	$47,789,725	21%	$15,762,005
Louisiana	$79,718,863	$5,219,488	$16,414,094	$101,352,445	$0	0%	$0
Maine	$16,157,880	$1,749,818	$3,542,851	$21,450,549	$0	0%	$3,078,729
Maryland	$80,253,030	$23,301,407	$30,668,320	$134,222,757	$0	0%	$0
Massachusetts	$102,632,900	$44,973,368	$31,553,068	$179,159,336	$91,874,225	18%	$0
Michigan	$151,388,490	$24,411,364	$25,706,487	$201,506,341	$0	0%	$0
Minnesota	$82,235,151	$19,690,299	$29,418,856	$131,344,306	$62,086,000	16%	$0
Mississippi	$55,699,898	$1,715,430	$6,261,183	$63,676,511	$17,353,516	17%	$0
Missouri	$98,665,425	$16,548,755	$20,356,503	$135,570,683	$23,000,000	9%	$0
Montana	$14,696,153	$1,313,990	$2,624,113	$18,634,256	$9,040,310	10%	$0
Nebraska	$33,990,073	$6,498,998	$8,536,459	$49,025,530	$17,000,000	15%	$0
Nevada	$35,214,569	$2,580,421	$10,361,030	$48,156,020	$850,000	1%	$0
New Hampshire	$15,784,562	$4,518,866	$6,151,271	$26,454,699	$1,863,063	4%	$0
New Jersey	$111,071,850	$26,374,178	$46,161,946	$183,607,974	$57,513,000	12%	-$5,000,000
New Mexico	$39,774,805	$2,895,259	$5,402,319	$48,072,383	$23,777,500	18%	$0
New York	$297,260,789	$101,983,998	$96,938,493	$496,183,280	$366,858,780	12%	$0
North Carolina	$196,498,586	$37,927,282	$27,904,550	$262,330,418	$79,437,673	15%	$0
North Dakota	$9,711,812	$1,017,036	$3,202,253	$13,931,101	$0	0%	$0
Ohio	$208,186,258	$45,403,943	$34,975,221	$288,565,422	$0	0%	$0
Oklahoma	$79,618,241	$10,630,233	$12,290,208	$102,538,682	$29,056,288	16%	-$40,174
Oregon	$64,491,611	$11,714,966	$11,908,080	$88,114,657	$0	0%	$572,655
Pennsylvania	$183,547,885	$46,629,051	$52,250,037	$282,426,973	$150,817,250	16%	$0
Rhode Island	$16,817,310	$5,321,126	$4,659,713	$26,798,149	$11,345,913	10%	$901,234
South Carolina	$74,726,259	$4,085,269	$10,491,524	$89,303,052	$0	0%	$0
South Dakota	$12,132,775	$802,914	$3,704,459	$16,640,148	$0	0%	$0
Tennessee	$123,008,885	$18,975,782	$17,539,343	$159,524,010	$32,224,287	12%	$31,190,914
Texas	$459,942,833	$34,681,421	$111,452,171	$606,076,425	$0	0%	$0
Utah	$59,684,283	$4,474,923	$9,098,991	$73,258,197	$0	0%	$3,000,000
Vermont	$9,686,457	$2,666,323	$2,179,612	$14,532,392	$9,224,074	19%	$0
Virginia	$105,069,034	$21,328,762	$42,196,588	$168,594,384	$21,217,845	12%	$0
Washington	$115,944,556	$38,707,605	$36,399,801	$191,051,962	$76,206,373	18%	$0
West Virginia	$31,326,138	$2,971,392	$3,398,943	$37,696,473	$0	0%	$1,983,513
Wisconsin	$89,056,220	$16,449,406	$20,370,343	$125,875,969	$62,899,870	18%	$0
Wyoming	$8,881,528	$1,553,707	$3,163,419	$13,598,654	$0	0%	$0
District of Columbia	$10,095,008	$4,566,972	$1,079,855	$15,741,835	$0		$0
Data sources	*b*	*b*	*b*	*b*	*c*	*c*	*c*

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	MAXIMUM CHILD:STAFF RATIOS IN CHILD CARE CENTERS (2012)		MAXIMUM GROUP SIZE IN CHILD CARE CENTERS (2012)	
	3-year-olds	4-year-olds	3-year-olds	4-year-olds
Alabama	8:1	18:1	NR	NR
Alaska	10:1	10:1	20	20
Arizona	13:1	15:1	NR	NR
Arkansas	12:1	15:1	24	30
California	12:1	12:1	NR	NR
Colorado	10:1	12:1	20	24
Connecticut	10:1	10:1	20	20
Delaware	10:1	12:1	NR	NR
Florida	15:1	20:1	NR	NR
Georgia	15:1	18:1	30	36
Hawaii	12:1	16:1	NR	NR
Idaho	Not licensed	Not licensed	Not licensed	Not licensed
Illinois	10:1	10:1	20	20
Indiana	10:1	12:1	24	24
Iowa	8:1	12:1	NR	NR
Kansas	12:1	12:1	24	24
Kentucky	12:1	14:1	24	28
Louisiana	14:1	16:1	NR	NR
Maine	8:1/10:1	8:1/10:1	24/20	24/20
Maryland	10:1	10:1	20	20
Massachusetts	10:1	10:1	20	20
Michigan	10:1	12:1	NR	NR
Minnesota	10:1	10:1	20	20
Mississippi	14:1	16:1	14	20
Missouri	10:1	10:1	NR	NR
Montana	8:1	10:1	NR	NR
Nebraska	10:1	12:1	NR	NR
Nevada	13:1	13:1	NR	NR
New Hampshire	8:1	12:1	24	24
New Jersey	10:1	12:1	20	20
New Mexico	12:1	12:1	NR	NR
New York	7:1	8:1	18	21
North Carolina	15:1	15:1	25	25
North Dakota	7:1	10:1	14	20
Ohio	12:1	14:1	24	28
Oklahoma	12:1	15:1	24	30
Oregon	10:1	10:1	20	20
Pennsylvania	10:1	10:1	20	20
Rhode Island	9:1	10:1	18	20
South Carolina	13:1	18:1	NR	NR
South Dakota	10:1	10:1	20	20
Tennessee	9:1	13:1	18	20
Texas	15:1	18:1	30	35
Utah	12:1	15:1	24	30
Vermont	10:1	10:1	20	20
Virginia	10:1	10:1	NR	NR
Washington	10:1	10:1	20	20
West Virginia	10:1	12:1	20	24
Wisconsin	10:1	13:1	20	24
Wyoming	10:1	12:1	24	30
District of Columbia	8:1	10:1	16	20
Data sources	*d*	*d*	*d*	*d*

NR = Not regulated

APPENDIX C: CHILD CARE DATA (continued)

STATE	CHILD CARE STAFF PRE-SERVICE QUALIFICATIONS (2012)				
	Child care center teachers: education/ training requirements	Child care center teachers: experience required?	Child care center directors: education/ training requirements	Child care center directors: experience required?	Average annual child care worker salaries (May 2013)
Alabama	12 clock hours training	N	124 clock hours	Y (1 year)	$18,370
Alaska	None	N	CDA	N	$23,810
Arizona	None	N	60 clock hours ECE/CD	Y (2 years)	$20,790
Arkansas	None	N	None	N	$18,060
California	CC certificate 95 clock hours	Y (150 hours)	12 EC credits	Y (4 years)	$24,680
Colorado	Vocational CD program	Y (1 year)	30 semester hours in ECE	Y (2 years)	$23,880
Connecticut	None	N	CDA	Y (1,080 hours)	$23,010
Delaware	Vocational CC program	Y (1 year)	CDA	Y (2 years)	$21,570
Florida	40-hour CC training	N	state director credential	N	$20,520
Georgia	None	N	None	N	$20,280
Hawaii	CDA or ECE certification	Y (1 year)	CDA	Y (4 years)	$19,880
Idaho	Not licensed	Not licensed	Not licensed	Not licensed	$19,710
Illinois	60 semester hours (6 in CC or CD)	N	CDA or CCP + 12 ECE credits	Y (2 years)	$22,590
Indiana	None	N	AA in ECE	Y (3 years)	$19,360
Iowa	None	N	75 clock hours CD training	Y (>1 year)	$18,350
Kansas	None	N	CDA	Y (1 year)	$19,810
Kentucky	None	N	None	N	$19,480
Louisiana	None	N	Vocational CC program	Y (1 year)	$18,640
Maine	None	N	135 clock hours training	Y (5 years)	$20,960
Maryland	90 clock hours ECD training	Y (1 year)	90 clock hours ECD training	N	$23,020
Massachusetts	2-year vocational CC course	N	CDA + 5 CD/ECE credits	Y (33 months)	$25,950
Michigan	None	N	CDA + 12 child-related credits	N	$21,490
Minnesota	CDA	Y (1,560 hours)	90 clock hours CD or supervisory	Y (1,040 hours)	$22,090
Mississippi	None	N	CDA or CC director credential	Y (2 years)	$18,160
Missouri	None	N	12 semester hours in child-related courses	Y (2 years)	$19,780
Montana	None	N	None	N	$20,540
Nebraska	None	N	None	N	$18,970
Nevada	None	N	CDA	N	$21,300
New Hampshire	2-year vocational CC course	Y (1,000 hours)	CDA	Y (4,500 hours)	$21,880
New Jersey	CDA or CCP credential	Y (1 year)	BA	Y (1 year)	$23,350
New Mexico	45-hour or 3-credit ECE course	N	3 administration courses	Y (3 years)	$18,980
New York	None	N	CDA	Y (4 years)	$24,830
North Carolina	None	N	None	N	$19,910
North Dakota	None	N	CDA	Y (1year)	$18,560
Ohio	None	N	CDA	Y (2 years)	$21,500
Oklahoma	None	N	Director Credential (bronze level)	N	$19,530
Oregon	None	N	None	N	$23,260
Pennsylvania	None	N	AA with 30 child-related credits	Y (4 years)	$20,470
Rhode Island	None	N	CDA + 4 college courses in ECE/CD	Y (3 years)	$23,750
South Carolina	None	N	None	N	$18,860
South Dakota	None	N	None	N	$18,390
Tennessee	None	N	TN EC Training Alliance certificate	N	$19,030
Texas	None	N	State director credential	Y (2 years)	$19,410
Utah	None	N	National administrator credential + 6 CCR&R courses	N	$20,230
Vermont	CDA credential	N	CDA	Y (2 years)	$24,050
Virginia	24 clock hours CC traning	N	120 hours training	Y (3 years)	$20,760
Washington	None	N	CDA	Y (2 years)	$23,300
West Virginia	None	N	None	N	$17,940
Wisconsin	2 non-credit ECE courses	Y (80 days)	2 non-credit ECE courses	Y (80 days)	$20,980
Wyoming	None	N	100 clock hours training	Y (2 years)	$22,550
District of Columbia	90-hour CC certification course	Y (3 years)	State director credential	Y (5 years)	$33,360
Data sources	*e*	*e*	*f*	*f*	*g*

NR = Not regulated

DATA SOURCES

a Data were retrieved from Pivot Point: State Child Care Assistance Policies 2013, a report from the National Women's Law Center. Available at http://www.nwlc.org/sites/default/files/pdfs/final_nwlc_2013statechildcareassistancereport.pdf

b Child Care Bureau, FY 2013 CCDF Final Allocations (Including Realloted Funds). Available at: http://www.acf.hhs.gov/programs/occ/resource/fy13-ccdf-final-allocations-including-realloted-funds

c Fiscal year 2012 TANF financial data were retrieved from the U.S. Department of Health and Human Services, Administration for Children and Families. Available at http://www.acf.hhs.gov/programs/ofa/resource/tanf-financial-data-fy-2012. This is the most recent year for which these data are available.

d Child-Staff Ratios and Maximum Group Sizes Requirements in 2011. Data compiled from the results of The 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA). https://childcare.gov/sites/default/files/547_1305_ratiosgroupsize_2011.pdf

e Minimum Requirements for Preservice Qualifications and Annual Ongoing Training Hours for Center Teaching Roles in 2011. Data compiled from the results of The 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA). https://childcare.gov/sites/default/files/542_1305_qualstchmst_2011.pdf. This is the most recent year for which data are available.

f Minimum Preservice Qualifications, Administrative Training, and Annual Ongoing Training Hours for Center Directors in 2011. Data compiled from the results of The 2011 Child Care Licensing Study (2012) by the Office of Child Care's National Center on Child Care Quality Improvement and the National Association for Regulatory Administration (NARA). https://childcare.gov/sites/default/files/541_1305_qualsdir_2011.pdf. This is the most recent year for which data are available.

g U.S. Department of Labor, Bureau of Labor Statistics (2012). Available at http://www.bls.gov/oes/current/oes399011.htm

NOTES

1 These figures were calculated based on fiscal year 2012 state median income estimates provided by the Administration for Children and Families within the U.S. Department of Health and Human Services for use under the Low Income Home Energy Assistance Program. Available at https://www.acf.hhs.gov/programs/ocs/resource/state-median-income-estimate-for-ffy-2012.

2 Counties set their income limits within state guidelines. Counties may allow families already receiving child care assistance to continue doing so after their income exceeds the county's initial income limit for up to six months provided their income remains below 85 percent of SMI.

3 The income limit assumes that the family had two children in subsidized child care. The income limit for a family of three with only one child in subsidized child care was $29,100 in FY2012.

4 Local workforce development boards set their own income limits within state guidelines. Some local boards allow families an extended year of child care assistance up to a higher income than the initial eligibility limit provided the exit eligibility limit doest not exceed 85 percent of SMI.

5 Virginia has different income limits for various regions of the state. For FY 2012, the four regional income limits were $27,468, $29,304, $33,876, and $45,780.

6 These data represent the sums of mandatory, discretionary, and the federal share of the matching funds.

7 As of September 15, 2006, the child:staff ratio for 3 to not yet school-age 5 years old is 8:1 with a maximum group size of 24, or 10:1 with a maximum group size of 20.

8 The ratio and group size requirements apply to 3- and 4-year-old children who attend full-day programs. The ratio for half-day programs is 12:1 with a maximum class size of 24..

9 Teachers with less than 6 months prior experience in a regulated child care center must attain 8 hours of preservice training in child development or have documentation of equivalent child care training.

10 These requirements are for teaching associates. To be qualified as a teacher according to Vermont's regulations, a bachelor's degree in ECE or a related field and one year of experience are required.

11 Approved non-credit courses involve at least 36 clock hours of training.

12 Directors without a BA must have a plan of study leading to that degree.

APPENDIX D: U.S. CENSUS POPULATION ESTIMATES

STATE | NUMBERS OF 3- AND 4-YEAR-OLDS, BY STATE 2012

	3-year-olds	4-year-olds	Total 3- and 4-year-olds
Alabama	59,889	62,483	122,372
Alaska	10,779	10,760	21,539
Arizona	89,213	92,778	181,991
Arkansas	38,897	40,173	79,070
California	497,499	516,595	1,014,094
Colorado	68,275	69,956	138,231
Connecticut	39,297	40,958	80,255
Delaware	10,978	11,372	22,350
District of Columbia	6,764	6,945	13,709
Florida	212,057	221,842	433,899
Georgia	134,970	140,894	275,864
Hawaii	17,580	17,536	35,116
Idaho	23,884	24,427	48,311
Illinois	162,253	167,665	329,918
Indiana	85,026	87,734	172,760
Iowa	39,812	41,034	80,846
Kansas	40,386	41,428	81,814
Kentucky	55,094	57,379	112,473
Louisiana	62,144	64,356	126,500
Maine	13,500	14,059	27,559
Maryland	72,468	74,758	147,226
Massachusetts	71,978	74,901	146,879
Michigan	115,845	119,525	235,370
Minnesota	69,883	72,464	142,347
Mississippi	41,275	43,363	84,638
Missouri	76,183	78,544	154,727
Montana	12,520	12,568	25,088
Nebraska	26,328	26,783	53,111
Nevada	36,434	38,407	74,841
New Hampshire	13,469	13,853	27,322
New Jersey	105,656	109,605	215,261
New Mexico	28,312	29,614	57,926
New York	225,583	231,040	456,623
North Carolina	125,774	128,958	254,732
North Dakota	9,324	9,256	18,580
Ohio	141,168	144,309	285,477
Oklahoma	53,127	54,100	107,227
Oregon	46,986	48,463	95,449
Pennsylvania	143,764	147,710	291,474
Rhode Island	10,941	11,607	22,548
South Carolina	60,413	61,682	122,095
South Dakota	11,849	12,237	24,086
Tennessee	80,758	84,178	164,936
Texas	387,569	397,272	784,841
Utah	52,572	53,014	105,586
Vermont	6,174	6,462	12,636
Virginia	100,519	104,722	205,241
Washington	88,641	90,419	179,060
West Virginia	20,508	21,469	41,977
Wisconsin	70,183	72,488	142,671
Wyoming	7,939	8,202	16,141
50 states + DC	**3,982,440**	**4,112,347**	**8,094,787**

Source: U.S. Census Population Estimates, State Population Datasets (State by Age, Sex, Race, and Hispanic Origin - 6 Race Groups). Downloaded from: http://www.census.gov/popest/data/state/asrh/2012/index.html

APPENDIX E: PRE-K SPECIAL EDUCATION ENROLLMENT

STATE

NUMBERS AND PERCENTAGES OF 3- AND 4-YEAR-OLDS, BY STATE 2012-2013

	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	1,434	2%	2,330	4%	122,372	3%
Alaska	461	4%	746	7%	21,539	6%
Arizona	3,477	4%	5,709	6%	181,991	5%
Arkansas	3,106	8%	5,163	13%	79,070	10%
California	18,430	4%	26,437	5%	1,014,094	4%
Colorado	3,173	5%	4,512	6%	138,231	6%
Connecticut	2,178	6%	2,791	7%	80,255	6%
Delaware	552	5%	886	8%	22,350	6%
District of Columbia	313	5%	559	8%	13,709	6%
Florida	7,207	3%	13,029	6%	433,899	5%
Georgia	3,442	3%	5,478	4%	275,864	3%
Hawaii	727	4%	865	5%	35,116	5%
Idaho	732	3%	1,218	5%	48,311	4%
Illinois	9,008	6%	12,908	8%	329,918	7%
Indiana	4,513	5%	6,206	7%	172,760	6%
Iowa	1,538	4%	2,314	6%	80,846	5%
Kansas	2,686	7%	3,786	9%	81,814	8%
Kentucky	3,845	7%	6,145	11%	112,473	9%
Louisiana	2,239	4%	3,626	6%	126,500	5%
Maine	904	7%	1,366	10%	27,559	8%
Maryland	3,366	5%	4,460	6%	147,226	5%
Massachusetts	4,004	6%	5,902	8%	146,879	7%
Michigan	5,061	4%	6,784	6%	235,370	5%
Minnesota	3,407	5%	5,293	7%	142,347	6%
Mississippi	1,820	4%	3,304	8%	84,638	6%
Missouri	3,292	4%	5,800	7%	154,727	6%
Montana	320	3%	618	5%	25,088	4%
Nebraska	1,254	5%	1,880	7%	53,111	6%
Nevada	1,737	5%	2,915	8%	74,841	6%
New Hampshire	941	7%	1,056	8%	27,322	7%
New Jersey	4,841	5%	6,319	6%	215,261	5%
New Mexico	1,545	5%	2,359	8%	57,926	7%
New York	18,993	8%	25,640	11%	456,623	10%
North Carolina	4,304	3%	6,276	5%	254,732	4%
North Dakota	394	4%	651	7%	18,580	6%
Ohio	5,679	4%	9,008	6%	285,477	5%
Oklahoma	1,535	3%	2,621	5%	107,227	4%
Oregon	2,641	6%	3,775	8%	95,449	7%
Pennsylvania	9,020	6%	12,717	9%	291,474	7%
Rhode Island	703	6%	1,014	9%	22,548	8%
South Carolina	2,016	3%	3,450	6%	122,095	4%
South Dakota	553	5%	973	8%	24,086	6%
Tennessee	2,336	3%	4,253	5%	164,936	4%
Texas	9,299	2%	14,792	4%	784,841	3%
Utah	2,433	5%	3,570	7%	105,586	6%
Vermont	516	8%	628	10%	12,636	9%
Virginia	3,700	4%	5,645	5%	205,241	5%
Washington	3,301	4%	5,182	6%	179,060	5%
West Virginia	994	5%	1,761	8%	41,977	7%
Wisconsin	3,513	5%	5,573	8%	142,671	6%
Wyoming	747	9%	1,265	15%	16,141	12%
50 states	**174,230**	**4.4%**	**261,558**	**6.4%**	**739,047**	**5.4%**

Source: U.S. Department of Education, Office of Special Education Programs, Data Accountability Center (DAC). IDEA Data, Part B, Child Count 201. Data updated as of November 2012.